

**THE UNIVERSITY OF MANCHESTER - APPROVED ELECTRONICALLY
GENERATED THESIS/DISSERTATION COVER-PAGE**

Electronic identifier: 15670

Date of electronic submission: 21/07/2015

The University of Manchester makes unrestricted examined electronic theses and dissertations freely available for download and reading online via Manchester eScholar at <http://www.manchester.ac.uk/escholar>.

This print version of my thesis/dissertation is a TRUE and ACCURATE REPRESENTATION of the electronic version submitted to the University of Manchester's institutional repository, Manchester eScholar.

**INVESTIGATING DISABILITY INCLUSION IN TURKEY:
AN EXPLORATORY CASE STUDY**

A thesis submitted to The University of Manchester for the degree of
Doctor of Philosophy
in the Faculty of Humanities

2015

HALIS SAKIZ

SCHOOL OF ENVIRONMENT, EDUCATION AND DEVELOPMENT

TABLE OF CONTENTS

LIST OF TABLES	11
LIST OF FIGURES	15
LIST OF APPENDICES	16
ABSTRACT	17
DECLARATION	18
COPYRIGHT STATEMENT	18
ACKNOWLEDGEMENT	19
ABBREVIATIONS	21
CHAPTER 1: INTRODUCTION	22
1.1 Introduction	22
1.2 A brief introduction of the case school	22
1.3 A note on terminology	23
1.4 The perspective	24
1.5 Efficacy and education in Turkey	26
1.6 Personal experience and inspiration	27
1.7 Research aims	29
1.8 Summary	30
CHAPTER 2: STUDY CONTEXT	31
2.1 Introduction	31
2.2 The education system, disability and inclusion in Turkey	31
2.2.1 The Turkish education system	31
2.2.2 Disability in Turkey	35
2.2.3 Management of the education of disabled individuals	37
2.2.4 Recent indicators in the education of disabled students	38
2.2.5 The definition of inclusion in Turkey	40

2.2.6	Inclusion models implemented in Turkey	40
2.3	The case school	41
2.3.1	Description of the case school	42
2.3.2	Teaching and learning in the school	43
2.3.3	Employment of the school staff	44
2.3.4	Placement of students	44
2.3.5	The school's vision and mission statements	45
2.4	Summary	45
CHAPTER 3: STUDY CONCEPTUALIZATION		46
3.1	Introduction	46
3.2	Conceptualizing disability	46
3.2.1	Models of disability	47
3.2.1.1	The medical/individual model of disability	47
3.2.1.2	The social model of disability	48
3.2.1.3	A holistic understanding of disability	49
3.3	Conceptualizing inclusion	52
3.3.1	Inclusion, integration and mainstreaming	55
3.3.2	Theoretical positions towards inclusion	57
3.3.3	Discourses of inclusion	59
3.3.4	Positioning of Turkey within the inclusion movement	60
3.4	Inclusive schools and disabled learners	60
3.4.1	Change	61
3.4.2	Inclusion policy	63
3.4.2.1	The levels and ways of policy-making	63
3.4.2.2	Discourse in policy	64
3.4.2.3	Components of inclusive education policy	65
3.4.3	Inclusive school culture	66
3.4.3.1	Defining school culture	67
3.4.3.2	Components of inclusive school cultures	67
3.4.4	Attitudes towards disability and inclusion	69
3.4.5	Collaboration	70
3.4.6	Family participation	71
3.4.7	Support and involvement of the community	72
3.4.8	School administration and leadership	74
3.4.9	Inclusive curriculum	75
3.4.10	Individual education plans (IEP)	77
3.4.11	Inclusive pedagogy	78
3.4.12	Assessment	79
3.4.13	Identification	80

3.4.14 Classroom and behaviour management	82
3.4.15 Student development	83
3.4.16 School counselling and school psychology units	84
3.4.17 Supervision and inspection	85
3.5 Summary	86
CHAPTER 4: CONCEPTUAL FRAMEWORK	87
4.1 Introduction	87
4.2 Conceptual framework	87
4.2.1 Index for inclusion	88
4.2.2 Ecological systems theory	90
4.2.3 Human capabilities approach	93
4.3 Summary	96
CHAPTER 5: DEVELOPING A RESEARCH STRATEGY	98
5.1 Introduction	98
5.2 Philosophical position	99
5.2.1 Pragmatism	100
5.2.1.1 Interpretivism and constructivism	101
5.2.1.2 Post-positivism	102
5.3 Subjectivity and reflexivity	104
5.4 Development of the research design	105
5.4.1 A case study approach	106
5.5 Methods of data collection: rationale	107
5.5.1 Interview	108
5.5.2 Observation	109
5.5.3 Documentary evidence	111
5.5.4 Questionnaire	112
5.6 Summary	113
CHAPTER 6: RESEARCH DESIGN AND METHODS	114
6.1 Introduction	114
6.2 Sampling	114
6.2.1 Sampling strategy	114
6.2.2 Identification and selection of the case school	115

6.2.3	Identification, selection and characteristics of the participants	116
6.3	Developing instruments	122
6.3.1	Interview	123
6.3.2	Observation	124
6.3.3	Questionnaire	125
6.4	Data collection	128
6.4.1	Interview	128
6.4.2	Observation	129
6.4.3	Questionnaire	130
6.4.4	Documents	131
6.5	Data analysis	133
6.5.1	Qualitative data analysis	133
6.5.1.1	Thematic analysis	134
6.5.2	Descriptive quantitative analysis by theme	140
6.6	Triangulation	141
6.7	Trustworthiness	144
6.8	Summary	146
CHAPTER 7:		148
PRESENTATION OF THE QUESTIONNAIRE FINDINGS		
7.1	Introduction	148
7.2	School culture	148
7.2.1	Dominant values and paradigms	149
7.2.2	Attitudes towards disability	154
7.2.2.1	Beliefs in ability	154
7.2.2.2	Categorical attitudes	155
7.2.2.3	Attitudes towards peer interactions	161
7.2.3	Attitudes towards inclusion	162
7.2.4	Professional efficacy	164
7.2.5	Leadership and management	167
7.2.6	Communication and collaboration	168
7.2.7	School environment	171
7.2.7.1	Physical environment	171
7.2.7.2	Psychosocial environment	172
7.3	School and national policy	177
7.3.1	Availability and clarity of policy	177

7.3.2	Supporting students, increasing attendance and reducing discrimination	179
7.3.3	Enhancing collaboration	181
7.3.4	Stakeholder involvement in policy-making and role distribution	182
7.4	School practices	184
7.4.1	Referral and identification	184
7.4.2	Teaching and learning	186
7.4.3	Curriculum	192
7.4.4	Assessment	193
7.4.5	Infrastructure	195
7.4.6	Communication among institutions	195
7.5	Summary	197
CHAPTER 8: QUALITATIVE DATA PRESENTATION:		198
CULTURE AT THE CASE SCHOOL		
8.1	Introduction	198
8.2	Underlying paradigms and values	198
8.2.1	Attitudes, views and varying understandings of disability and inclusion	199
8.2.2	Categorisation, labelling and exclusionary views	203
8.2.3	Perceptions of diversity	205
8.2.4	Expectations for disabled students	206
8.3	School community	209
8.3.1	Welcoming people, placing disabled students and meeting expectations	209
8.3.2	Communication, collaboration and human relations	210
8.3.3	Physical conditions	216
8.3.4	Burnout, reluctance and negligence among school staff	218
8.4	Summary	219
CHAPTER 9: QUALITATIVE DATA PRESENTATION:		220
POLICY AND DECISION-MAKING AT THE CASE SCHOOL		
9.1	Introduction	220
9.2	Priorities of school policy and decisions	220
9.2.1	Achievement and score based decision-making	221

9.2.2	Perfunctory thinking, one-way decision making and sketchy reporting	222
9.2.3	Person-based and branch-based (categorical) task assignment	224
9.2.4	School administration and bureaucracy	225
9.3	Support for diversity	225
9.3.1	Discriminative thinking shaping decision-making	225
9.3.2	Standardized planning	226
9.3.3	Punishment-based disciplinary coordination	227
9.4	Summary	228
CHAPTER 10: QUALITATIVE DATA PRESENTATION:		229
PRACTICES AT THE CASE SCHOOL		
10.1	Introduction	229
10.2	Identification	230
10.2.1	Early identification and referral at school	230
10.2.2	Labelling as a formal practice	231
10.3	Mobilizing resources	232
10.3.1	Human resources	232
10.3.2	Meeting individual (personal) needs	234
10.3.3	Structural and financial factors	236
10.4	Teaching and learning	237
10.4.1	Special education class and parallel systems of educating disabled students	238
10.4.2	Pedagogical strategies used in mainstream classrooms	239
10.4.3	Curricular exclusion	241
10.4.4	Individual education planning	242
10.4.5	Professional competence	243
10.5	Assessment	244
10.5.1	Assessing progress and individual education plans	244
10.6	Curriculum	247
10.6.1	The role of curriculum in learning and development	247
10.7	Counselling	250
10.7.1	Impact of counselling services	250
10.8	Behaviour management and development	252
10.8.1	Planning and implementing behaviour management and development	252

10.9 Practice monitoring and evaluation	254
10.9.1 Implementation, monitoring and evaluation of practices	255
10.9.2 Inspection and supervision	256
10.9.3 Outcomes for disabled students	257
10.10 Management and leadership	260
10.10.1 Administrator support and involvement in disability inclusion	260
10.11 Integration	261
10.11.1 Integration of children and families	261
10.12 Summary	262
CHAPTER 11: QUALITATIVE DATA PRESENTATION:	264
THE TURKISH EDUCATION SYSTEM	
11.1 Introduction	264
11.2 Professional development	264
11.2.1 Bachelor's training	265
11.2.2 In-service training and staff development	265
11.2.3 Burnout, reluctance and negligence	266
11.3 National curriculum	267
11.3.1 Localizing centralized curriculum	267
11.4 Education policy	268
11.4.1 New policy initiatives	268
11.4.2 Top-down policy making strategy	269
11.5 Quality of education	269
11.5.1 Quality and meaningfulness of education	269
11.6 Central examinations	270
11.6.1 Centralized standards and externally determined objectives	270
11.7 Competition	271
11.7.1 Over-emphasis on some courses and underestimation of others	271
11.7.2 Private tutoring and examination-based thinking	272
11.8 Rehabilitation centres	272
11.8.1 A parallel system of educating disabled children	273
11.9 Summary	274

CHAPTER 12: QUALITATIVE DATA PRESENTATION:	275
THE COMMUNITY	
12.1 Introduction	275
12.2 Values in the community	275
12.2.1 Discriminatory views and practices	276
12.3 Understanding and knowledge of disability and inclusion	276
12.3.1 Differences in the understandings and knowledge of inclusion and disability	276
12.4 Family socioeconomic status (SES)	277
12.4.1 Family SES and support for disabled children	278
12.4.2 Family-child relationships	279
12.5 Summary	280
CHAPTER 13: DISCUSSION	281
13.1 Introduction	281
13.2 Individual	283
13.2.1 Benefits for students	284
13.2.2 Experiences of students	287
13.2.3 Culture, care and needs	288
13.2.4 Behaviour	290
13.3 Family and community	291
13.3.1 Family support	291
13.3.2 Home-school communication	292
13.3.3 Community involvement in education	294
13.4 School	295
13.4.1 Understandings of inclusion: physical integration or beyond?	296
13.4.2 Professional opinions and attitudes	296
13.4.3 Relationships among professionals	299
13.4.4 School practices	301
13.4.4.1 Holistic approach to practice	301
13.4.4.2 Management and leadership	303
13.4.4.3 Professional thinking, practice and development	305
13.4.4.4 Curriculum	308
13.4.4.5 Individual planning and implementation	310
13.4.4.6 Teaching	311
13.4.4.7 Assessment	313

13.4.4.8 School counselling	314
13.5 National policy and society	314
13.5.1 Society and social policy	315
13.5.2 The education system	319
13.5.3 Values	322
13.6 A school-based working model	323
13.7 Summary	328
CHAPTER 14: CONCLUSION	329
14.1 Introduction	329
14.2 Revisiting the study aims	329
14.3 Theoretical argumentation	329
14.4 Summary of findings	330
14.4.1 School culture	331
14.4.2 School practices	332
14.4.3 School policy and decision-making	333
14.4.4 The education system	334
14.4.5 The community	335
14.5 Reflections on the study methodology	336
14.6 Implications	337
14.6.1 Implications for school culture	337
14.6.2 Implications for practices of schools and associated institutions	339
14.6.3 Implications for policy and decision-making	341
14.6.4 Implications for universities	343
14.6.5 Implications for theory	344
14.6.6 Implications for research	345
14.7 Concluding remarks	346
REFERENCES	348
APPENDICES	382
Word count: 80.719	

LIST OF TABLES

Table 1. Percentage of disabled students' educational status by type of difficulty/impairment	38
Table 2. Number of disabled students in educational institutions by 2015	39
Table 3. Data collection methods and participants	108
Table 4. Interviewed professionals and their experience	119
Table 5. Interviewed parents and their demographic information	120
Table 6. Numerical information about questionnaire administration	121
Table 7. Characteristics of the observed students and lessons	122
Table 8. Issues guiding content of interview schedules used at the case school	123
Table 9. Issues guiding content of interview schedules used at the local education authority, GRC and childcare unit	124
Table 10. Issues guiding content of observation tools	125
Table 11. Timeline and procedures of data collection	128
Table 12. Documents collected in the study	132
Table 13. Questionnaire dimensions and sub-dimensions	148
Table 14. Participants' responses on the role of educator, contribution of all children to society and their belongingness to mainstream school and society	150
Table 15. Participants' responses on the need for special education rooms and their efficiency	152
Table 16. Participants' responses on the need for identification, the impact of disabled students on their peers and admission of disabled students	153
Table 17. Participants' views on the ability of disabled students to participate and achieve	154
Table 18. Participants' responses on the ability of disabled students with different impairments	156
Table 19. Participants' responses on the ability of disabled students with different impairments (cont'd)	158
Table 20. Participants' responses on the adaptation of disabled students with different impairments	159

Table 21. Participants' responses on the adaptation of disabled students with different impairments (cont'd)	161
Table 22. Participants' responses on the relationships between disabled and non-disabled students	162
Table 23. Participants' responses on the advantages of inclusion	163
Table 24. Participants' responses on in-service training and development opportunities	165
Table 25. Participants' responses on the professional competence of teachers, counsellors and school administrators	167
Table 26. Participants' responses on administrative support	168
Table 27. Participants' responses on communication and collaboration in the school	168
Table 28. Participants' responses on the collaborative practice regarding disabled students	170
Table 29. Participants' responses on the communication between disabled students and school staff	171
Table 30. Participants' responses on the school's physical environment	172
Table 31. Participants' responses on welcoming disabled students and removing barriers	174
Table 32. Participants' responses on the expectations for disabled students	175
Table 33. Participants' responses on the value given to disabled students and the effort to minimise discrimination	176
Table 34. Participants' responses on the availability and clarity of school regulations	178
Table 35. Participants' responses on the understanding and implementation of school and national policy	179
Table 36. Participants' responses on the role of school regulations in eliminating barriers and discrimination and enhancing participation	180
Table 37. Participants' responses on the planning of support given to disabled students	181
Table 38. Participants' responses on the role of school policy in enhancing collaboration and family partnership	182

Table 39. Participants' responses on the staff involvement in policy making and role distribution	183
Table 40. Participants' responses on referral and identification	185
Table 41. Participants' responses on the planning of teaching	187
Table 42. Participants' responses on the involvement of disabled students in learning	188
Table 43. Participants' responses on the teaching and learning strategies used in classrooms	189
Table 44. Participants' responses on the presentation of teaching material and homework	190
Table 45. Participants' responses on the teaching and monitoring of disabled students during lessons	191
Table 46. Participants' responses on individual education plans	192
Table 47. Participants' responses on the utilisation of regular curriculum for disabled students	193
Table 48. Participants' responses on assessment of disabled students' learning and progress	194
Table 49. Participants' responses on the services provided for teachers in classrooms	195
Table 50. Participants' responses on the communication between the school and guidance and research centre	196
Table 51. Culture at the case school, its organizing and basic themes	198
Table 52. Observation note indicating exclusion from a classroom activity	208
Table 53. Observation note indicating relationships between disabled students their peers and their teachers	214
Table 54. Policy and decision-making at the case school, its organizing and basic themes	220
Table 55. A typical agenda in an IEP meeting	223
Table 56. Practices at the case school, its organizing and basic themes	229
Table 57. Counselling practice regarding referral	231
Table 58. School plan and practice to meet personal needs of disabled students	235

Table 59. Teaching techniques used with disabled students in mainstream classrooms	239
Table 60. An example individual education plan	243
Table 61. Assessment practices aiming at disabled students	245
Table 62. Outcomes regarding further education and employment of disabled students in the case school	259
Table 63. The Turkish education system, its organizing and basic themes	264
Table 64. The community, its organizing and basic themes	275

LIST OF FIGURES

Figure 1. Organization of the Ministry of Education in Turkey	34
Figure 2. The cycle of referral, diagnosis and placement of disabled students in Turkey	36
Figure 3. A typical classroom arrangement in the case school	43
Figure 4. A historical interpretation of the development and interaction of ideologies leading to present thinking in inclusion	53
Figure 5. A historical interpretation of the development of ideologies regarding special education and inclusion in Turkey	60
Figure 6. Steps in social research	98
Figure 7. Thematic map showing the global theme of ‘practices at the case school’, and its organizing and basic themes	137
Figure 8. Thematic map showing the global themes of 'policy and decision-making at the case school', 'culture at the case school', 'the community', and their organizing and basic themes	138
Figure 9. Thematic map showing the global theme of 'the Turkish education system', its basic and organizing themes	139
Figure 10. School culture and sub-dimensions	149
Figure 11. School and national policy and its sub-dimensions	177
Figure 12. School practices and its sub-dimensions	184
Figure 13. Ecological levels in which factors influencing disability inclusion are embedded	283
Figure 14. A cyclical inclusive practice development and implementation model for Turkish schools	326
Figure 15. A case scenario illustrating implementation of the proposed cyclical model	327

LIST OF APPENDICES

Appendix I	Legislation on the education of disabled students in mainstream schools in Turkey	382
Appendix II	Index for Inclusion-Indicators (Brief version)	387
Appendix III	Participant information sheet and consent form	433
Appendix IV	Data collection tools	390
Appendix V	Piloting the instruments	396
Appendix VI	Original Turkish excerpts used in the thesis/ Tezde kullanılan Türkçe alıntılar	433

The University of Manchester
Halis Sakiz
Doctor of Philosophy (PhD) in Education
Investigating Disability Inclusion in Turkey: An Exploratory Case Study
21/07/2015

Abstract

Turkey, like many other developing countries, is in a state of transition. The Turkish Disability Law was enacted in 2005 and led to a rapid increase in the number of disabled individuals and services provided for them in mainstream schools. However, questions have arisen regarding the quality of the services (Akdemir-Okta, 2008; Kargin, 2004; Saraç & Çolak, 2012; Sucuoğlu & Kargin, 2006). This study attempted to examine factors that influence the degree to which students labelled as ‘disabled’ within the Turkish context (i.e. with medically diagnosed impairments) benefit from education in a mainstream school, while exploring how their inclusion was conceptualised and practised in the school.

The thesis presents relevant contextual information on the Turkish school system, and drawing on national and international scholarship, examines some of the complex conceptual territory around notions of disability and inclusion. The approach to study design was pragmatic. Data collection and analysis were strongly oriented towards the qualitative paradigm (interview, observation and documents), with quantitative data employed mainly to test assumptions and aid interpretation (questionnaires).

Findings showed that the conceptualisations of inclusion and disability varied significantly among stakeholders, with widely held negative views regarding the idea of educating disabled students in mainstream schools. Evidence highlighted that the school culture continued to be influenced by the segregated education system and that disabled students at the school could not benefit sufficiently from mainstream education in terms of extending their learning, promoting their development and, overall, facilitating their capabilities in any area of life in meaningful ways. Further, it was questionable whether the recent raft of policy has yet managed to establish a shared mission towards inclusion among educational institutions and stakeholders. Conflicting paradigms such as those promoting inclusion, segregated education and competition at the same time were in place in the education system.

Findings of this study highlight the need for a contextual interpretation and implementation of inclusion, while they will be of interest to readers in other countries in a state of transition. The study presents a school-based working model to devise and implement inclusive practices, which encompasses key elements such as school management, collaboration and change. In conclusion, the study suggests (i) improvements in the current organization and management of mainstream schools in order to respond to the needs of disabled students, (ii) consideration of the contextual factors, in addition to personal factors, in the process of inclusion, and (iii) an approach which emphasizes the enhancement of the capabilities of disabled students and recognizes their right to decide on what these capabilities should be.

DECLARATION

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

COPYRIGHT STATEMENT

- i. The author of this thesis (including any appendices and/or schedules to this thesis) owns certain copyright or related rights in it (the “Copyright”) and s/he has given The University of Manchester certain rights to use such Copyright, including for administrative purposes.
- ii. Copies of this thesis, either in full or in extracts and whether in hard or electronic copy, may be made only in accordance with the Copyright, Designs and Patents Act 1988 (as amended) and regulations issued under it or, where appropriate, in accordance with licensing agreements which the University has from time to time. This page must form part of any such copies made.
- iii. The ownership of certain Copyright, patents, designs, trademarks and other intellectual property (the “Intellectual Property”) and any reproductions of copyright works in the thesis, for example graphs and tables (“Reproductions”), which may be described in this thesis, may not be owned by the author and may be owned by third parties. Such Intellectual Property and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property and/or Reproductions.
- iv. Further information on the conditions under which disclosure, publication and commercialisation of this thesis, the Copyright and any Intellectual Property and/or Reproductions described in it may take place is available in the University IP Policy (see <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=487>), in any relevant Thesis restriction declarations deposited in the University Library, The University Library’s regulations (see <http://www.manchester.ac.uk/library/aboutus/regulations>) and in The University’s policy on Presentation of Theses.

ACKNOWLEDGEMENT

This thesis is a product of an extensive process of learning and doing, supported, supervised and facilitated by a very good team of supervisors. No space will be enough to report my main supervisor's, Dr. Charlotte Wood's, positive impact on my academic and personal development as well as on every aspect of my life in Manchester. I have always felt lucky to have Dr. Charlotte Woods as my main supervisor and observe her as an excellent supervisor, lecturer, researcher, collaborator and person. She has always been available when I needed support. She has always been sympathetic and supportive to my suggestions and trusted what I have done. Her role in my learning has helped me develop as a novice academic, and produce this thesis and several associated products. I am thankful to her. One of my aspirations is to be able to continue learning from and collaborate with her in the future.

Two other members of my supervisory team were Dr. Ann Lendrum and Dr. Judith Hebron. Since I have begun my PhD in Manchester, Dr. Ann Lendrum has always been a supporter to me. Although Dr. Judith Hebron joined my supervisory team later, the support she has provided to me has been extensive. I have always felt lucky to have my co-supervisors. They have always encouraged and supported me. Having always been available when I needed their views, they have acted as more than co-supervisors, and provided me with time and supportive opinions.

There is no need to detail the role of my family in my life. My parents, sisters, brother, nephews, and cousins have always been in the centre of my life. They trusted me in whatever I have done. Their belief in me has always been the motivating factor in my achievements. After long years, I hope this thesis will be the final step before I start being among them again.

I have made very good friends from the University of Manchester. I feel lucky to have met Zehra Ersahin, Raiha Aftab, Hussain Al-Enazi, Pari Heather Zadeh, Elena Anastasiou, Dr. Richard Fay, Amit Kuber, Haseeb Arshad, Jasmina, Frzina, Sabah Siddiqui, Maria Reraki, Anthoula Kef, Thuraya El-Hosni, and Fahad Ahmed.

Some people in Manchester have been more than friends to me. I have spent excellent time with Halil Yilmaz, Lutfi Ozturk, Dr. Mustafa Kayikci, Hasan Turkel, Harun Tugal, Sabir Kahraman, Dr. Savas Konur, Emrehan Kavaloglu, Merve Engin, Musa Cadirci, Onder Kethuda, Cem Ornek, Baki Ozdincer, Sait Aydin, Yusuf Kurt, Tugrul Nalbantoglu, Tuba Yasar, Yusuf Cakmak, Serdar Inan, and Merve Ceylan.

I warmly regard and thank members of the Turkish Society with whom I had the chance of working and bringing together people from Turkey and other countries. I have been lucky to collaborate with Mesut Bekirogullari, Bahar Arslan, Vildan Tasli, Burak Kaan Cirpici, Burcin Atilgan and Emre Ozyurt. Working together with these people has resulted in very good friendships that I hope and believe will last in the future.

Though we have been far away, I have always felt the availability and support of some people. Dr. Hande Sart, whose role has been extensive in my academic and personal development since the beginning of my BA, is still very close to me, and this is one of the best aspects of my life. In addition, Dr. Abdurrahman Ekinci of Mardin Artuklu University has been my academic counsellor since I started my PhD and always motivated me to do my best. My friends from Turkey, Omer Kaynak, Kadir Savuncu, Nizamettin Koc, Engin Turgut, Ismail Cuhadar, Sedat Gelibolu, A. Sabri Tok, Dr. Hakan Saricam, Mehmet Saricali... I am thankful to them for being part of excellent friendships.

My studies at the University of Manchester have been sponsored by the Turkish Republic Ministry of Education. I owe a lot to my State and Ministry. Now it is time to go back and serve them as best as I can. I hope to contribute to their development with the future work that I will carry out.

I thank the examiners of this thesis, who have given me the chance to judge the significance and quality of the work I have carried out.

Finally yet importantly, I thank everybody in the study school who made it possible for me to conduct this research study.

ABBREVIATIONS

DSM	Diagnostic and Statistical Manual of Mental Disorders
GRC	Guidance and Research Centre
ICD	Statistical Classification of Diseases and Related Health
ICF	International Classification of Functioning, Disability and Health
IEP	Individual Education Plan
MEB	Ministry of Education (Turkish)
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
TUIK	Turkish Statistical Institute (Turkish)
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

1.1 Introduction

This thesis investigates the inclusion of ‘disabled’ students in a public mainstream school in Turkey. It seeks to explore the factors associated with the process of including ‘disabled’ students in the study school and investigate how these factors affect the process of inclusion. In this attempt, it will specifically focus on the school culture, policy and practices, as well as their relationships with the national education system and the community. This thesis uses a case study approach and employs a pragmatic study design. Data collection and analysis are strongly oriented towards the qualitative paradigm (interview, observations and documentary analysis), with quantitative data employed mainly to test assumptions and aid interpretation (questionnaire). Findings of the study present the challenges and opportunities for supporting the education and inclusion of ‘disabled’ students and the comprehensive range of factors influencing this phenomenon.

Following this introductory chapter, in which I provide background information and the rationale for this study, I present the study context in Chapter 2. In Chapter 3, I introduce the key concepts of the study combined with related literature. Chapter 4 contains the conceptual framework, which guided this study, and Chapter 5 presents the process of developing a research strategy. I explain the research design and methods in Chapter 6, and present the findings from the questionnaire in Chapter 7. Chapters 8, 9, 10, 11 and 12 contain the qualitative findings. In Chapter 13, I provide a discussion of the findings and present a school-based working model to devise and implement inclusive practices. I conclude in Chapter 14 by summarizing the study findings and listing implications.

1.2 A brief introduction of the case school

This study was carried out in a mixed-gender and mixed-ability school that has been required by law to recognize and accommodate the needs of disabled

students within its own system, a process moving from ‘mainstreaming’ to ‘integration’ and now considered as ‘inclusion’ by the Ministry of National Education (Turkish: Milli Eğitim Bakanlığı [MEB]) (2012a). Along with all public schools in Turkey, the school has been in the middle of far-reaching central transformations in the educational system, such as the recent division of the eight-year primary education phase into two levels, and the increase in the compulsory education period to twelve years. This study is an attempt to understand the school experience in trying to include disabled students within the current local and national circumstances.

1.3 A note on terminology

The literature on disability contains various terms employed for identifying disabled people, with each providing its own justification for using a particular term (Shakespeare, 2006a). The term ‘disabled’ is employed throughout this thesis for three reasons. Firstly, by using the term disabled, I adopt Brisenden’s (1986) preference, with an awareness of some others’ preference to be called ‘with disabilities’. Secondly, I use this term in order to highlight the role of social barriers in disability, while recognizing the role of biological conditions. This is also because I follow a balanced approach throughout this research, and recognize that disability should be viewed as neither purely social nor purely medical (Thomas, 1999). Thirdly, the term ‘disabled students’ encompasses the two terms used in Turkey to identify disabled students in mainstream and special schools: (a) ‘students in need of special education’, which assumes that all disabled students need special education, and (b) ‘inclusion students’, which is an invented label attached to identify those students in mainstream schools considered to have a special educational need.

Disability has both social and medical implications. Bogdan and Taylor (1992) argue that identifying people as disabled refers to the cultural and social construction of norms and differences, while Forsyth et al. (1999) highlight that participation of disabled students is influenced by their intrinsic health conditions, too. The use of some medically rooted concepts in some places in this thesis, such as ‘autism’ and ‘mental retardation’, should not necessarily imply that this study is based on purely a medical approach. The reason I do this is that the medical

identification system has a huge impact on the Turkish education system and such concepts are commonly used in professional and daily life. Using these concepts in appropriate places is an attempt to convey the actual discourse existing within the data and therefore enhance the trustworthiness of the research (Guba & Lincoln, 1994).

1.4 The perspective

In this study, I argue that all children, with adequate support and irrespective of their different needs, should be able to learn together in mainstream classrooms in their local communities. I believe that the main aim of mainstream education for disabled students should be to provide ‘an education of high quality, at an economic cost, that enriches childhood and maximizes chances of leading a fulfilled adult life’ (Hegarty, 1991, p. 88). I also believe that disabled students can be included in mainstream schools when principles of equity, diversity, attitudinal change, teacher preparedness, collaboration and innovative educational practices are adopted, and when these elements lead to meaningful educational outcomes and improved capabilities (Booth & Ainscow, 2002; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2001). This study is, therefore, a pragmatic, critical and contextual attempt to investigate whether and how the current understanding and implementation of what is accepted as ‘inclusion’ by MEB (2012a) in Turkey ensures equal access to the educational facilities, reduces discrimination, realizes participation and learning of disabled students and leads to the development of capabilities that are significant to their lives.

In this study, my perspective favours an understanding of disability as part of the human condition rather than as a deviation. I also recognize disability within a broad context of functioning and as a condition emerging due to personal, social, environmental and institutional factors, rather than as a purely medical condition (Sadioğlu, 2011). I argue that elimination of the barriers stemming from the aforementioned factors should be a main concern for a state. I believe that the main priority for institutions (e.g., schools, hospitals) should be to take preventive, rather than purely diagnostic, measures to reduce the likelihood for the experience and the impact of disability. In cases where identification is needed, I advocate a

multidimensional and preventive approach that minimizes unnecessary stigmatization and focuses on the identification of needs and areas of support in order to provide adequate services to children who need them.

The above perspective is the primary reason for evaluating the process of including disabled students in relation to personal, social and environmental factors that are associated with and affect this process. The social model of disability has long been seen as the voice of the disabled community in challenging the historical exclusion of disabled people and arguing for the removal of all barriers towards their participation. The social model criticised the medical model of disability for being associated with understanding of disability only as an individual deficit (Oliver, 2004). The social model was especially effective in understanding exclusion as related to the structures and practices of the educational systems and institutions. Despite this, however, the idea of understanding disability as entirely socially constructed and over-socialized has been approached critically. For example, Shakespeare (2006b, p. 200) states that 'the neglect of impairment as an important aspect of many disabled people's lives' is one of the weaknesses of the social model. Terzi (2008) maintains that such a presentation of the model is not conducive to inclusion which is context-dependant, complex and, therefore, not easy to predicate purely on one model.

In this study, therefore, I try to remain aware of personal, social and environmental conditions of disabled students while investigating the attempts of the case school in the process of recognizing and responding to these conditions. This is necessary considering the complexity and comprehensiveness of the concepts of disability and inclusion, and the ecology within which they interact. I aim to understand the benefits of the current system and models of educating disabled students in Turkey, especially in accounting for the educational experiences of disabled students more effectively and identifying the causes of possible disadvantage (Shakespeare & Watson, 2001). I set out with the idea that the medically inspired way of identifying and educating disabled children in Turkey is very dominant and the extent to which it enables/limits the inclusion of disabled students requires investigation. On the other hand, I acknowledge the

potential benefit of the socially oriented principles of inclusion and deem it necessary to examine how they fit the Turkish context.

1.5 Efficacy and education in Turkey

From the efficacy point of view, I commit to the idea that student learning can be enhanced by educating children in mainstream settings more than it can be done in segregated environments (Dyson, 1999). Within an inclusive school culture that fosters student participation and cooperation, and well-implemented practical inclusion models in schools, children's development in various domains can be promoted. These efforts must start at an early age with the development of basic generic skills and continue with compulsory secondary education that will consistently add on to the achieved skills and qualifications in ways that capabilities and achievement levels of individual students are recognized. The education to be provided, as Tikly and Barrett (2011) argue, should first ensure that children from different backgrounds are *included* within the school. Then, the system should ensure that all children *participate* actively within the school community and practices, and they are provided with *relevant* and meaningful educational outcomes. The meaningfulness of the education implies that students have the freedom and opportunity to convert whatever resources they may have into achievements or outcomes of different kinds (Sen, 2009). This does not only mean that the institutional barriers in schools that prevent participation of disabled students must be removed; but also that the individual should be equipped with the capability, appropriate skills and education to be part of the community.

The highly competitive and examination-based educational system in Turkey, which predominantly focuses on academic achievement, makes it difficult for disabled students to participate actively in mainstream school activities and experience quality education (Diker & Türkün, 2013). Designing and implementing a curriculum according to these premises, has created 'winners' and 'losers' as outputs of the education system. However, inclusion necessitates that a reformed understanding of student achievement and failure should focus on development of child-centred structures that will educate all children, and this will require new understandings of instructional organization, the nature of teaching, learning, and curriculum that promote mutual support, cooperation and

participation of all children (Algozzine, Ysseldyke, & McGue, 1995; Erkılıç & Durak, 2013; McDermott, 1993).

The meaningfulness of educational outcomes in Turkey has been scrutinized in recent years by researchers (e.g., Egitim Reformu Girisimi, 2011; Sucuoğlu & Kargin, 2006; Özak, Vural, & Avcıoğlu, 2008; Özbulut & Sayar, 2009). However, there is not sufficient investigation as to what kind of educational outcomes graduates in Turkish schools gain, other than readiness for high school and university entrance examinations. Both in primary and secondary phases, children are exposed to highly academic courses and an expectation whereby the main method of learning is based on rote recall and remains individualistic (Akşit, 2007). The national examination system that generates a ranking of schools based on student performance (the system places ‘good performers’ and ‘bad performers’ in separate schools), has now created a huge gap among these schools in terms of their popularity and the quality of the educational experiences they offer (Nayır, Yıldırım, & Koştur, 2009). In 2004, MEB initiated a curriculum reform, which assumed that student-based constructivist practices would follow previously fully didactic practices. However, seemingly, the reform has not achieved the expected results in the short run, and the level of satisfaction with this reform remains low (Akşit, 2007). Throughout the educational phases, the curriculum hardly provides the flexibility for the participation of disabled students, and ‘low achievers’ (Bulut, 2005).

1.6 Personal experience and inspiration

There were motivations that influenced my desire to conduct this research study. About ten years ago at university, I was assigned as a student assistant to students who had visual impairment. These students had excelled academically, which enabled them to study at the top-ranking university in Turkey. The university was employing student assistants in order to assist them with the reading material, examinations and other academic activities. Despite several difficulties, that method was a good way of building friendships and including students with visual impairment within the university’s academic and social environment. For me, it was during that higher education period when I came across a concept called

inclusion. This was also the time when my commitment to values of diversity, justice and inclusion got stronger.

However, the positive image I was observing during my university years with disabled people was hardly visible in my professional life. After graduation, I started to work at a state institution where my role was to conduct field assessments regarding the medical, social and psychological needs of severely disabled people within a team of three professionals. Throughout this experience, I witnessed how these people had been isolated from mainstream public services and society, and how they (and their families) tried to cope with the barriers posed by their biological and environmental conditions with little support.

After two years of working in the institution for social services, I was appointed to another state institution, called Guidance and Research Centre (GRC). As a psychological counsellor, my role was to (i) conduct psychological assessment for individuals (mostly children under 18) who were suspected of having a learning difficulty, (ii) make appropriate educational placements based on the assessment results, and (iii) provide educational counselling for newly placed disabled students and their families. Assessment results required me to make a decision of three types: placement in a (i) special education school, (ii) a special education classroom within a mainstream school, and (iii) a mainstream classroom within a mainstream school.

After four years of professional practice, I had the chance of starting a PhD abroad in the field of education. This gave me the opportunity to read more in the areas I was interested in and, in fact, to extend my horizon beyond the thinking I had been confined to. It did not take too long to identify a problem to research. I was always aware of the issues experienced in the education of disabled students in mainstream schools. I was sure that the problem was not limited to the assessment process, within which I was working. It was after I started the PhD when I started to realize that it was the interplay of several factors in the education system that blocked the route to inclusion. This awareness of the research problem, and the gap in the investigation of this problem in Turkey, drove my passion and determination in pursuing this study.

1.7 Research aims

This research study aimed to investigate the experiences of a Turkish mainstream school, which has been declared as engaging in the inclusion of disabled students by MEB (2012a). I fully acknowledge that subjects for inclusive education are all children who are vulnerable to exclusionary practice (UNESCO, 2001). What I aimed to do in this research was to address disabled students at the school by investigating if they were able to play a full part within the whole school community.

In this study, the school system, as Booth and Ainscow (2002) propose, is analysed in three dimensions: the school's culture, the school's practices and related policy. However, considering the child as existing within an ecological system and surrounded by various elements (Bronfenbrenner, 1979, 2005), I also consider the impact of the elements which are beyond the case school but influence its practices. The main research question is:

RQ: What are the factors associated with the inclusion of disabled students in a mainstream public school in Turkey and how do these factors affect the process of inclusion?

Supporting the main research question, the study investigates:

- The perspectives of key stakeholders on disability inclusion,
- the practices within the school that enable/limit the inclusion of disabled students,
- the effect of the school culture and community on attempts to include disabled students,
- the influence of the national policy and education system on the attempts to include disabled students within the mainstream school, and
- possible implications for the Turkish education system.

Although I acknowledge that this research is limited to a single school, it has potential for practice in other schools, for policy, community and theory. The school was chosen as a typical case illustrating some common features of other public schools. First, the school operates within the centralized structure and

under the obligation of the national policy of MEB. Second, it follows the central curriculum of primary and pre-secondary education. Third, the school contains families predominantly from low and middle-income levels. Fourth, the school contains disabled students and a special education class, which illustrates the case of educating disabled students in mainstream schools (see Chapter 6 for more detail).

The in-depth analysis, in respect of the specific school involved, creates an opportunity for the case school to reflect on and develop its current practices in the area of inclusion. However, considering the centralized structure of the Turkish education system, this research potentially has a far more significant educational contribution to make. The detailed investigation of the case school in relation to the education system provides the basis for examining the policy strategies, which would support more widespread excellence and innovation in the education and inclusion of disabled students. In addition, the conceptual and methodological richness of the study proposes new criteria to evaluate the concepts of inclusion and disability in the Turkish context. Furthermore, this research enhances our understanding of the guiding theories and serves as a base to improve their application in disability and inclusion research. Finally, outcomes of this research contribute to the body of literature evaluating the barriers to the inclusion of disabled students, and the steps taken by mainstream schools to respond to inclusion policy.

1.8 Summary

In Chapter 1, I have provided introductory information to situate and interpret this research. I have given brief information on the terminology and discussed my perspective towards disability and inclusion. Next, I have described the rationale and personal inspiration for the study. Finally, I have provided the aims and possible contributions of the research. The next chapter gives background information about the study context, describing the educational provisions in Turkey for disabled students and introducing the case school.

CHAPTER 2

STUDY CONTEXT

2.1 Introduction

The aim of this chapter is to provide information about the study context. In the next section, disability, the education system and inclusion in Turkey are introduced in order to establish the background necessary for understanding the national context where the case study was carried out. In the final section, I present a description of the case school.

2.2 The education system, disability and inclusion in Turkey

2.2.1 The Turkish education system

In the last fifteen years, Turkey has gone through a rapid developmental process including remarkable increases in educational, financial and social indicators. Within this process, there has been an evident emphasis on the attempts to increase literacy and ensure that all citizens benefit from educational services (Melekoğlu, Çakıroğlu, & Malmgren, 2009). The progress in education has been reflected on the net schooling ratio for the educational year 2014-2015. The schooling ratio is 53.78% for the pre-primary education phase (under 5 years of age), 96.30% for the primary school phase (an increase of 14% over 15 years), 94.35% for the pre-secondary phase (an increase of 40% over 15 years), 79.37% for the secondary phase (an increase of 35% over 15 years), and 39.89% for the higher education phase (MEB, 2015). According to the 'Education for All Global Monitoring Report' (UNESCO, 2015), Turkey is one of the countries that have achieved significant progress towards universal primary education.

In Turkey, formal education is provided and supervised centrally by the government and includes the five phases mentioned above. These phases are available in the form of public and private education. All public and private schools at pre-school, primary, pre-secondary and secondary phases are controlled

by MEB, whereas public and private universities are controlled by the Higher Education Council (Turkish: Yükseköğretim Kurumu).

In Turkey, the increase in the schooling ratio at each phase of education has brought about an increase in the number of students and their educational needs, too. The movement to accommodate the growing student population was accompanied by an effort to increase the number of schools and human resources. Currently, there are 53,574 schools, 16,403,328 students and 889,695 teachers. In 2004, there were 42,427 schools, 13,604,838 students, and 568,902 teachers (MEB, 2014a, 2015).

Within the last fifteen years, the law realized changes in the duration and implementation of compulsory education in Turkey. Until 1997, the duration of compulsory education was 5 years and this was implemented only in primary schools which then contained grades from 1 to 5 (approximately ages 6-12). That year, compulsory education was extended to 8 years, increasing the content of primary schools to grades 1 to 8 (approximately ages 6-15) and eliminating middle schools (which then contained grades 6 to 8) from the system. In 2012, the law (No. 6287 enacted on 30/3/2012) proposed that compulsory education will gradually be extended to 12 years as of the educational year 2012/2013. This law also necessitated the establishment of pre-secondary schools, which currently include grades 5 to 8 (approximately ages 12-15).

In Turkey, all decisions regarding policy and administration in the education system are made by MEB (Figure 1). These decisions may include appointment of administrators, teachers and other school personnel, and selection of textbooks and subjects for the curriculum. Even today, every school has to follow a national curriculum, and all educational activities in schools are controlled by inspectors and supervisors appointed by MEB (Çakıroğlu & Çakıroğlu, 2003).

In 2003, for the first time, Turkey joined the Programme for International Student Assessment (PISA) with the aim of enhancing student achievement, evaluating the impact of education policies on students, and improving the quality of education. The first outcomes obtained by the PISA

report led the Board of Education and Discipline (Turkish: Talim ve Terbiye Kurulu) to revise the educational program of grades 1 to 5 in the educational year 2005/2006 (Çelen, Çelik, & Seferoğlu, 2011). The new program claimed to have left the elements of the previous traditional approach characterised by teacher led classes and rote learning, and to embrace a constructivist and cognitive paradigm (MEB, 2009).

In the new program, it was claimed that courses were not based on rote memorization but they were enjoyable and appropriate to real life conditions. However, this new program has not yet resulted in significant educational outcomes and in fact there was controversy about the way it was prepared and implemented. First, there was research reporting that improvements in the curriculum have not been fully understood and reflected in classroom practices (Nayır, Yıldırım, & Koştur, 2009). A feeling among educational institutions and scholars was that there was not sufficient fieldwork before the reform, and outcomes of the piloting process were not responded to sufficiently or disclosed publicly (Akşit, 2007). Instead, the government preferred to send new materials to schools and expected educators to put them into practice with immediate effect. However, teachers recommended the incorporation of changes to pre-service teacher education courses and considered it essential to discuss, evaluate, interpret, and understand the new content, objectives, and teaching strategies (Akşit, 2007).

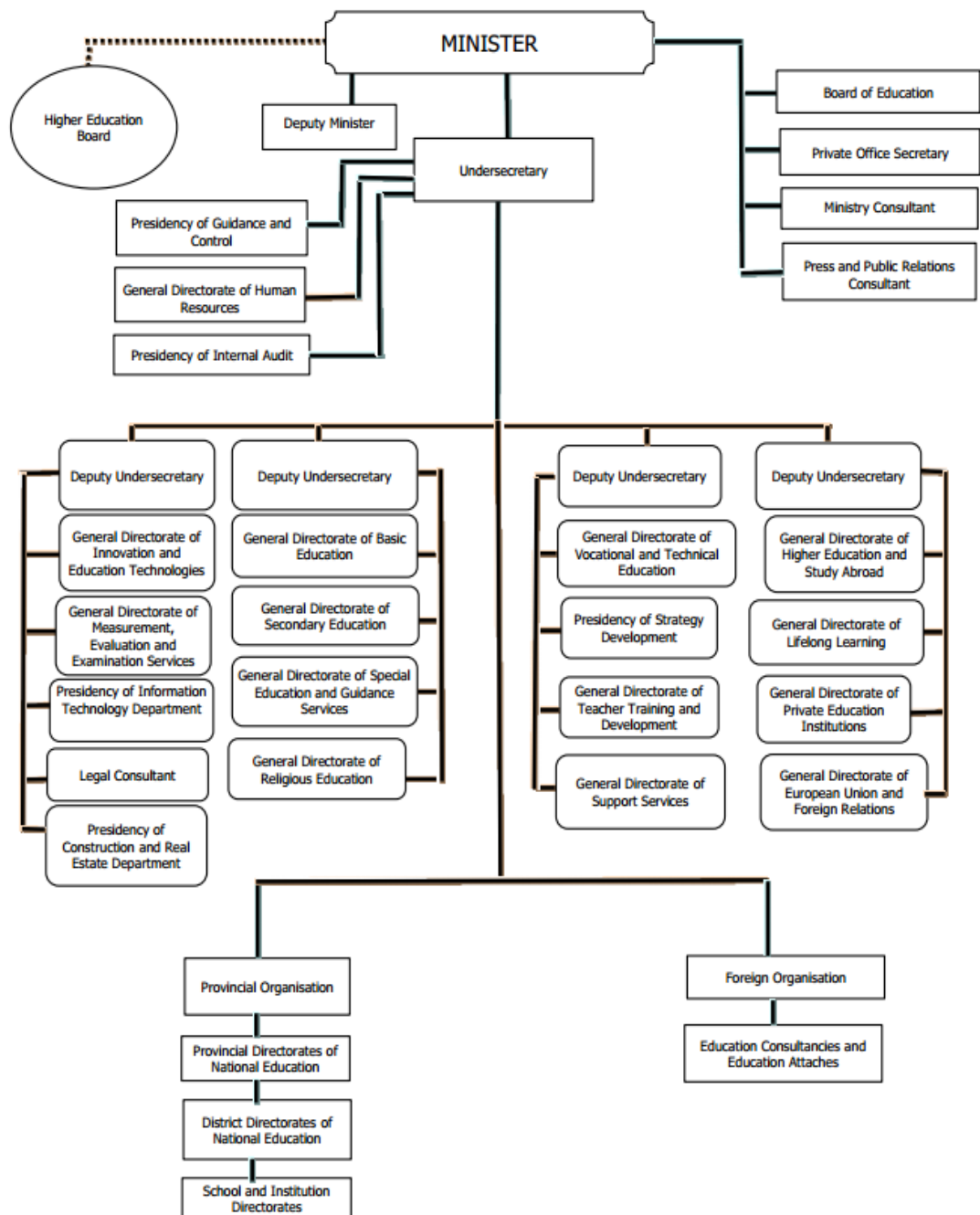


Figure 1. Organization of the Ministry of Education in Turkey [www.meb.gov.tr]

In addition to the centralized way of managing the education system in Turkey, the way branches and directories of MEB are organized is under criticism. Especially the way the education and inclusion of disabled students is managed in Turkey raises questions (see Section 2.2.3). Skrtic (1991) states that how an institution is organized affects the way it functions. With recent changes in the educational paradigms and the rapid movement towards educating disabled students in mainstream schools in Turkey, it is unclear whether the current

organization of MEB allows an adequate response to these changes (Erkiliç & Durak, 2013).

2.2.2 Disability in Turkey

In Turkey, disability (Turkish: Engellilik) is understood primarily as a physical and mental health condition (Sadioğlu, 2011; Sakız & Woods, 2015). Officially, it is recognized that ‘disabled individuals are those who...have a health report indicating disability by 20% or more’ (Turkish Statistical Institute [TUIK], 2010, p. XI). Similarly, the Ministry of Health recognizes disability as ‘a health condition, which decreases the overall functioning of the human body by 20% or more’ (TUIK, 2012). The health assessment is based on the International Statistical Classification of Diseases and Related Health Problems (ICD) and the Diagnostic and Statistical Manual of Mental Disorders (DSM) (Aksüt, 2001).

In Turkey, the official statistics on the rate of disability show that 12.29% of the whole population is disabled (TUIK, 2002). This rate is 11.10% for males and 13.45% for females. The rate of individuals with orthopaedic, visual, hearing, speech and mental impairment is 2.58% and the rate of those with chronic illnesses is 9.70%.

For disabled individuals receiving mainstream and special educational services, like any other public service, depends on the availability of a health report (Karasu, 2014). In addition, those who receive a health report must go through a process of identification by the related GRC, a similar procedure as that conducted at hospitals (Figure 2) and heavily impacted by the practice of medical testing (Dölek & Sart, 2007). GRCs diagnose the individual with one of the categories of impairment listed in the ICD-10 (World Health Organization, 1992) and/or DSM-V (American Psychiatric Association, 2013).

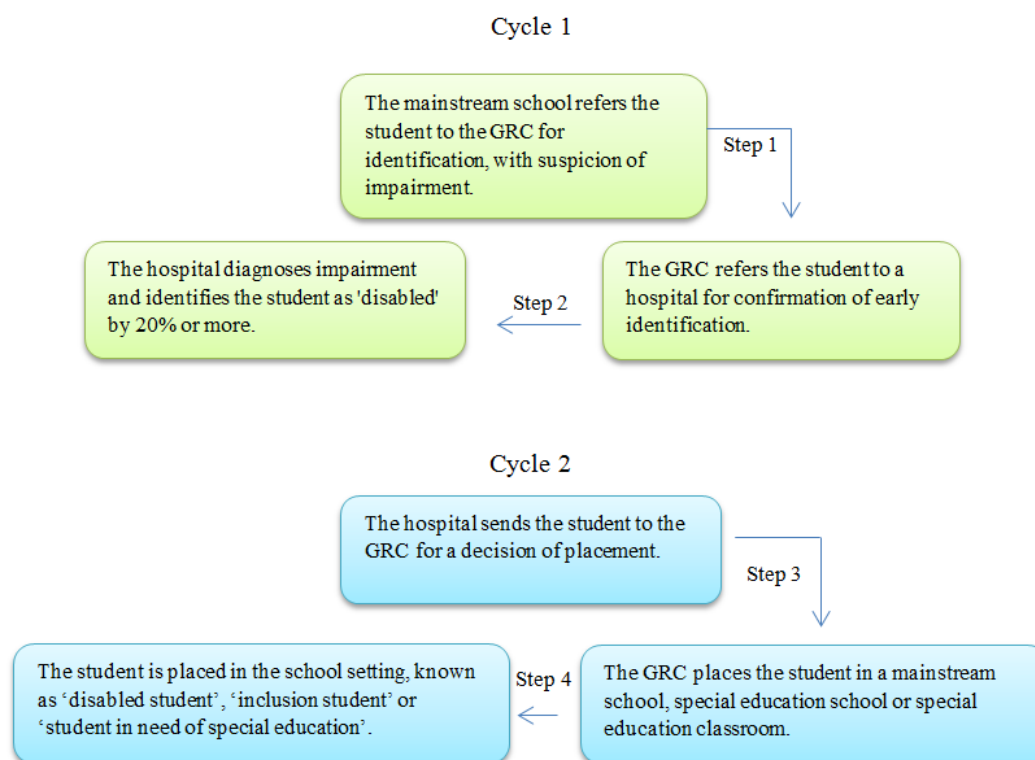


Figure 2. The cycle of referral, diagnosis and placement of disabled students in Turkey

In Turkey, disability is the over-arching category that includes students placed in mainstream and special education schools. However, in these educational settings, disabled students are identified with some other categories. ‘Inclusion student’ and ‘student in need of special education’ are two main terms that exist in public discourse as well as within some regulations (see MEB, 2010a, 2010b, 2011). However, no formal definition exists as to which students belong to these categories. The term ‘inclusion student’ is often used for disabled students who are placed in mainstream classrooms and mainstream schools, whereas ‘student in need of special education’ can be used for any disabled student placed in a mainstream or special school.

As seen above, the term disability in Turkey primarily has a medical connotation, allowing little, if any, space for the consideration of environmental, institutional and social barriers in the experience of disability. The overall influence of the medical system on the way disabled individuals are recognized by the education system has led to an understanding of disability purely as a medical condition rather than an educational issue (Özyürek, 2004). Some scholars criticize this categorization system on the grounds that (i) this system sets apart disabled

individuals from the mainstream community due to the labels attached to them such as the invented category of ‘inclusion students’, who are categorized before being placed in mainstream settings, and (ii) the activity of placing disabled students in mainstream schools should be given impetus by removing all barriers towards their participation (Diker & Türkün, 2013).

On the other hand, the identification of disability at hospitals and GRCs is often criticized on the grounds that diagnosis is often carried out (i) with inadequate assessment methods, and (ii) before related institutions (e.g., schools) take sufficient preventive measures to minimize the risk of disability (Sakız & Woods, 2015).

2.2.3 Management of the education of disabled individuals

In Turkey, the General Directorate of Special Education Guidance and Counselling Services is a branch of MEB, and has supervised activities in relation to the education of disabled students since 1984 (MEB, 2015). All institutions that have a role in the education of disabled students are responsible to the directorate and its local branches. Currently, these institutions are mainstream schools, which consist of mainstream classrooms and special education classrooms, special education schools, GRCs where students go through a process of educational identification before they are placed in schools, and special education and rehabilitation centres where disabled individuals receive supportive special education.

The current structural arrangement which controls all activities regarding the education of disabled students, both at special and mainstream schools, has recently increased ambiguity about the inclusion of disabled students in mainstream schools in Turkey (Vuran & Ünlü, 2013). The fact that there is not a separate branch in MEB which is responsible for the education of disabled students in mainstream schools, and that all activities regarding inclusion are managed by a special education department has led to a conclusion that inclusion has not yet been fully grasped in terms of its holistic philosophy by the decision-makers in Turkey (Erkılıç & Durak, 2013). This lack of clarity in the organisation of inclusion in mainstream schools has added to the confusion about the kind of

steps to be taken while attempting to include disabled students within mainstream schools.

2.2.4 Recent indicators in the education of disabled students

In Turkey, legislation on the education and inclusion of disabled students has accelerated their access to any form of education and enhanced their schooling ratio (Appendix I). Previously, disabled individuals were excluded from any sort of education (Özgür, 2004). However, by the enactment of the first Turkish Disability Law in 2005, disabled individuals had the opportunity to participate in mainstream schools and to receive free supportive education from ‘special education and rehabilitation centres’. The law (No: 27807; enacted in 6.1.2011) states that the purpose of a rehabilitation centre is to ‘eliminate or reduce the impact of impairment (verbal, mental, physical, sensory, social, emotional and behavioural) and enhance development of an individual’s skills to live an independent life and integrate to society’ (MEB, 2011a, p. 1).

By 2010, the overall literacy rate among disabled individuals was 58.4%. The percentages of registered disabled individuals’ educational status by type of diagnosed impairment are in Table 1.

Table 1. Percentage of disabled students' educational status by type of difficulty/impairment

<i>Difficulty/ impairment</i>	<i>Educational status</i>				
	No schooling (%)	Literate without certification (%)	Graduate of primary school (%)	Graduate of secondary school or an equivalent degree (%)	Graduate of high school and further education (%)
<i>Visual difficulty</i>	32.1	11.8	29.0	12.5	14.6
<i>Hearing difficulty</i>	31.6	23.0	17.9	16.4	11.1
<i>Language and speech difficulty</i>	33.6	38.6	10.7	11.0	6.1
<i>Orthopaedic difficulty</i>	26.4	10.9	32.9	13.4	16.4
<i>Intellectual difficulty</i>	57.5	28.9	4.6	8.2	0.7
<i>Mental and emotional difficulty</i>	24.0	12.7	33.0	15.2	15.1
<i>Chronic illness</i>	32.2	12.8	34.9	10.2	9.9
<i>Multiple difficulties</i>	48.5	15.3	22.9	8.0	5.3
<i>TOTAL</i>	41.6	18.2	22.3	10.3	7.7

Within the overall population of disabled individuals, the number of those in public schools and special education and rehabilitation centres has increased dramatically. Currently, there are 259,258 disabled students in public schools and 326,081 individuals receiving supportive education in special education and rehabilitation centres (Table 2).

Table 2. Number of disabled students in educational institutions by 2015

<i>Educational year</i>	<i>Number of students</i>				
	In special education schools (Number)	In special education and rehabilitation centres (Number)	In special education classrooms of mainstream schools (Number)	In mainstream classrooms of mainstream schools (Number)	Total (Number)
2014-2015	43.796	326.081	32.265	183.224	585.339
2013-2014	40.505	298.794	29.094	173.117	541.510
2009-2010	36.599	199.594	15.712	76.204	328.109
2005-2006	25.238	No data	8.921	45.332	79.691

With the rapid increase in the number of disabled individuals and services provided for them in mainstream schools and special education institutions, questions regarding the quality of the services as well as how these students are accommodated within these institutions have emerged. For example, there is research documenting the limitation of the physical environments and the organization and provision of educational services provided in special education schools, rehabilitation centres and mainstream schools (Erkılıç & Durak, 2013; Sağiroğlu, 2006; Yıkılmış & Özbey, 2009). Another problem is related to the quality of the educational programs prepared for disabled students in special schools, rehabilitation centres and mainstream schools (Akdemir-Okta, 2008; Kargın, 2004; Nizamoğlu, 2006, Saraç & Çolak, 2012; Sucuoğlu & Kargın, 2006). In sum, this research shows that (i) the educational programs (curricula applied in special schools and individual education plans [IEP]) prepared for disabled students lack consistency with the general educational program, (ii) educators in special education institutions and mainstream schools have difficulty presenting the content to disabled students, and (iii) school staff find it difficult to convert educational objectives into meaningful and functional learning tools.

2.2.5 The definition of inclusion in Turkey

In Turkey, the concept of ‘inclusion’ exists in official texts that are translated to English¹ (e.g., MEB, 2010a, 2011b, 2014). MEB (2010a) identifies the process of educating disabled students in mainstream schools as ‘inclusion education’ (Turkish: ‘Kaynaştırma eğitimi’) (p. 17). This process starts when students are identified at hospitals and GRCs, and continues until graduation or termination of the schooling. According to MEB (2010a), ‘the aim of education by inclusion method is a practice of the individuals who are in need of special education having education with their normal peers with supportive education services’ (p. 22). MEB further states that ‘with inclusion education, by increasing the level of the student’s function, it is provided that he/she can harmonize to his environment and develop appropriate behaviour styles’ (p. 17).

In principle, analysis of the national inclusion policy in Turkey shows that the understanding of inclusion is based on four premises: (i) disabled students should be educated in the least restrictive environments; (ii) the physical and organizational environments should be adapted according to the needs of students; (iii) an IEP should constitute the base of the educational program to be offered to students; and (iv) school-based supportive services should be provided as needed.

The above definitions show that inclusion is understood by MEB as a concept referring to the placement, integration and adaptation of disabled students to mainstream schools (Erkılıç & Durak, 2013). Actually, all legislation enacted up to now has indicated that inclusion is perceived as a separate programme among other programmes under the umbrella of special education. This lack of clarity in the definitions of inclusion further adds to confusion about the implementation of inclusion in Turkey (Sakız & Woods, 2014).

2.2.6 Inclusion models implemented in Turkey

Currently, educating disabled students in mainstream schools is carried out via three means of implementing inclusion; these are ‘full time inclusion, half-time

¹ English versions of some of these texts can be found online at:
http://orgm.meb.gov.tr/alt_sayfalar/yayimlar/kaynastirma/kaynastirma_EN.pdf

inclusion and reverse inclusion' (MEB, 2010a, p. 22). In full-time inclusion, disabled students are enrolled in mainstream classrooms of mainstream schools. In half-time inclusion, students are registered in special education classrooms of mainstream schools where they spend the majority of their time with their disabled peers. Based on the level of attainment decided at the GRC, students who can follow the regular curriculum are educated within the principles of this curriculum. However, others are educated according to IEPs that are supposed to be inspired by the regular curriculum. Finally, reverse inclusion is implemented in special education schools where non-disabled students can be educated with their disabled peers in special education classrooms² (MEB, 2010a).

2.3 The case school

In Turkey, the cultures, policies and practices of individual schools are closely associated with developments at the systemic level (e.g., education system, community). Several elements such as the national policy and the national curriculum must be implemented locally at individual schools. However, each individual school contains its own culture and differs from others in terms of its local policy-making activities and practices. In terms of indicators (e.g., population, location), the school under investigation was representative of an average public mainstream school in Turkey (see Section 6.2.2). However, an understanding of its uniqueness in many respects was recognized throughout the study. Therefore, the experience of the school concerning the inclusion of disabled students was witnessed in ways that recognize its contextual elements and its complex range of relationships with the elements of the wider system.

In this section, I aim to introduce the case school under five sub-sections. First, I provide a brief description of the school. This is followed by information about the teaching and learning in the school, employment of the school staff, placement of students, and the vision and mission statements of the school.

² The majority of the disabled students are educated along with principles of full-time inclusion. Though implemented rarely, methods of half-time inclusion and reversed inclusion raise controversy regarding the extent of their inclusiveness. Though reverse inclusion exists in principle, its instances of being selected in practice are not known.

2.3.1 Description of the case school

The case school has a short history. It was founded in 1999 as a primary school and is located in the centre of the region. The school includes 1111 students (566 females and 545 males), 81 teachers from various subjects, three school counsellors, three service delivery staff, two school deputies and a school principal. All school staff are responsible to the school principal. The school administration takes care of day-to-day running of the school. The school is made up of two buildings with 34 classrooms, a computer cluster and a science laboratory. There is also a playground inside the school campus where children spend time during physical education courses and breaks.

After 2012, when compulsory education was extended to high school and the two educational phases (primary and secondary) were divided into three educational phases (primary, pre-secondary and secondary), the school was made up of what is currently called primary and pre-secondary phases. These phases include the first eight grades. However, after the law, the school was declared as a primary school only, with grades from 1-4. However, the school still contains the two phases from grade 1 to 8 because the conversion would gradually take place after 2013. As new graduates of grade 8 leave the school, they would not be replaced by new student entry.

The school houses multiple systems for educating disabled students. There is a separate special education class with eight disabled students, two special education teachers and a separate curriculum. 12 other disabled students are in mainstream classrooms and the school community mostly identifies them as ‘inclusion students’. Five of them are at the primary phase (1-4 grades), whereas seven are at the pre-secondary phase (5-8 grades). They are placed in the school and in mainstream classrooms by the GRC, and they are expected to be educated according to an IEP with reference to the regular curriculum.

The case school included a school-home union (Turkish: Okul-aile birliği) that was formed by parents and school staff. The law (No: 28199) specifies the roles of school-home unions as to (i) facilitate connection between families and schools,

(ii) support the activities to improve the quality of education, and (iii) meet the educational needs of the school and students with financial difficulties.

2.3.2 Teaching and learning in the school

The school arrangement reflects a traditional teaching approach where classrooms consist of students sitting at their desks throughout the lesson and teacher-centred activities are adopted (Forlin & Nguyet, 2010). Each pair of two or three students sits at a desk. The reason for having two or three students at each desk rather than just one is due to lack of desks and enough physical space, rather than to enable group or pair work (Figure 3). This structure can be evaluated according to two premises:

(i) Although students sit together at a desk, they are rarely provided with an appropriate environment to perform cooperative tasks with each other. Desks are too small and strict class rules rarely allow communication of students.

(ii) Such a design fosters a teacher-focused approach because activities in this classroom arrangement do not promote mixed ability group work, peer support or the formation of new friendships.

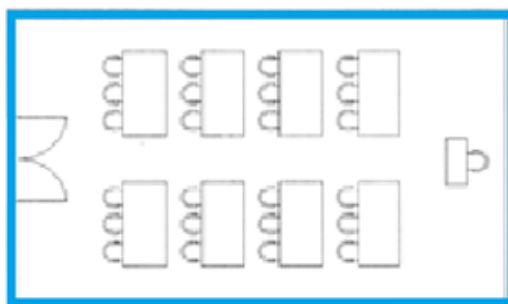


Figure 3. A typical classroom arrangement in the case school

At the primary phase, a single class teacher who assumes the entire responsibility for teaching all courses manages one class. The compulsory courses taught at this phase are Turkish, Mathematics, Life Education, Science, Social Sciences, Foreign Language, Religious and Moral Education, Visual Arts, Music, Play and Physical Activities, Traffic Safety and Human Rights, and Citizenship and

Democracy. When it comes to the pre-secondary phase, a subject teacher teaches each course. The compulsory courses at this phase are Mathematics, Turkish, Science, English, Social Sciences, Music, Visual Arts, Physical Education, Technology and Design, Religious and Moral Education, History of Revolution and Atatürk, and Guidance. In all Turkish state schools, a central curriculum prepared by The Board of Education and Discipline has to be applied. The Board is a branch of MEB and operates under direct supervision of the Minister. All schools, irrespective of the local conditions, have to follow the same curriculum. The number of hours per week changes between 26 and 30 in grades 1-8.

2.3.3 Employment of the school staff

The staff working in the school are all centrally selected personnel responsible to the government. In Turkey, a bachelor's degree is required in order to be qualified as a teacher or counsellor. This degree takes four to five years depending on the subject. After taking the degree, a national examination for teacher employment is administered (All other types of public workers are also selected via this examination system) (Turkish: Kamu Personeli Seçme Sınavı). In order to be promoted to deputy or principal, teachers have to have a minimum amount of experience and pass another examination. This centralized system gives little initiative to the school or the local authority to carry out personnel selection and conduct further performance evaluation (Yazan, 2013).

2.3.4 Placement of students

In Turkey, the placement of children in public primary and pre-secondary schools is carried out based on the district where the child resides. At the beginning of each year, schools are provided with the lists of the districts from which they can enrol students.

The case school consisted of students mostly from low-middle SES. This is also the case for its disabled students. The GRCs place disabled students in schools near the place they live. The school is contacted through formal correspondence after the placement is completed. This system is under criticism of schools

highlighting the fact that GRCs do not consider whether a particular school is structurally sufficient to meet the individual needs of a particular disabled student.

2.3.5 The school's vision and mission statements

On the case school's website, the following vision statement is written: 'In our school, we want to ensure that (i) learning is determined as the basic need, (ii) everyone studies hard to achieve better results, (iii) all parents know that their children are given every opportunity to learn, and (iv) teachers and learners believe in the significance of supporting each other's learning and development.'

The school defines its mission as 'raising individuals who are (i) committed to Atatürk's revolutionary principles, (ii) respectful to their nation and flag, (iii) open to secular, contemporary and democratic science, (iv) science-based researchers, (v) open to innovative changes, (vi) respectful of human rights, and (v) self-confident and trustworthy.'

2.4 Summary

This chapter contained two sections. Firstly, I have presented information about the Turkish education system and how disability and inclusion are positioned and recognized in schools. Secondly, I have provided information about the case school in which the research study was conducted. This presentation provides the context, which is necessary to position and interpret this research. The next chapter presents a review of the concepts of disability and inclusion, and provides a discussion of the elements of schools that are considered relevant to the inclusion of disabled students.

CHAPTER 3

STUDY CONCEPTUALIZATION

3.1 Introduction

In this chapter, the meanings and understandings of the concepts of disability and inclusion are discussed, and an extensive review of the elements of schools that are relevant to the inclusion of disabled students is presented. First, I present background and the theoretical models that evaluate the concept of disability from different perspectives. Second, I present discussion on the theoretical and practical aspects of inclusion. In the final section, I provide key characteristics of inclusive schools from the perspective of disabled students.

3.2 Conceptualizing disability

The concept of disability has been interpreted differently within the educational, socio-cultural, philosophical and psychological debates that have produced several disability frameworks (Vehmas, Kristiansen, & Shakespeare, 2009). People from each field have been interested in disability in relation to issues in their own areas and have thus enriched thinking on disability. However, the variety in the ways of conceptualizing disability has also made it difficult to provide a thorough understanding of the concept, leading to a conceptual complexity and controversy in the literature (Barnartt, 2010; Davis, 2006; Edwards, 2009). For example, in special education, disability describes loss of bodily or mental function necessary to do something, or a lack of a particular ability as a result of impairment (Smith, 2007), whereas disability is sometimes perceived as a sociological issue, central to mainstream sociological discourse and analysis concerning class, gender, race and sexuality (Barnes & Oliver, 1993).

The conceptual controversy that can be observed on the international stage is also observable in Turkey. A number of terms are used to refer to the conditions associated with disability. With all of them being medical terms, Öztekin (1998) provides a list of the concepts used in Turkey. Some of these are ‘handicapped (Turkish: Özürlü)’, ‘disabled (Turkish: Engelli)’, ‘permanently incapable (Turkish:

Sürekli iş göremez)', 'totally incapable (Turkish: Tam iş göremez)', 'impaired (Turkish: Sakat)' 'temporarily impaired (Turkish: Süreli sakat)', and 'totally impaired (Turkish: Tam sakat)'. Şahin (2004) maintains that these concepts are used both on public policy and within the community with little consideration of what they may actually mean. When it comes to educational settings, concepts such as 'students in need of special education' and 'inclusion students' are primarily used with little caution to how they may lead to categorization and marginalisation of a group of students. Sakız and Woods (2014) argue that identifying disabled students with new labels does not have a positive role in the education of disabled students; it creates additional categories in which to place them.

Şahin (2004) thinks that there is a focus only on the individual aspect of disability in Turkey, and that the concept of disability needs to be re-defined from a socio-cultural, systemic and educational perspective, too. Putnam et al. (2003) put forward that public attitudes and environmental conditions have a role in the construction and maintenance of disability. In addition, accessibility, institutional regulations and financial barriers can become as disabling as impairment when they take little account of disabled individuals. In schools, transferring concepts rooted in the field of medicine or creating new ones may lead to the emergence of negative attitudes and practices that may affect disabled students negatively.

3.2.1 Models of disability

Two models explaining disability are popular in the related literature. These are the medical/individual model and the social model of disability. However, there has been a recent emphasis on a holistic understanding of disability as occurring via interaction of individual, institutional and environmental conditions. This section provides information about these approaches to disability.

3.2.1.1 The medical/individual model of disability

A number of functions have been associated with the medical model of disability and one of the most known is 'caring and treating those characteristics of a person which make him/her different from the majority' (Vlachou, 1997, p. 23). To its

proponents, the medical model produces a sound framework within which impairments are understood and biological conditions are treated so that their potential outcomes are eliminated (Engel, 1977). The ultimate ideology reached by the medical model is that disabled individuals need to be remedied in order to help them integrate into society. The model also assumes that healthy individuals must struggle to integrate disabled people into mainstream environments because their individual deficit may not allow them to achieve this. In connection to these assumptions, another characteristic of the medical model is diagnosis. These notions are criticized for implying inequality and labelling in which 'powerful groups have the means and are able to define the way less powerful groups are perceived and treated' (Vlachou, 1997, p. 39).

3.2.1.2 The social model of disability

A direct challenge to the medical model comes from the social model of disability. The social model is distinguished from the medical or individual model in that it defines disability as a social creation - a relationship between people with impairment and a disabling society (Shakespeare, 2006b). The medical model is criticised because it assumes that the disability of an individual arises exclusively from impairment, and this prevents disabled people from carrying out so-called 'normal tasks of daily life'. According to Oliver (2004), the social model is a potential tool for justice and freedom of disabled people, while the medical model assumes that individuals are disabled by their impairments.

One of the most popular assumptions of the social model is the distinction made between disability and impairment. Goodley (2001) says that The Union of the Physically Impaired against Segregation first made this distinction in the document of 1976 'Fundamental Principle'. In this document, it was stated that impairment means lacking or having a defect in a body part, while disability is the exclusion of people from mainstream social activities by contemporary social organisation.

The social model of disability has caused revolutionary changes in the theoretical and practical aspects of disability; however, it has not been unchallenged. Shakespeare (2006b) calls for a realistic evaluation of the social model and an

accurate and informed understanding of the medical model instead of a biased position against it. He thinks that the social model cannot fully explain the experience of disability because it does not give a full and sound account of what creates and maintains social barriers. Although Shakespeare (2006b) thinks that the reference made by the social model to the environmental conditions as disabling factors is positive, the silence of the social model on the issue of impairment means that it considers impairment too straightforward, if not wrong. Similarly, some think that the social model of disability underestimates the real challenges caused by impairment. For example, Crow (1996) states that the model fails to take into account the personal experience of pain and limitation, which is often part of impairment. Furthermore, Crow (1996) thinks that the social model needs reformation in that it is not well connected and relevant to the lives of disabled people.

Tremain (2002) warns that impairment and disability should not be viewed as totally dichotomous. Impairment is a part within the wider process of disability (Goodley & Rapley, 2002). Similarly, Shakespeare and Watson (2001) state that ‘impairment and disability are not dichotomous, but describe different places on a continuum, or different aspects of a single experience’ (p. 24).

According to Oliver (1996), disability is a relationship between society and the individual with impairment, creating a twofold division between the biological and social conditions of the individual. Hence, it is not sufficient to reject diversity and its social implications for change in structure and planning. The impairment also needs to be taken into account. Denying its relevance to everyday living might cause conditions where supporting views and attitudes towards disability and inclusion that value diversity never develop in society.

3.2.1.3 A holistic understanding of disability

A recent understanding of disability by The International Classification of Functioning, Disability and Health (ICF) has extended the scope of disability, in a way to incorporate the influence of social, environmental and personal factors (World Health Organization [WHO], 2011). In the definition, there is an emphasis on the environmental factors, which is the main difference between this new

classification and the previous International Classification of Impairments, Disabilities, and Handicaps. In the definition of ICF, problems with human functioning are categorized in three inter-connected areas:

- 'Impairments are problems in body function or alterations in body structure – for example, paralysis or blindness;
- Activity limitations are difficulties in executing activities – for example, walking or eating;
- Participation restrictions are problems with involvement in any area of life – for example, facing discrimination in employment or transportation' (WHO, 2011, p. 5).

According to ICF, 'disability refers to difficulties encountered in any or all three areas of functioning' (WHO, 2011, p. 5). In this conceptualization, there is a neutral language, which does not distinguish between the type and cause of disability - for instance, between 'mental' and 'physical' health. 'Health conditions' are considered as injuries, disorders and diseases, while 'impairments' are specific decrements in body functions and structures, often identified as symptoms or signs of health conditions. 'Disability arises from the interaction of health conditions with contextual, environmental and personal factors' (p. 5).

Within the framework proposed by ICF, disability operates in a continuum of human experience, which is likely to affect individuals at some point in their lives. Within the variety of the definitions and understandings of disability, Florian et al. (2006) maintain that the ICF definitions provide an inclusive perspective on the education of disabled students because they foster a cross-cultural and interactive model of disability, as opposed to the rigid classifications currently used by the competing models of disability (Reindal, 2010). Similar to the current definition of ICF, the concept of disability is viewed as a dynamic and evolving concept by the United Nations Convention of the Rights of Persons with Disabilities (Hendricks, 2007). In this definition, disability is seen as an interaction; it results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.

I adopt the above definitions of disability because they acknowledge the importance of socio-cultural, attitudinal and institutional factors while they recognize limitations due to impairments in the creation of the category of disability. I believe that separating the aforementioned factors may raise concerns about how fully disability can be comprehended and how it will affect political and practical decisions. It provides an informed perspective of the individual to perceive the issues of disability from a wider psychosocial and emotional dimension by assuming a balanced position (Swain, French, Barnes, & Thomas, 2004). Also, focusing only on the individual aspect poses challenges because it stimulates the tendency to move back to the individual's subjectivity and lose the holistic perspective. Disability is not dichotomous. On the contrary, it is permeable and any individual can lose, or have imposed limitations on, any of their abilities and, therefore, become a member of the category of disability (Thomas, 2004).

By embracing the above definitions which highlight the factors that have a role in the making of the category of disability, I argue that all people with any kind of impairment should have the right to enhance their capabilities, maximize their potential, and benefit from mainstream education regardless of the ability and achievement levels they possess and the type of community in which they function. This thinking is in line with the principles of inclusion, which require that individual needs should be met within the school that may arise from personal conditions while environmental and institutional barriers to their participation are removed (UNESCO, 2001).

Understandings of disability by each approach influence the way disability is viewed at schools and associated institutions. The difference is always explained through the view whether disabled individuals should be part of mainstream education and schools. Regarding the role of the medical model in education, Vlachou (1997) believes that describing disability with regard to personal impairment is used as a cover to hide the failure of mainstream schools in responding to the educational needs of all students. The social model perceives schools as disabling in that they are not organized in ways to meet the educational needs of a diverse student population. However, the social model is criticized for

creating a strict dichotomy between impairment and disability and overlooking the real experiences of disabled students that might be influenced by impairments (Shakespeare & Watson, 2001). According to Terzi (2008), schools can include disabled students by recognizing and meeting their personal needs within a framework of social justice, while, at the same time, reducing the institutional barriers that limit their participation in mainstream education.

3.3 Conceptualizing inclusion

The concept of ‘inclusion’ is still evolving and it is used in many languages and forms of conversations (Singal, 2005). It is often used within educational, political and social discourse (Nel et al., 2011). The meaning attributed to it might change depending on the context and theoretical orientation of scholars (Farrell & Ainscow, 2002). This variation, according to Lindsay (2007), might result in differences in policy and research. In addition, Artiles and Dyson (2005) argue that differences in the understandings of inclusion lead to how it is practised in schools. Thomas and Loxley (2001) state that:

‘Inclusion’ has become something of an international buzz-word. It’s difficult to trace its provenance or the growth in its use over the last two decades, but what is certain is that it is now *de rigeur* for mission statements, political speeches and policy documents of all kinds. It has become a cliché - obligatory in the discourse of all right-thinking people’ (p.vii).

Inclusion is often seen as a basic human rights issue and its early definition was based on accepting difference and ensuring disabled students’ rights to join mainstream schools as main members of the school community (Rieser & Mason, 1992). Although this understanding is still in place and forms a strong discourse on behalf of inclusion, recent definitions have extended this thinking (Booth, 1996). For example, Skrtic (1991) and Ainscow (2010) highlight the need for change in the organization of schools and school practices, while arguing for re-designing the regular education programme in order to reflect student diversity. Some authors emphasize the quality of education as an element of inclusion and state that ‘inclusion is sometimes defined as the provision of appropriate, high quality education for pupils with special needs in regular schools (Meijer, Pijl, & Hegarty, 2002a, p. 150). More recently, the focus of thinking has extended school practices. There has been an emphasis on the political, social and cultural aspects

of inclusion (Slee, 2010). Inclusion in education can now be conceptualized as a mission to bring about an inclusive society (Artiles & Kozleski, 2007).

As a result of an investigation of the various arguments surrounding inclusion, Clough and Corbett (2000, p. 8) came up with five key perspectives on educational inclusion that they believed followed a historical line (Figure 4). These are:

- The psycho-medical legacy: This is understood as the system of broadly medicalized ideas which essentially saw the individual as being somehow ‘in deficit’ and in turn assumed a need for a ‘special’ education for those individuals.
- The sociological response: This position broadly represents the critique of the ‘psycho-medical legacy’, and draws attention to a social construction of special educational needs.
- Curricular approaches: These approaches emphasize the role of the curriculum in both meeting - and, for some writers, effectively creating - learning difficulties.
- School improvement strategies: This movement emphasizes the importance of systemic organization in pursuit of truly inclusive schooling.
- Disability studies critique: These perspectives, often from outside education elaborate an overtly political response to the exclusionary effects of the psycho-medical model.

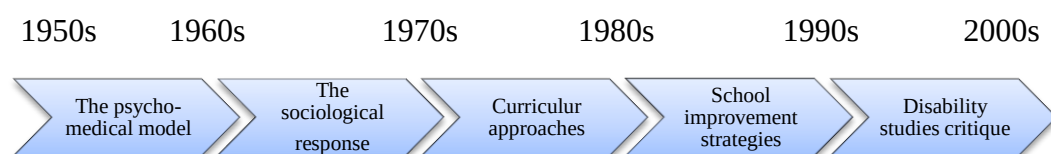


Figure 4. A historical interpretation of the development and interaction of ideologies leading to present thinking in inclusion

In the new millennium, despite the variety in the definitions and understandings of inclusion, UNESCO attempted to universalize the definition of the concept. UNESCO (2001, p. 8) reports that inclusion;

- acknowledges that all children can learn and that all need some form of support for learning;

- aims to uncover and minimise barriers to learning;
- is broader than formal schooling and includes the home community and other opportunities for education outside the school;
- is about changing attitudes, behaviour, teaching methods, curriculum and environments to meet the needs of all children;
- is a dynamic process which is constantly evolving according to local cultures and contexts and is part of the world strategy to promote an inclusive society.

The definition of inclusion proposed by UNESCO highlights aspects of inclusion such as equity, access to mainstream education regardless of background, equality, participation, and a curriculum responsive to the needs of all learners. Looking from a global perspective, almost all aspects highlighted by diverse and varied contexts are reconciled in this definition. However, the question of how to understand and practise inclusive education nationally is contested. Clough and Corbett (2000) support that inclusion is a context-bound notion and, therefore, there is a need to reach a national definition. Also, Singal (2006) argues that there is a need to develop a contextual understanding of inclusive education that is reflective of current educational concerns in a country. Along similar lines, this study evaluates the movement to include disabled students in Turkish schools by critically evaluating the contextual factors and seeking for an effective and inclusive Turkish education system.

The notion of inclusion has become a widely accepted approach to combat discrimination of individuals, including disabled people. Acknowledging the moral value of inclusion is important. However, there is a need to go beyond because the world at large is not persuaded only by the human rights argument (Hegarty, 2003). Firstly, attempts are needed to show that inclusive education should be recognized as the best means of providing high quality and appropriate education for all children. Secondly, inclusion needs to be investigated on epistemic grounds as well. Knowledge of inclusion is constructed and evaluated within the confines of epistemic theorizing and requires an analysis in terms of its practical side. This thesis, therefore, emphasizes the need to scrutinize the notion of inclusion on epistemic grounds, which is embraced as a notion mainly

constructed on human rights. In this research study, the current attempts in the Turkish education system to implement inclusion in schools are scrutinized and the factors associated with these attempts are investigated.

3.3.1 Inclusion, integration and mainstreaming

Around the world, national and international laws on the education of disabled individuals have led to a move from a paradigm of segregation through mainstreaming, integration and inclusion (Hegarty, 2001). However, these laws have mostly regarded mainstreaming, integration and inclusion as synonymous (Ainscow, 1997). Although there is not a universal consensus on the meanings of these concepts, some definitions exist and highlight the differences between them.

The emergence of the idea of mainstreaming was seen as an innovation as well as a challenge to the field of special education. There were several meanings attributed to mainstreaming (MacMillan, Jones, & Meyers, 1976). Kavale (1979) said that mainstreaming represents a concept that brought significant changes to special education. Kauffman, Gottlieb, Agard, and Kukic (1975) defined mainstreaming as ‘the temporal, instructional, and social integration of eligible exceptional children with normal peers based on an ongoing, individually determined educational planning and programming progress’ (p. 3).

There are differences in the meanings attached to the concept of integration. According to some (e.g., Farrell, 2000; Swain & Cook, 2001), the concept refers to the physical placement of disabled students within mainstream schools. For these authors, integration means that the responsibility to adapt to the system belongs to disabled people and families, while the system could maintain its previous structure and organization (Thomas, 1997; Zinkil & Gilbert, 2000). However, some scholars (e.g., Hegarty, 1991) define integration as a process which goes beyond physical placement and aims to fit schools to meet the needs of all their pupils.

In many countries, including Turkey, the concepts of integration and inclusion have long been considered the same (Erkılıç & Durak, 2013). Despite similarities, differences are noted between the concepts. For example, Meijer, Pijl, and

Hegarty (2002b) argue that ‘the term inclusion has a wider context than the term integration...integration reflects the attempts to place pupils with special needs in regular education’ (p. 1). According to Mittler (1995), ‘in contrast with inclusion, integration or mainstreaming do not necessarily assume a radical process of school reform’ (p. 105). Similarly, Thomas (1997) thinks that the meaning inclusion conveys is much more sophisticated and context-based than integration, while according to Farrell (2004) integration does not sufficiently focus on the quality of education, teaching and learning.

Inclusion, or inclusive education, refers to a process of reforming schools to accommodate all individuals irrespective of the dis/ability level they possess (Booth & Ainscow, 1998). Inclusion requires that all children should be accepted as equal whilst they have access and make progress in mainstream educational programs. Also, diversity is celebrated, students participate actively in education, and they support each other within the school community (Frederickson, Simmonds, & Soulsby 2007; Meadan & Monda-Amaya, 2008; Rieck & Wadsworth, 1999). In systems where inclusion is adopted and inclusive practices are in place, the system includes support mechanisms to enhance learning and development in multiple areas (Swain & Cook, 2001; Zinkil & Gilbert, 2000). In inclusive settings, all children are full-time learners and they are given the opportunity to learn with their peers (Idol, 2006; Rieck & Wadsworth, 1999).

This thinking on inclusion is in line with an understanding of children and their environments as mutually interacting. This supports the idea of making schools appropriate places for all children. It also challenges the approach that views impairment as a human destiny and disabled people as marginal, instead of thinking that any form of disability is a natural occurrence in human life, and all public services including education must be designed by taking into account this natural phenomenon (Mason & Rieser, 1994).

As seen, inclusion is a multifaceted concept which entails change in all aspects of the school to provide ‘equitable education of good quality’ (UNESCO, 2015). Similarly, this study accepts inclusion as a core human value and understands it as ‘a portmanteau of concepts dealing with excellence in education for the target

group and others' (Hegarty, 2001, p. 247). This understanding sets aside a straightforward usage equating inclusion with only provision (Dyson & Millward, 2002), and emphasizes that 'inclusive education, properly understood, is precisely about reforming schools, or creating new schools, where children who have hitherto been excluded or marginalised now receive an appropriate education' (Hegarty, 2003, p. 27).

In this study, the concepts of 'inclusion' and 'inclusive education' are used interchangeably, as is done by some pioneers in the field such as Ainscow (1999) and Thomas, Walker, and Webb (2001).

3.3.2 Theoretical positions towards inclusion

Theoretical and philosophical approaches concerning inclusion are widely discussed in education. As indicated by Clough and Corbett (2000), there has been an observable shift from the medically oriented approaches to models that account for the experiences of disabled individuals effectively from an integrated perspective, and consider disability from an ecological perspective (Reindal, 2010). Notwithstanding this paradigm shift and the trend to educate disabled students in mainstream schools, the issue of how the inclusion and participation of disabled students can be enhanced is highly debated. The differences in the understandings and implementation of inclusion have brought about different philosophical positions towards inclusion. Klibthong (2012, p. 46) provides a supportive list of the definitions of inclusion from different prominent scholars in the field of inclusion:

- *Full inclusion:* Typically developing children and children with additional needs participate fully in a programme or service that caters for all children. This means inclusion focuses on the transformation of school cultures and pedagogy to increase access of all children, enhance the acceptance of all students, maximise children's participation in various activities and increase the achievement and development of all children.
- *The cluster model:* A group of children with additional needs participate together in a programme that operates alongside a mainstream programme.

- *Reverse inclusion:* A few typically developing children participate in a programme that caters largely for children with additional needs.
- *Social inclusion:* Children with additional needs are catered for in special settings and come together with typically developing children at times for social experiences.

The different philosophical positions presented above are outcomes of thought orientations. Despite these efforts, however, debates surrounding the questions of ‘what inclusion is’ and ‘how it works’ have resulted in criticisms of the idea of inclusion. For example, the following arguments were presented by Knight (1999) who criticised the notion of inclusion on the grounds that (i) the evidence regarding how inclusion works is not sufficiently convincing to justify its principles, and this inconsistency creates an idealised but hardly realized notion of inclusion, (ii) the political ideology makes use of inclusion by claiming that it is a reality, and (iii) it is believed that educational inclusion is the key for most educational problems. In regards to the critique of inclusionary practices, other authors echoed Knight (1999) such as Hornby (2012) who criticized superficial attempts towards making inclusion policy and its unsuccessful practices.

In this thesis, the barriers to the inclusion of disabled students are investigated in a mainstream school from the political, cultural and practical perspective, and questions are raised about the potential contribution that inclusion can make to the Turkish education system. Acknowledging the different perspectives and positions towards inclusion, as well as the need for the whole education system’s preparedness for inclusion, this thesis considers striving for the goal of full inclusion as an opportunity for Turkey to transform school cultures and pedagogy to increase access of all children, enhance the acceptance of all students, maximise children’s participation in education and increase their achievement and development. I acknowledge access to mainstream education as a right of all pupils and, where necessary, argue for the provision of individual services to be pulled into the school, rather than the pupil pulled out of the school (Zigmond & Baker, 2002).

3.3.3 Discourses of inclusion

In order to understand inclusion better, there is a need to go deeper in analysing inclusion and the discourses it takes on. Dyson (1999) presents two discourses of inclusion: (i) the justification discourse; and (ii) the implementation discourse. From the perspective of the justification discourse, proponents of inclusion claim that inclusion is the best method for ensuring educational equity among all learners. Though schools are expected to promote opportunities in life and contribute to the creation of a more just and equitable society, schools, in fact, maintain societal inequities. This is particularly true for disabled students because they were, and continue to be, segregated from mainstream educational activities by virtue of the design of segregated education as a parallel system (Dyson, 1999).

When it comes to the implementation discourse, it is argued that well implemented inclusion models have social and academic benefits for all students, more than that can be provided in segregated forms of schooling (Dyson, 1999). There is an increasing body of research reporting that students with a variety of difficulties can have access to and make progress in the regular school curriculum while school staff can engage in cooperative effort to devise and implement inclusive practices in mainstream schools (Cawley, Hayden, Cade, & Baker-Kroczyński, 2002; Rouse & Florian, 1996). Despite barriers to inclusion, research shows that inclusion promotes student learning, and some children perform better in mainstream classrooms than their peers placed in special education classrooms (Artiles, Harris-Murri, & Rostenberg, 2006). Through well-implemented models, inclusion can enhance a student's sense of belonging to a school community, learning and development (Johnson, 2004).

However, implementation of inclusion is a political issue because there needs to be a strong political will in order to make a transition from a competitive and 'normality'-based education system to an inclusive one (Dyson, 1999). In many parts of the world, the current structure of schools is far from being able to include disabled students because they need to undergo major changes in their cultures, philosophical values of programs, pedagogical practices, governance structures, curricula and professional development opportunities (UNESCO, 2015).

3.3.4 Positioning of Turkey within the inclusion movement

Turkey is one of the countries where the idea of inclusion has entered national policy recently (MEB, 2012a). Turkey has been going through an evolutionary process of developing inclusion in schools (Figure 5), similar to the one presented by Clough and Corbett (2000) earlier in this chapter.

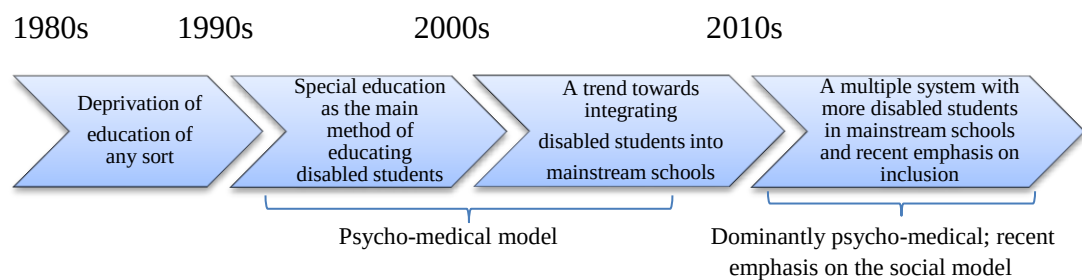


Figure 5. A historical interpretation of the development of ideologies regarding special education and inclusion in Turkey

In Turkey, the field of special education was expected to serve a population deprived of education of any sort. However, Özgür (2004) maintains that special education fell short of providing disabled individuals with meaningful educational outcomes. Since the new millennium, there has been an increase in the number of disabled students in mainstream schools. However, this has created a multiple systems of educating disabled students, which are mainly influenced by a medical approach. According to Sakız et al. (2015), this has made it difficult to re-organize and change the mainstream education system to accommodate an increasingly diverse society. In addition, in reality, special educational locations, assumptions and paradigms perpetuated the mainstream educational institutions' reluctance to work with a wide range of abilities. However, the recent emphasis placed on the notion of inclusion associated with the idea of barrier-free schools and change is promising.

3.4 Inclusive schools and disabled learners

More recently, the idea of inclusive schools expanded to embrace those who are at risk of marginalisation such as female children and children of migrant families, and this idea has been gaining ground all over the world (Savolainen, Engelbrecht,

Nel, & Malinen, 2012). Originally, however, the inclusion movement focused primarily on disabled individuals and this assumption is still seen across a number of legislative documents and across a wide range of literature (Ainscow et al., 2006). The fact that disabled children have historically been marginalized in many cultures and that they account for one third of all out-of-school children make them the most targeted population by inclusive educational initiatives (UNESCO, 2009; WHO, 2011). Therefore, the principles and elements of an inclusive school that will be discussed in this section will aim to relate to disabled learners, while, actually, relevance can be found to other marginalized groups.

Inclusive schools are not the same everywhere; or a definition of inclusion, which is totally agreed upon, does not exist (UNESCO, 2015). I avoid the notion that structures and practises of inclusive schools can be generalized across countries without attention to local meanings and contexts. However, despite contextual varieties, there are studies, guidelines and definitions of inclusion from which some features and principles of inclusive schools can be identified. This section is an attempt to explore a wide range of literature and deduce the most common features and principles of schools that apply best to disabled students in the Turkish context.

3.4.1 Change

The idea of inclusive schools rests upon the notion that mainstream schools should undergo a process of transformation and reform in order to accommodate students with diverse range of individual and educational needs (UNESCO, 2009). Ainscow, Howes, Farrell and Frankham (2003) maintain that in an inclusive school, structures change to accommodate all students, rather than requiring the students to have to adapt to the structures. This notion requires mainstream schools to acquire mechanisms that are necessary to educate all children, regardless of their characteristics and ability levels. However, materialisation of this notion in schools is difficult when it comes to the fact that schools have organizationally had strong and conservative structures that are resistant to change (Ainscow, 1991; Dyson, 1992; Skrtic, 1995). In addition, education systems all over the world are getting more committed to principles of competition that often tend to select those achieving high attainment and marginalizing and/or excluding

those with low attainment levels (Barton & Slee, 1999; Rouse & Florian, 1997). These barriers indicate that many difficulties experienced by students actually stem from the ways in which schools are structured and organized. Therefore, there is a need for schools to improve the pedagogy in ways that individual differences are respected and responded, and disability is not seen as a problem but as an opportunity to enhance the quality of teaching and learning (UNESCO, 2009).

On the international stage, the idea of change has been a driving force for schools to take steps to respond to students with different forms of disability. This view was pronounced by the following statement in the UN Salamanca Framework of Action (1994, p. 11-12):

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school”.

In order to realize change in the structures and organizations of schools in ways that can move them towards inclusive structures, Booth and Ainscow (2002) emphasize the need to focus on the school as a system. This will increase the capacity of and bring about change in mainstream schools by focusing on the subtler, less obvious and higher leverage activities (e.g., community participation). Ainscow (1999, p. 14) remarks that change can begin by ‘using existing practices and knowledge as starting points for development; seeing difference as opportunities for learning rather than problems to be fixed; scrutinizing barriers to pupil participation; making effective use of available resources to support learning; developing a language of practice; and creating conditions that encourage a degree of risk-taking’.

3.4.2 Inclusion policy

Successful implementation emanates from successful policy because policy is the basis for action. Education policy, which specifically addresses the inclusion movement, can assume an important role in supporting schools in their efforts towards inclusion (Fisher & Frey, 2001). Schools are still institutions where a tradition of exclusion and segregation exists; therefore placing the responsibility of implementing inclusion only on schools is an inadequate strategy (Özbulut & Sayar, 2009). The policy needs to provide schools with a strong conceptual and practical framework and collaborate with them in their efforts towards inclusion. In the literature, there are various perspectives, approaches and on-going debates regarding how policy can help inclusion in schools (Booth & Ainscow, 2002).

3.4.2.1 The levels and ways of policy-making

In contemporary education systems, two levels of policy-making are common; these are policy made at the national and local levels. Firstly, in some countries, schools or local education authorities are provided with the autonomy to manage their own schools with little intervention from the government. Secondly, education systems of some countries, such as Turkey, are mostly supervised through central and national policy-making activities. However, this does not mean that schools and local authorities are banned from making specific decisions that will facilitate the running of educational activities in their contexts. For example, in Turkey, school administrators possess considerable autonomy to make decisions that may bring about change in their schools (Gokçe, 2009).

In addition to the local and national levels of policy-making, Fulcher (1989) claims that policy is actually made at all levels; in ministries, at schools, by classroom teachers and so forth because every activity that includes a choice comes up with a decision. For example, Fulcher considers laws, government reports or teacher decisions as policy, as these involve exercise of power, and a capacity to make decisions and act on them. She notes that policy is an outcome of struggle and can be written, stated and enacted. By proposing the view of policy that is made at all levels, Fulcher confronts the notion of ‘difference between policy making and implementation’.

UNESCO (2015) has recently reported that commitment to the idea of inclusion is increasing, and the implementation of inclusion has become a priority for most developing countries and a part of their educational policy. However, again, in many parts of the world where the idea of inclusion is not mature, this movement is less widely accepted and represents a top-down and centrally controlled policy-making strategy (Fullan, 1991; Scott, 2003). This represents what Fullan (1991) would describe as 'top-down pressure', which is a barrier to bring about change within the school system. To be successful, however, those responsible for implementing these changes need support at the school level. To manage the task of bringing about significant changes in schools, there need to be good planning, cautious and thoughtful implementation, and a process whereby changes and improvements can be monitored and evaluated. As Fullan (1991) and Scott (2003) assert, a reason for the failure of policy-making is that policy makers often do not foresee, or feel obliged to think about what will happen at the implementation level.

The development of inclusive policies and regulations entails a close association between policy-makers and schools. An important role of policy is to introduce explicitly the aims for promoting inclusion in school development plans and other guidelines for practice in management, teaching and learning in schools. This includes an appreciation of equality of access to the educational system without discrimination on the grounds of ability, reinforcement of curricular approaches at the service of the students, and an infrastructure on which inclusive practices can be built (Booth & Ainscow, 2002).

3.4.2.2 Discourse in policy

Fulcher (1989) underlines the importance of discourse in policy when it comes to disabled students. She claims that policy, which actually aims to include children, might create a differentiation, categorization and exclusion of them, often due to the power issues and the language it uses. Similar to Fulcher, Armstrong (2003) puts forward that it is possible for policies to imply exclusion in cases where they create categories and marginalize some groups, while they actually aim to include disabled children. However, an inclusive discourse suggests that schools treat

children firstly all as pupils, and therefore concentrate on pedagogical solutions to do with curriculum which all teachers might use and all students can benefit from.

Fulcher's (1989) critical approach to the language of policy has implications for contemporary discussions about how inclusion is reflected on and understood by current policy on the inclusion of disabled students. A policy might create its own specific way of conceptualizing an issue, which is only partially understood by readers (Maw, 1998) or it might fail to convey clearly and explicitly what it aims to do (Scott, 2003). This is reflected in legislative attempts that are, for example, far from presenting an understanding of disability, or making clear separations between key concepts such as integration, inclusion and mainstreaming (Thomas, 1997).

3.4.2.3 Components of inclusive education policy

In many parts of the world, policy on the inclusion of disabled students has followed a process starting with emphasis on special schools, towards special classes in regular schools, integration of disabled students in mainstream schools, and finally inclusion of disabled students within mainstream schools. However, countries differ in the duration of each step taken in the whole process, and progress towards inclusion has been uneven internationally (Organisation for Economic Cooperation and Development [OECD], 2006).

Looking at the current lack of understanding of, awareness about and support for inclusive education, long-term sustainable educational policies need to employ a collaborative and multi-sectorial approach, which is integral with economic and social development policies (Balderrama, 1997). These steps can change public attitudes towards inclusion and disability in a positive direction (Staub & Peck, 1994). Beliefs favouring inclusion within the community are seen as the precursor of establishing inclusive education systems and societies (Lindsay, 2007).

Another issue requiring attention by inclusion policy is whether the current local and national curricula have the capacity to serve disabled students (Roach & Salisbury, 2006; UNESCO, 2009; Wehmeyer, Lattin, & Agran, 2001). Pedagogical practices in inclusive schools are based on flexible learning and

assessment that consider students' needs and interests. The role of policy in this sense is to encourage multiple stakeholders to participate in the process of designing curricula that ensure cohesive transition between childhood, primary and secondary education in order to reduce drop-out rates between educational phases, deviate from highly academic and overloaded program structure, and consider student diversity and needs (Fisher & Frey, 2001).

Around the world, how teachers might best be prepared to work in schools with pupils with diverse qualities and needs is of concern to educational academics, professionals and governments. However, legislation often fails to take into account how practitioners can ensure that all children and young people are able to achieve (Forlin, 2010). One of the biggest challenges faced by policy-makers who are committed to the development of inclusive schools is to develop teacher education programs that enhance teacher development about respecting and responding to human differences in ways that include rather than exclude disabled learners in mainstream schools and classrooms (Bowen & Klass, 1993). Considering these, legislative attempts particularly need to orient teacher education programmes to inclusive education approaches in ways that teachers are given pedagogical capacities to work with a wide range of students, ensure training and accommodation of all educational professionals, and create incentives to enhance practitioners' social status and improve their living conditions (Booth & Ainscow, 2002; UNESCO, 2009).

In summary, countries need to revise legislation to incorporate notions of inclusive education. This will require enforcement of national laws as well as commitment to international conventions relevant to inclusion. Educational systems with centralized legislative orientation need to set a link between policy-making and implementation while school policies should establish a rigorous framework for inclusion where practical steps can be taken (Westwood, 2007).

3.4.3 Inclusive school culture

Embracing the notion of inclusive education influences the cultures, practices and policies in an education system (Carrington, 1999). An inclusive school culture emphasizes establishment of cohesive cultures that are based on practices and

values that respect and address values of inclusion, participation, diversity, community, and collaboration (Thomas, 1985).

3.4.3.1 Defining school culture

School culture is a complex phenomenon and understood differently as, for example, preserving its own character independent from the dominant culture and having its own distinctive features (Holliday, 1999); a sub-unit on which larger ethnic and national cultural characteristics are reflected (Gelder, 1997); an illusory notion (Prosser, 1999), and a social experience (Corbett, 1999). For decades, concepts such as atmosphere, climate, and ethos have been used interchangeably with school culture (Deal & Peterson, 2009). Deal and Peterson (2009, p. 6) believe that ‘the term culture provides a more accurate and intuitively appealing way to help school leaders better understand their school’s unwritten rules and traditions, norms, and expectations. The unofficial pattern seems to permeate everything; the way people act, how they dress, what they talk about or consider taboo, whether they seek out colleagues or isolate themselves, and how teachers feel about their work and their students.’

A school culture might possess unique characteristics that might develop within its own small culture (Holliday, 1999). However, school cultures might be influenced by the external factors that shape them (Corbett, 2001), such as pressures resulting from the competitiveness of education systems and national legislation. In addition, a school culture is based on the beliefs, values, and personal experiences that each individual brings to the school and the organisational arrangements of that school. There is close association between the culture of a school and the nature of the practices that the school engages in because the goals, traditions, and philosophies possessed by each school affect the way in which these are translated into daily school practices (Stoll, 1999).

3.4.3.2 Components of inclusive school cultures

The link between inclusive schools and school culture is established across a wide range of literature (e.g., Ainscow, 1995; Alton-Lee, 2003; Dyson, Farrell, Polat, Hutcheson, & Gallanaugh, 2004). A comprehensive review of the literature

conducted by Dyson et al. (2002) shows that participation of all students, including disabled individuals, increases when school practices are based on values, norms and rules that address inclusive principles. Underlying enablement of all students to participate and learn is the fact that these values are shared among the whole school staff that celebrate the idea of difference and acceptance, and have commitment to offering educational opportunities to all students (Kugelmass, 2001). Along similar lines, Schein (1985) argues that cultures are related to the practices of members of an organization who share basic values and assumptions through which they define themselves and their working contexts.

It is difficult to build school cultures that address the inclusion of disabled students only by making new policy or by changing some of the rules existing within the school. Rather, achievement of the inclusion of disabled students can only become a reality when members of the school community passionately seek a change and when the school, as a whole unit, alters its culture towards inclusive educational principles (McLeskey & Waldron, 2007). Research shows a potential pitfall with making simplistic assumptions concerning the movement of schools towards inclusive directions (Nind, Benjamin, Sheehy, Collins, & Hall, 2004).

In order to establish inclusive school cultures, Barnes and Mercer (1997) argue for the participation of all stakeholders. The inclusion of disabled students requires different teaching methods to meet their academic needs. This can be utilised as an opportunity for practitioners to continue learning by exploring ways of collaboration and improving their pedagogical competence, resulting in the removal of barriers to learning and development of disabled students.

Building an inclusive culture is a product of the negotiation of ideas by whoever has a role within the school community in ways that diversity in thinking is respected and students, teachers, administrators and parents seek for means of working together. Developing and maintaining an inclusive culture depends on the processes of collaboration, dialoguing, learning, reviewing, revising and assessing current teaching and learning processes. This conceptualization requires that pedagogy of cooperation, based on group work, should transform the hitherto competitive and individualistic tendencies in schools and classrooms into

collective attempts that consider the current social context and sustain organizational development (Dyson & Millward, 2000).

3.4.4 Attitudes towards disability and inclusion

A key element in the successful implementation of policy and practices that address inclusion is the attitudes towards disability and inclusion. The literature reviewed so far indicates that the inclusion of disabled students can only become a reality if there are favourable attitudes towards disabled students and their inclusion (Antonak & Larrivee, 1995; Polat, 2001). Barnes and Mercer (1997) state that stakeholders need to possess positive attitudes towards disability and inclusion to work collaboratively, build an inclusive school culture and implement inclusive practices. Therefore, all legislative attempts that target inclusion need to cultivate positive attitudes towards disability and inclusion among school staff, families, and the community (Gash, 1996).

However, when professionals possess negative perceptions and attitudes towards disability and inclusion, developing inclusive practices in schools and implementing inclusion policy can become very difficult (Avramidis, Bayliss, & Burden, 2002; Radtke, 2003). If professionals do not believe in the usefulness and effectiveness of the inclusive methods and pedagogy, the development and implementation of inclusive practices might not produce positive outcomes.

Teachers can influence the perceptions and beliefs of their students (Montague & Rinaldi, 2001). Students often model their teachers and they are influenced by the interaction they have with them. This is a reason for prioritizing positive attitudes towards disabled students as part of the educational programmes and learning content (Morrison & Ursprung, 1987).

In a school, all staff need to be aware that attempts concerning inclusion should be based on the assumption that the dissemination of accurate information about disabled people and their characteristics will lead to increased favourable attitudes and reduction of prejudice, stigmatization, and social rejection (Morrison & Ursprung, 1987). Turnbull, Huerta, and Stowe (2006) argue that it can be challenging for teachers to deal with the whole classroom, especially when there

are students who are in need of more help and when time is limited. However, schools must address these issues and work towards building a school culture that is committed to inclusion, and support staff to develop favourable attitudes towards classrooms that are getting more diverse.

3.4.5 Collaboration

Collaboration is a popular term among educators and academics. While defining collaboration, however, many types of activities are cited as collaborative, and professionals claim that all activities they perform together with someone else are collaboration, whereas working with someone else does not guarantee that the activity is counted as collaboration. Friend and Bursuck (2012, p. 67) say that collaboration is about 'how people work together, not what they do...True collaboration exists only when all participants in a team or another shared activity feel their contributions are valued and the goal is clear, when they share decision making, and when they sense they are respected'. Cook and Friend (2010) state that collaboration is voluntary and emergent, and it is based on shared resources, parity and common goals. Collaboration includes shared responsibility for key decisions and shared accountability for outcomes.

Increasing diversity in mainstream classrooms has brought about challenges for mainstream schools (Sage, 2007). Contemporary education systems, therefore, demand effective collaboration on behalf of disabled students (Cook & Friend, 2010). There has been an emphasis on the need to create collaborative professional communities in order to meet the expectations for student learning and overcome the challenges of the twenty first century schooling (Maher, Burroughs, Dietz, & Karnbach, 2010). These concern professionals who directly work with students, and require schools to develop mechanisms to meet the educational needs of students (Hines, 2008). Stainback and Stainback (1990, p. 3) define an inclusive school as 'one that educates students in the mainstream...providing [them with] appropriate educational programs that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teachers may need to be successful in the mainstream'.

Collaboration among stakeholders is cited as an effective foundational element in providing high quality services for disabled students in mainstream schools (Ainscow et al., 2006; Cook & Friend, 2010; Muijs, Ainscow, Chapman & West, 2011; Wallace, Anderson, & Bartholomay, 2002). Brownell et al. (2006, p. 169) believe that ‘general educators can improve practice if they have opportunities to participate in collaborative professional development aimed at improving instruction for students with disabilities’. In fact, collaboration among stakeholders leads to positive outcomes such as enhanced levels of student achievement (Dufour, Dufour, Eaker, & Many, 2006), student literacy (Irwin & Farr, 2004), and well-being (Seligman, Steen, Park, & Peterson, 2005).

3.4.6 Family participation

Effective communication between families and schools can lead to collaboration between school staff and parents while it can create better educational outcomes for disabled students (McNaughton & Vostal, 2010; Sheridan, Clarke, Knoche, & Edwards, 2007; Shivers, Howes, Wishard, & Ritchie, 2004). Collaboration with parents of disabled students can help school staff because parents can provide information about the strengths and needs of their children and assist in providing services for accommodating their children in schools. Parents can act as allies, who can contribute to the education process by working with their children at home (Whitbread, Bruder, Fleming, & Park, 2007).

In order to establish effective communication with families and enhance their participation, their perspectives need to be understood (Olivos, Gallagher, & Aguilar, 2010). Reactions of parents to the disability of their children might vary when they focus on different positive and negative factors. These reactions depend on several factors such as culture, severity of the difficulty experienced by the child, available support to the family, and how the information about disability is shared with them (Friend & Bursuck, 2012). Some reactions of parents might be minor, whereas some others might develop strong emotional reactions towards the difficulty experienced by their children. Ferguson (2002) reports that parents of disabled students might feel grief, ambivalence and optimism.

Perceptions of parents of disabled students towards the schools where they children are educated may vary. Some might possess negative perceptions towards schools or some might not be sure why their views are asked and their participation in the inclusion process is expected (Friend & Bursuck, 2012). Due to factors such as financial status, working conditions and cultural diversity, some families might not seem to be involved in their children's education. Attitudes and perceptions of school staff towards families, therefore, might determine the success of the interaction to be established with families. Dunst (2002) and Hansuvadha (2009) propose that the approach towards building partnership with families need to be family-centred. Friend and Bursuck (2012) remark that 'outcomes are best for students when their families' perspectives are respected, their families' input is sincerely sought, and school professionals view their job as helping families get the information they need to make the best decisions for their children' (p. 87).

Inclusion is a whole-school process involving all related stakeholders in a school community (Ainscow, 1999). Families of non-disabled students usually comprise the majority of the families and they are an integral part of this community. Their attitudes, perspectives and views regarding the inclusion of disabled students matter, and therefore, their support for inclusion and voluntary participation in the processes of inclusion is needed to establish inclusive school cultures (Olivos, Gallagher, & Aguilar, 2010).

3.4.7 Support and involvement of the community

Involvement of the community in education is important for providing quality education for all (UNESCO, 2001). In many countries, involvement of the community in the functioning of the schools is not very well-developed, either due to less-developed socioeconomic conditions or the reality that there is no tradition of being involved in education (Wattenberg, 2004). In addition to this, attitudes in schools do not often favour participation of the community, and individuals are regarded as only the recipient of services provided by professionals. However, inclusion is not only a matter for professionals. The community can make a number of contributions thanks to the knowledge of their children and customs, which professionals do not always possess.

Community initiatives can contribute to running schools and developing inclusive practices (Pijl & Meijer, 1999). On some occasions, the inspiration for devising ways that enable communities to be involved in school systems may come from local initiatives rather than from national policy. A misconception is that communities are mainly responsible for finding ways to establish partnerships with schools. However, it is one of the responsibilities of schools to provide facilities and services to empower the community in order to reduce discrimination against vulnerable groups and enhance their well-being (Lindsay, Harris, Chapman, & Muijs, 2005).

There are problems when it comes to realizing and sustaining the involvement of marginalised groups or their advocates who may feel excluded from the processes of decision-making. However, a body of international evidence shows that communities with very disadvantaged conditions can have internal resources that can be mobilised by means of low levels of support and contribute to schools (Pijl & Meijer, 1999; UNESCO, 2001)

Support from members of disadvantaged groups can promote inclusive approaches within mainstream schools. Considering the issue of disability, disabled community members, by involvement in the school community, can promote the status of disabled student groups and offer role models to disabled learners (Slavin, Madden, Dolan, & Wasik, 1996). For example, parents of disabled children or members of disability groups may play a role in introducing ways of understanding disability and eradicate existing discriminatory attitudes and beliefs towards disability. In addition, disabled community members or their advocates can create appropriate conditions in order to contribute to the curriculum by explaining their condition, expectations and routines to decision-makers in schools. It is important to remember that a contribution to the formation of inclusive schools and communities can come from the mere presence of minority group members, including disabled individuals, in positions of responsibility in schools and other institutions where public service is offered. This depends on offering quality education to all learners in ways that enhance their capabilities and facilitate their transition to after school, where they can live independently and serve the community they live in (UNESCO, 2001).

3.4.8 School administration and leadership

Facilitating change and improvement in schools to include disabled students is closely linked to school administrators' roles in management, communication and organization (Ainscow & West, 2006). Riehl (2000) cites the power of school administrators in developing a comprehensive approach to school administration and diversity, and concludes that school leaders need to perform three tasks to achieve this; (i) fostering new meanings about diversity, (ii) promoting inclusive practices within schools, and (iii) building connections between schools and communities. In addition, Cotton (1991) remarks that school leaders who serve diverse and less advantaged areas ensure that teachers have the emotional and practical support needed to join the school improvement process.

School administrators have the modelling power to influence the school culture in ways that inclusive attitudes, beliefs and practices are established (Praisner, 2003). Lambert et al. (1995, p. 32) believe that leadership has a constructive role in a school, and it can include 'the reciprocal processes that enable participants in an educational community to construct common meanings that lead toward a common purpose about schooling'. School leaders also have the power to guide effective collaboration among school staff and to create a shared vision towards building an inclusive school (Ainscow, 1999; Hanson et al., 2001).

Salisbury and McGregor (2002) summarize characteristics of successful school leaders who can lead to the inclusion of disabled students. First, these leaders are committed to the idea of inclusive schooling and hold positive attitudes and perceptions towards disabled learners. In order to infuse these beliefs and attitudes across the school, they work hard to promote changes by building trust and sharing information with other stakeholders. In their interaction with school staff and community members, they invest in relations and try to be as accessible as possible to the school staff, parents and children. While doing these, they adopt a reflective perspective that informs their approaches to take action. In leading the school, they collaborate with school staff and feel comfortable sharing and distributing their leadership across teaching teams who share the same goals. They often prove that the work can be completed in a group better than a single

administrator can do it. They also facilitate interaction among school staff to collaborate by creating opportunities for them to meet, plan and implement together. In each step they take, they consider the maximum benefit of the students.

3.4.9 Inclusive curriculum

Various meanings are attached to the term curriculum. Browder, Wakeman and Flowers (2006) argue that the concept of curriculum refers to the overall educational programme, with specific focus on the content. According to Williams and Reisberg (2003), a curriculum targets objectives about areas of learning and development.

The rapid development of the movement to include disabled students in mainstream schools has recently reached a point where the consensus view is established as one that goes beyond school enrolment and ensures full participation of all students in the mainstream curriculum and practices (Erkılıç & Durak, 2013; UNESCO, 2009). In addition, educational expectations for disabled students have increased and there has been a call for schools to facilitate meaningful access of disabled students to the same challenging and relevant curricula provided to non-disabled students (Browder et al., 2006).

In addition to the necessity to determine individual instructional goals for disabled students, an inclusive curriculum is referred to as a broader context where these goals can be addressed (Carter & Kennedy, 2006). An inclusive curriculum increases the opportunities for learning while it can promote student development and increase the options for teachers to improve their capacity (Ainscow, 1999). In every attempt within the curriculum, Ainscow (1999) emphasizes the need to address broader organizational change and differentiation that should focus on the classroom as a whole. An inclusive curriculum is prepared with collaboration of relevant stakeholders and monitored via realistic evaluation techniques.

Making the curriculum accessible to all students is not easy (Williams & Reisberg, 2003). However, according to Hegarty (1990), ‘in principle, all pupils are entitled to the full national curriculum and should be enabled to follow a broad and

balanced programme of work that is relevant to their individual needs' (p. 188). The traditional curriculum, which took little or no account of the education of disabled students, has provided little significance and relevance to disabled students and their inclusion (Thomas et al., 2001). Development of new curricular objectives, which are based on national assessment-based standards, similarly, are argued against with a claim that they are externally mandated on disabled students and overlook their individual and specific needs stemming from the difficulties they experience (Wehmeyer et al., 2001).

Approaches and ideas regarding how to present the curricular content to disabled students vary. There is discussion on whether or how far teachers should differentiate between students in the usage of their methods and materials (Pijl, 1995). Research documents positive impact of differentiated teaching approaches combined with peer-mediated instruction on the learning of disabled students (Heacox, 2002; Mastropieri et al., 2006; Tomlinson, 1999). However, Ainscow (1995) emphasizes the pitfall of focusing merely on individuals and displacing attention from the whole classroom environment. Curricular modifications and adaptations that aim to orient the curricular content to the needs of individual students need to be in line with the inclusive principles that highlight learning together, active learning, peer support and participation. Ainscow (1995) remarks that any change in the pedagogical practice which aims at facilitating inclusion requires a careful balance between respecting the existing structures of schools and acknowledging the need to respond to the new challenges.

An alternative to the curricular modification and differentiated instruction is the idea of 'universal design' (Minow, 2013). Universal design is a concept that refers to the process of designing materials and environments that can be used without the need for modifications or specialized designs for particular circumstances (Fortini & Fitzpatrick, 2000). The materials, activities and environments created through universal design, allow students to achieve the learning goals with wide differences in their abilities to see, hear, speak, move, read, write, understand, attend, organize, engage, and remember (Orkwis & McLane, 1998). According to Hitchcock, Meyer, Rose, and Jackson (2002), universal design is based on three premises: (i) the objectives developed by teachers need to pose appropriate

challenge for all students, (ii) diverse and flexible materials that include multiple representations of content and methods should be created, and (iii) flexible, ongoing and accurate assessment needs to provide the teacher with information as to whether to adjust instruction is required. Universal design for learning can be achieved by means of flexible curricular materials and activities that provide alternatives for students with a wide range of dis/ability levels.

3.4.10 Individual education plans (IEP)

In addition to planning teaching for the whole school/classroom (Ainscow, 1995, 1999; Sebba & Ainscow, 1996), the importance of looking at the individual needs of disabled students in the context of the classroom is important (Ford, Davern, & Schnorr, 1992; Sapon-Shevin, 1992). Sapon-Shevin (1992, p. 20) argues that ‘making certain aspects of the curriculum inclusive without attending to the child’s whole identity or whole life is...inadequate’, highlighting the need for looking at all aspects of a student’s life while planning curricular inclusion. Udvari-Solner and Thousand (1995) say that teachers in inclusive classrooms go through a decision-making process in which they are posed some questions when they plan for individual students. Thomas et al. (2001) report that these questions are related to the format of the lesson, the arrangement of groups, changes in delivery of instruction, adapted goals (differentiation by outcome), different materials, personal support and alternative tasks (differentiation by activity).

The role of an IEP in making individualisation a real possibility and more meaningful is cited (e.g., Smith, 1990; Thomas et al., 2001). An IEP is a collection of documents that list the extra/differentiated support to which an individual student is entitled. IEPs may contain important issues regarding how disabled students can participate and learn within a curricular context. An IEP addresses issues such as educational needs, communication, and social behaviour. According to Salend (2008), an IEP usually contains the following components: (i) the student’s current level of academic achievement and functional performance, (ii) statements of measurable annual goals, including academic and functional goals, (iii) statement of short term objectives for students who take alternative assessments, (iv) statement of special and related services, (v), statement of any individual modifications in assessment procedures, (vi) statement of why a

student cannot participate in mainstream assessments, (vii) statement of transition services for students aged 16 years, and (viii) statement of how annual goals will be measured, how parents will be informed, and how progress will be monitored.

Ideally, IEPs are coherent in terms of the connection they make between the objectives, students' real strengths and areas of needs, and the assessment criteria to evaluate progress. In addition, schools need to be aware that IEPs can limit student development when they replace the regular curriculum, when they make little reference to the curriculum, or when they are prepared poorly (Ainscow, 1995). Such IEPs include few, too simple and mostly behaviour-based objectives, and underestimate student potential (Rea, McLaughlin, & Walther-Thomas, 2002). Inclusive schools use the process of IEP preparation, implementation and monitoring to respond to the individual needs of disabled students and enhance a collaborative school culture.

3.4.11 Inclusive pedagogy

Recent thinking on inclusion has moved the concept beyond physical integration; disabled students should be enabled not only to be present but also to participate in lessons. The classroom environment has a big impact on learning, and teachers can build a learning classroom community by employing inclusive teaching strategies. Florian and Black-Hawkins (2011) define inclusive pedagogy as the act of teaching which corresponds to inclusive principles and further explain this as 'respect[ing] as well as respond[ing] to human differences in ways that include learners in, rather than exclude them from, what is ordinarily available in the daily life of the classroom' (p. 814).

However, Pisha and Stahl (2005) maintain that few teachers are competent in using their capacity to adapt the curriculum materials to meet the needs of their disabled students. Learning difficulties may be created or exacerbated for some students if an inappropriate teaching approach is used (Westwood, 2007). This reality is compounded when teachers think that disabled students can be taught via only specialized ways of teaching and/or that teachers do not possess skills to teach disabled students in mainstream classrooms (Lambe & Bones, 2006; Sharma, Forlin, & Loreman, 2008).

Cheminais (2005) indicates that standardized teaching methods and inaccessible curriculum materials can be a barrier to learning. In inclusive classrooms, utilisation of different teaching methods shows the student how to complete a task and helps achieve the educational goal. However, the reality shows that pedagogy is usually centred on middle ability range and it is standardised. Therefore, a conventional method is sometimes considered a barrier to reaching one's potential. Florian and Black-Hawkins (2011) remark that teachers should use an approach 'that involves the development of a rich learning community characterised by learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life' (p. 814).

In summary, if the aim is to teach all students, teachers need to consider student learning in their activities, focus on strengths of students, allow students to participate in their own learning and learn collaboratively, be flexible in their approach, provide clear instructions, use multisensory aids, plan, teach and review in partnership with other stakeholders, prepare lessons that develop an understanding of difference, differentiate on different levels, monitor individual progress, and design relevant challenges to students (Booth & Ainscow, 2002; Cole, 2005; Wong, Kauffman, & Lloyd, 1991).

3.4.12 Assessment

The concept of assessment is more hotly debated today than ever because of the variety of ways it is used. In the context of the education of disabled students, assessment refers to the procedure that is used for making critical educational and instructional decisions based on the performance of disabled students (Mariotti & Homan, 2005). The range of the assessment activities might vary from those involving evaluation of students' progress and achievements to those used in order to determine which instructional objectives to teach, what methods and strategies to use, and what materials are appropriate for students (Andrews, Saklofske, & Janzen, 2001).

According to Thomas et al. (2001), in inclusive schools, (i) school staff are involved in assessing learning, (ii) teachers take responsibility for the progress of all students in their lessons, (iii) students are involved in assessing and

commenting on their own learning, (iv) parents are involved in the assessment process, (v) records of achievement reflect all skills, knowledge and experience of students, such as additional languages, other communication systems, hobbies, interests and work experience, and (vi) inclusive assessment methods are based on detailed observation, directed at what is important to learn, used formatively to develop the learning of students and lead to modifications in teaching plans and practice.

There is a variety of ways of demonstrating and assessing learning that engages with differences in students' characters, interests and the range of their skills. Assessment of disabled students should include opportunities for collaboration with other professionals while allowing students to understand why they are being assessed. Students are honestly informed about the consequences of assessment, feedback to students indicates what they have learnt and what they might do next, and there is monitoring of the achievements of different pupil groups (Booth & Ainscow, 2002).

3.4.13 Identification

The question of whether medical identification should be an element of an inclusive education system is a controversial issue. However, in many countries, including Turkey, it is embedded within the education system. Conceptualizing differences related to disability is a complex problem (Florian et al., 2006). This controversy is compounded by the numerous goals that identification serves. First, identification attempts to classify children diagnostically to provide appropriate intervention, which is derived from a medical model of disability (Abberley, 1987). Secondly, parents may have a desire to have an explanation for the problem their child is experiencing and to secure appropriate services for their child (Wedell, 2003). A third set of intentions derives from the need to identify children who need care and protection, usually in different and separate settings.

Identification based on the assignment of people into diagnostic categories of disability is approached critically by those who argue that (i) identification is based on medical thinking which creates labels related to impairments (Mason & Rieser, 1994; Thomas, 2004); (ii) identification can result in over-identification of

children from certain socioeconomic and minority groups, lowering of expectations, and the creation and maintenance of separate systems of provision (Ainscow, 1991; Tomlinson, 1982); and (iii) there are problems of validity and reliability with current identification systems (Keogh & MacMillan, 1996).

Identification is often carried out by means of administering published and standardized tests (Friend & Bursuck, 2012; Westwood, 2007). Stringer (2009) believes that usage of traditional psychometric approaches to identification of disabled students assumes that student potential is fixed, and it only responds to the question of how much a particular child knows compared to a relatively small number of children at the same age. Assessment of this kind may overlook the drawbacks that might result from the assessment procedure itself and impact child's performance negatively.

Despite the complexities and problems surrounding identification, the fundamental intent of identifying students in schools has mainly been to provide additional services to address individual children's needs (Florian et al., 2006). However, 'within a climate of limited resources and an educational system with inherent inflexibility in what it can provide, classifying students to determine eligibility for special education may take on other purposes that better serve the constraints of the larger system than the targeted children's needs' (McLaughlin et al., p. 47).

Inclusive education calls for procedures that focus on the strength and potential of children by considering how learning opportunities can be enhanced, and concentrating on recording the achievement of disabled individuals exclusively in terms of their own progress, unrelated to that of their peers (Thomas et al., 2001). Rather than perceiving student ability and learning as fixed, and giving decisions based on such assumptions, any kind of classification should consider disability in relational, rather than fixed, terms and focus on how children learn, what can be done to enhance their learning, and empower them to share the responsibility for their own learning (Browder et al., 2006).

3.4.14 Classroom and behaviour management

Classroom management refers to the ways in which teachers promote order and facilitate student engagement in learning in a classroom (Miller & Hall, 2005). The classroom environment impacts student learning; therefore a step that should be taken by class teachers in order to include disabled students into lesson content is to motivate the whole class to build an optimum classroom environment for learning. Factors such as physical organization, classroom routines, classroom climate, behaviour management and use of time may affect ways of classroom management (Friend & Bursuck, 2012).

Teachers of classrooms with disabled students are expected to pay attention to manage and organise their classrooms because classroom management strategies have real benefits for disabled students (Martin & Sugarman, 1993). While attempting to include disabled students and their non-disabled peers, teachers need to review their strategies and plans to meet the diverse range of abilities of their students (McNary, Glasgow, & Hicks, 2005). In order to facilitate effective teaching and learning, teachers need to use age appropriate, non-discriminatory and relevant classroom management strategies, which include the utilisation of appropriate classroom arrangements, behaviour management techniques, curriculum modifications and the use of inclusive teaching strategies. In addition, to provide a framework that enhances student success, teachers need to apply procedures and routines, and make students aware that these are part of the classroom structure (Marzano, Marzano, & Pickering, 2003). Westwood (2007) gives examples of some techniques such as simple directions, positive reinforcement, tactical ignoring of students, question and feedback, rule reminders and simple choices.

Despite a common belief that students are the main cause of behavioural problems, disruptive behaviour can be caused by the interaction of various factors embedded in and beyond the learning environment (Westwood, 2007). For example, factors such as inappropriate curricular content, seating arrangements, class size, and grouping may influence student behaviour (Biddle & Berliner, 2002). In such cases, teachers need to adopt a proactive rather than a reactive approach to

classroom control. Being proactive helps the teacher identify the problem carefully and employ appropriate strategies for reducing disruptive behaviour (Levin & Nolan, 2004). However, the issue of behaviour development and management should not be seen only from the perspective of disabled students. Perceptions of disabled students as potentially disruptive may create a negative climate in the classroom and prevent learning. The policy of behaviour development should contain school-wide approaches and aim to prevent possible individual cases of behavioural problems (Rogers, 2004).

3.4.15 Student development

In addition to the philosophical arguments highlighting the need for inclusive education, there is a growing body of research on the benefits of inclusion on students. Although implementation of the practice of inclusion differs to a large extent from one context to another, and there is uneven achievement of inclusion in different schools (Hegarty, 2001), the mainstream view supports that both disabled children and their peers benefit from carefully planned and implemented inclusive practices. These benefits include improvements in social skills, academic achievement, employment opportunities after graduation, transition to higher education, self-esteem, peer acceptance, and sustainable relationships (Salend & Duhaney, 1999; Tapasak & Walther-Thomas, 1999).

Research shows that the inclusion of disabled students is beneficial to both disabled and non-disabled students academically and socially (Abell, Debra, & Bauder, 2005; Harrower, 1999; Lipsky & Gartner, 1997; Rieck & Dugger Wadsworth, 1999). When schools contain inclusive cultures and practices, friendships emerge and relationships develop (Black-Hawkins, Florian, & Rouse, 2007; Burstein, Sears, Wilcoxon, Cabello, & Spagna, 2004; Tanti Burlò, Soresi, Nightingale, Cini, Camilleri, & Borg, 1995).

Students, at an early age, may not be well prepared for the inclusion of their disabled classmates, and disabled students may lack experience in establishing relationships with their peers (Cooper, Valentine, Nye, & Lindsay, 1999). However, student attitudes are an important factor in the establishment of inclusive school cultures and the implementation of inclusive practices. As shown

above, a growing body of literature now shows that attitudes of students towards their disabled friends become positive when disabled students are included in mainstream schools and classrooms, and when sound local and national inclusion policies are implemented. Students who possess positive attitudes towards disability and diversity are likely to become individuals who respect differences in society (Cooper et al., 1999).

3.4.16 School counselling and school psychology units

Research shows that counsellors and school psychologists can influence the maintenance of segregated education. Jimerson, Sharkey, Nyborg and Furlong (2004) think that counsellors and educational psychologists continue to play a key role in the diagnostic assessment of students and their referral to segregated educational institutions. In addition, school counsellors belong to counselling services, which may tend to view disability as solely stemming from impairment and to make diagnosis based on a pre-emptive approach, rather than accommodating the process of assessment for each child. This leads to adopting similar interventions for all children. However, this practice is not compatible with the principles of inclusion that emphasize a transactional and context-based assessment of disability (Garbarino & Ganzel, 2000; Kourkoutas & Xavier, 2010). From an inclusive perspective, school counsellors and psychologists need to realize that social and environmental barriers to the inclusion of disabled people should be removed, and that they can play a crucial role in supporting mainstream schools to develop and implement inclusive practices (Farrell & Venables, 2009).

The new conceptions of disability and the growing trends in the inclusion of disabled students have created opportunities for new counselling and psychological frameworks that reflect inclusive educational values (Kourkoutas & Xavier, 2010). These frameworks involve a more child-focused approach, where the counsellor views each child in relation to their 'ecosystem'. There is evidence indicating that implementation of a child-focused and eco-systemic perspective in working with disabled and at-risk children is effective (Carr, 2009).

3.4.17 Supervision and inspection

Supervision and inspection are two support structures that prompt learning of all students and staff, and provide a supportive framework which staff can use to develop professional practice (Ainscow, 1999). Constructive supervision by senior staff guided by reflective practice can provide support on educational issues such as performance monitoring, evidence based-teaching, and skill development (Dyson & Millward, 2000). Supervision can provide feedback and insight while strengthening professional communication. Actually, any service involving humans requires that staff with adequate training, experience and supervision gives it. Regarding the education of disabled students, supervision is essentially needed to ensure that disabled students benefit from mainstream education and that their personal needs are met.

For governments, local authorities and individual schools where there is a movement towards including disabled students, inspection systems can be used as a tool to ensure that schools have appropriate structures, plans and resources to identify potential needs of the school, the staff and other related stakeholders in the school system (UNESCO, 2001).

However, most countries do not (tend to) have well-developed supervision and inspection systems to monitor how mainstream schools and local education authorities are intended to educate and include disabled students (UNESCO, 2001). In most countries, external school supervisions and inspections that have little relevance to the schools' particular cultures and missions are carried out in ways to exert pressure, leading to decreased confidence among professionals and schools (Ainscow, 1999). However, what is needed, especially in countries where inclusion is at the early phase of development, is to ensure that supervision and inspections (i) are carried out by competent staff who can provide permanent and meaningful feedback, (ii) fully consider characteristics and needs of a particular community, school, professionals and students in relation with their demands, and (iii) help to improve the ability of individuals and schools in challenging the barriers to the learning of disabled individuals and their peers.

3.5 Summary

In this chapter, I have presented literature on the concepts of inclusion and disability, and provided a review of the principles and elements of schools that can be more or less inclusive of disabled students.

The conceptualization provided in this chapter contributes to the understanding and exploration of the elements surrounding the issue of inclusion of disabled students in mainstream schools. There is a variety of complex and multifaceted issues that need to be addressed, and the actors in the journey towards inclusion are many, including the community, families, the school administration team and staff from schools and associated institutions. Inclusion requires that there should be positive attitudes within the school and the community towards the presence of disabled students in mainstream schools. Secondly, there should be environments created to provide meaningful education and developmental experiences for all children. Finally, there should be new forms of policy-making and planning at both local and national levels that prioritize learning and development of every student in the classroom.

The next chapter presents the conceptual framework that guided the design, implementation and interpretation of this study.

CHAPTER 4

CONCEPTUAL FRAMEWORK

4.1 Introduction

Several frameworks and paradigms guided this study, which helped to connect the existing knowledge to the research study and make choices regarding the research problem, design and implementation. The conceptual framework made it possible to limit the scope of the relevant data by concentrating on specific concepts and explaining the specific perspective that I took in analysing and interpreting the data. In this chapter, I provide an explicit statement of the conceptual framework to permit the reader to evaluate the framework critically.

4.2 Conceptual framework

A conceptual framework is a kind of analytical tool, which varies from research study to research study. The framework in this study was inspired by the work of others in the literature review as well as the experiences and intellectual work of the researcher put into processing and interpreting what has been read or written for the purposes of the study (e.g., Sakız et al., 2015; Sakız & Woods, 2014, 2015; Sariçam & Sakız, 2014). A conceptual framework ‘provides a thorough description of the underlying logic of the proposed research – why a particular intervention might lead to these specific outcomes for this population under these conditions’ (Mertens & McLaughlin, 2004, p. 38). The conceptual framework is then used to design the instruments, plan and implement the data collection procedures, and explain, explore and challenge the collected data (Coles & McGrath, 2010).

In this study, the overarching value is inclusion, and this implicitly and explicitly shapes the processes of research design, implementation and interpretation. The main argumentation centres on associated principles of inclusion such as equality, quality, participation, and justice, looked at from the perspective of disabled students. In addition to these values, which underpin this thesis, I present three main approaches that contribute to the development of the framework through

which I examine the topic of this research. These are the ‘Index for Inclusion’ (Booth & Ainscow, 2002), the ‘Ecological Systems Theory’ (Bronfenbrenner, 1979, 2005) and the ‘Human Capability Approach’ (Sen, 1999).

4.2.1 Index for inclusion

The main role of the Index for Inclusion (Booth & Ainscow, 2002) in this study was to help understand and investigate the inclusion of disabled students in the case school (Appendix II). It provided support in terms of conceptualising inclusion and operationalising it within three dimensions of the school system; policy, practice and culture. Within the Index, the policy dimension is concerned with the running of the school; practices are about what is learnt and taught and how it is learnt and taught in the school; and the culture reflects relationships and deeply held values and beliefs embedded in the school (Vaughan, 2002). This analysis is appropriate to the multifaceted and complex nature of inclusion.

The Index considers equality and human rights as fundamental and views the difference between students as resources to support learning, rather than problems. This study, similarly, is based on assumptions of mainstream education as a human right, and inclusion, participation and diversity as ingredients of schools of our age. This idea is in line with the attempts in the Turkish education system seeking ways of establishing barrier-free schools and meeting the needs of an increasingly diverse student population.

The Index has added strength to this study theoretically and practically. The theoretical basis of the Index supports understanding of what inclusion might mean in a particular school. Authors of the Index define inclusion as an unending process of change that aims to increase learning and participation for all students. Inclusion starts at the point where participation increases in a school. Despite difficulties in the implementation of the notion of inclusion, this understanding of inclusion is partly observable on the recent policy of MEB in Turkey (2010a, 2012), which highlights barrier-free schools, participation, diversity and change (Erkılıç & Durak, 2013). Booth and Ainscow (2002) remark that inclusion is an ideal aspired to but never fully reached.

The literature as well as my understanding and experience of inclusion in Turkey shows that the concept needs to be viewed beyond physical integration and address issues such as staff development, collaboration, community and locality. The Index, similarly, defines inclusion as increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of schools whilst acknowledging the right of students to education in their locality. In attempts to include students with diverse backgrounds, the Index places priority on schools and education systems to (i) introduce staff development activities for making lessons more responsive to diversity, (ii) promote positive attitudes in schools to help counter exclusion of some students and their families, (iii) ensure staff development in order to focus on understanding students' perspectives, and (iv) improve communication between home and school by working with parents/carers.

The Index is, by nature, flexible enough to work uniquely in different schools and systems (Vaughan, 2002). Considering the absence and need in Turkey for a flexible framework which can be used in mainstream schools to investigate inclusion, this framework has provided a strong perspective for looking into the culture, policy and practices of the study school and reflect on them. The Index was initially designed to aid primary and/or secondary schools to engage in a process of self-review. It provides schools and professionals with guidance on how they can progress through a cycle of activities that result in the emergence of clear priorities for change, and a series of developmental phases that help them realize inclusion.

The Index is not a blueprint for improvement and change, or a map for realizing inclusion. It facilitates a comprehensive local and longitudinal investigation of all aspects of a school's life using a number of indicators and related questions. Until now, the Index has been adapted to forty countries³. According to Vaughan (2002), schools and researchers evaluate the Index as versatile and leading to greater understanding of inclusion among stakeholders. They also think that the indicators and questions are adaptable, the concepts are universal, and the process

³ Turkey is not one of these countries.

underpinning school development is good for raising awareness, and changing values and beliefs.

The Index focuses on the barriers to participation of all students, especially those stemming from the way schools are organized, and the environment is structured. Although the focus is on the participation of all students, the framework provides the flexibility to be applied to investigate the inclusion of any vulnerable group at risk of exclusion. This flexibility and comprehensiveness of the content has allowed me to focus on the school's attempts to realize inclusion from the perspective of disabled students.

4.2.2 Ecological systems theory

While focusing on the school, the Index for Inclusion highlights the importance of the school's relationships with the community and environment (Booth & Ainscow, 2002). Bronfenbrenner's (1979, 2005) ecological systems theory provides a good fit to the Index by emphasizing the importance of understanding the bidirectional influences between individuals' development and their surrounding contexts.

Activities, behaviours and development of individuals and schools both influence and are influenced by the ecological system surrounding them. For example, in the Turkish context, the centralized curriculum determines what kind of content will be taught to students and influences the decision-making scope of the school in planning and implementing teaching. In addition, students are influenced by the level of involvement of their families in their schooling, and from the attitudes and beliefs of the community towards disability.

Combining both approaches, I have realized that while investigating the process of inclusion I had to look at the factors pertaining to individuals (e.g., educational and personal needs), the school system (culture, school policy and practice) and the wider influences (e.g., national policy, associated institutions). This required a research design where sufficient time had to be spent in the school, multiple methods had to be applied and a range of stakeholders had to be included within the research to be consistent with an ecological model and capture a

comprehensive understanding of the school. The focus in this study is primarily on the school system, with students, families and school staff located as members of this system. In addition, significant consideration is given to the national educational policy, and the practice of associated institutions such as the GRC and the childcare unit.

According to Bronfenbrenner (1979, 2005), there is an ongoing, interactional and dynamic process between human development and context. This is in line with the fact that inclusion is a longitudinal and interactional process between the individual, the context and the developmental outcomes emerging during the process of inclusion. Hardman, Drew and Egan (2010) argue that although inclusion is based on the willingness of the community to adapt itself to accommodate disabled students, it is essential for the individual to develop and learn, with appropriate education and training, to adapt to community expectations.

According to Bronfenbrenner (1979), human development occurs within a series of integrated systems, each of which is embedded within a larger setting. Elements at each level of the system can influence and be influenced by other elements. The 'biosystem' of the individual is at the centre of this model. The 'microsystem', in which the individual is a regular participant, consists of the immediate setting/s around the individual. Individuals often participate in multiple microsystems, such as the family and the mainstream classroom. The 'mesosystem' is characterized as the influences that occur between microsystems. For example, a frequently cited mesosystem that can influence the child's participation in mainstream settings is the relationship between teachers and families that are both elements of microsystems. The 'exosystem' consists of impacts of settings that do not include any members of the microsystem. For example, regulations and practices of professionals working at hospitals who personally never enter the mainstream classroom may exert influences on mainstream classes, disabled children and their peers. The larger and overarching political and social influences constitute the 'macrosystem'. Finally, in Bronfenbrenner's most recent conceptualization, the changes in systems level variables across time are represented at the 'chronosystem' (Odom et al., 2004).

As seen above, the human ecology contains various levels and actors. A strong characteristic of the ecological systems theory is that it aims to gather all stakeholders within a given society as active participants in the processes of developing and implementing effective systems to combat exclusion, discrimination, and disempowerment (Bronfenbrenner, 1979). However, this movement requires that it should be bi-directional, that is, disabled individuals are not only at the receiving end of services, but they participate as equal members of society. Ending exclusion and discrimination, therefore, depends on the empowerment of disabled individuals in society and the support they give to this movement. Providing disabled individuals with meaningful education in mainstream schools can be a strong means of empowerment, which can be utilised as a tool for facilitating inclusion in schools and societies (Berry, 1995).

One of the basic assumptions of this research study is that disabled individuals are main members of and significant contributors to society. Therefore, recognizing their individual conditions and allocating resources to their needs is not only a human rights issue but also a productive investment for the community. At this point, the ecological systems approach entitles all individuals (by recognizing them as both duty bearers and right holders) and designates them to contribute to the removal of barriers in society, by recognizing and fulfilling the basic human rights (Tsao et al., 2008). The disabled individual is approached as a 'whole' and development of their capabilities as part of the family, school, community and wider networks are targeted. Maintenance of this cycle is fundamental to the interdependence between disabled and non-disabled individuals within societies. A community where both disabled and non-disabled people live, learn, develop, work and teach together, contributes to the rise of an inclusive society.

This study places importance on the investigation of attitudes towards disability and inclusion, and acknowledges their impact on institutional practices, policy-making tendencies and human behaviours. At this point, the ecological systems theory assumes that attitudes and beliefs require change to remove barriers to the inclusion of disabled individuals in schools and societies. The framework possesses two main qualities, arguing for mentality change to devise education policy and implement practices regarding the inclusion of disabled individuals.

First, it considers that disability exists in a continuum and factors at different levels continuously affect the individual. This requires that inclusion policy as well as institutional practices (schools, GRCs etc.) need to employ a holistic and systemic approach to all areas associated with the development of disabled individuals. Secondly, the framework recognizes the impact of multiple layers on the individual (Bateson, 1972; Bronfenbrenner, 1979). This inevitably withdraws the heavy focus from the individual and looks at disabled students as a group, which helps to strengthen the likelihood for empowerment, learning and development of disabled students as a whole.

4.2.3 Human capabilities approach

The capabilities framework has had influence on the research design, data collection, and data analysis in this study. While I attempted to look at the individual and ecological factors that influence inclusion, this framework helped me gain a perspective through which I could think through core concepts such as equality, justice and quality of education in relation to disability and inclusion.

In today's macro-economic climate, which is surrounded by paradigms highlighting the need to educate children only to create capital for economic growth and sustainability, it is not easy to argue for the inclusion of disabled individuals within all aspects of the education system, and to change the attitudes and mentalities of people who think inclusion is impossible. The common notion in society is based on the conception that schools should cater for those who can comply with pre-defined societal norms; the criteria for these norms being health, functioning, wealth and other presumptions based on 'normality'. This assumption often rests on the idea that governments can best determine opportunities and outcomes in education. These assumptions create debates that centre on issues such as what forms of curriculum, school management, teaching, and learning resources can yield the best educational achievements needed for economic development (Walker & Unterhalter, 2007).

The 'human capabilities approach' was proposed by Amartya Sen (1993, 1999, 2009) as an alternative to understanding human capital as a measure of development. The capability approach rests on a critique of the assumptions of

outsider evaluation and normality, arguing that each person must be looked at as an end, not as a means to economic growth. However, this does not mean to respond to what each individual wants, or says they want. It rather means that evaluating capabilities makes it possible to change the focus of evaluation towards establishing and evaluating conditions that enable individuals to make decisions they value and remove obstacles to those freedoms, that is, expand people's capabilities. The approach acknowledges that conditions vary in different contexts; however, the approach is considerate of human diversity and complex social relations. It values reciprocity between people, appreciates that people can reflect reasonably on what they value for themselves and others, and aims to equalize capabilities, not opportunities or outcomes (Terzi, 2007).

Sen (1993) defines a capability as 'a person's ability to do valuable acts or reach valuable states of being; [it] represents the alternative combinations of things a person is able to do or be' (p. 30). Thus, capabilities are freedoms to achieve what an individual reflectively considers valuable. Capabilities are the opportunities for which individuals realize different 'functionings' to achieve what they may prefer for some reason. To expand on this, Walker (2006) argues that 'a capability is a potential functioning; the list of functionings is endless. It might include doings and beings such as being well nourished, having shelter and access to clean water, being mobile, being well-educated, having paid work, being safe, being respected, taking part in discussions with your peers, and so on. The difference between a capability and functioning is analogous to the difference between an opportunity to achieve and the actual achievement, or between potential and outcome' (p. 165).

Hegarty (2003) argues that Sen's (1999) perspective on the role of education in economic and social development is useful in providing an empirical underpinning for investment in inclusive education. For Sen (1999), the freedom regarding arrangements for education should be recognized and expanded to the whole population. Hegarty (2003) thinks that Sen's approach 'means education for all and must therefore encompass children with disabilities and learning difficulties' (p. 26). This argument does not depend only on human rights and notions of equality although these have their place. This is a rational approach; countries can only achieve economic and other development if they secure certain

freedoms for their people, especially the freedoms and human development that follow from mass basic education (Hegarty, 2003).

With the above argument in mind, it follows that a school should be a place for all, and it should provide equal and just opportunities in education for all children because for almost all students, a school is the first place where they enter the community and learn to cope with the structures and elements embedded in it. The opportunity to be educated in mainstream schools under regular curricula must be equal for all children. Meaningful education in regular schools is a building block for other developments in students' lives, and touches all aspects of their living such as employment, social life and further education (Terzi, 2008). These opportunities are related to all aspects of the school; the policy, the practices and the culture. While it is crucial that children are provided with sufficient educational (physical, material, curricular etc.) resources, these opportunities should include participation of disabled students within the school's community, and the policy needs to facilitate development of these opportunities continuously.

The capability approach focuses on the enhancement of the quality of life and personal well-being of disabled individuals. The functioning of an individual focuses on what a disabled individual can achieve in their capabilities, and not on how the presence of impairment can disable their potential functioning. Sen (1985) argues for recognizing the priority of the choice of an individual in maintaining a life that they choose by focusing on their capability to function. Education for disabled individuals is fundamental for well-being in life. According to Sen (1999), participating in education is a basic capability, because education is a basic element and need in human life, which guides development of other capabilities. It is crucial for human development, and without education, one is disadvantaged.

The human capabilities approach assumes that there is an interaction between an individual's characteristics and the structure, arrangement and the environment of the school, and argues for the investigation of this interaction (Terzi, 2008). The approach supports organization of schools in ways that ensure the capability development of all children, whatever capabilities they want to develop, against

the idea of creating schools for those who can achieve a criterion-referenced task. Within capability development, there is a need to ensure access of disabled students to the school and the curriculum, and to provide opportunities for their participation. There is also a need to remember that the provision disabled students are entitled to should be based on the criteria of justice and equity.

The capability framework provides us with both a method for the provision of educational entitlement that should be guaranteed to disabled students and a normative framework where we can assess any form of educational inequalities (Sen, 1999). The approach does not underestimate personal characteristics. It calls for taking into account the disabled student's impairments while at the same time removing the barriers that restrict learning. The approach implies that disabled students must be able to access all necessary resources and opportunities to develop basic educational capabilities that they need to use in order to participate both at the school and in the community.

4.3 Summary

In this chapter, I have presented the conceptual framework that guided this research study throughout the whole research process. Disability and inclusion are complex concepts that require analysis from a comprehensive perspective and an informed framework. Approaches and theories presented by Booth and Ainscow (2002), Bronfenbrenner (1979, 2005) and Sen (1997) shaped the conceptual framework.

Combining the three broad frameworks gave me the confidence to build upon my existing knowledge and experience regarding the inclusion of disabled students, and to move forward to explore how this phenomenon is occurring in a mainstream school in Turkey. Starting from the individual, I adopted the view that disabled students must be provided with educational opportunities and freedoms to decide on the capabilities they want to achieve in order to experience what they reflectively consider valuable in their lives. Considering their inclusion in mainstream schools as an opportunity to develop capabilities, I chose to analyse the school's three main dimensions; culture, policy and practice, as well as aspects of the national policy, associated institutions and community, in order to

understand the school's experience in achieving this goal. Finally, I adopted the idea that no individual or school could act without affecting or being affected by the elements embedded within various levels of the ecological system. Therefore, the experiences of individuals and schools were analysed in relation to their association with these elements. To sum up, these theories and approaches (i) consider investment in human development as a means of educational and social development, (ii) highlight the role of context in development and in the transformation of impairment into disability, and (iii) have underpinnings for inclusive education through which disabled and non-disabled students can learn, develop, work together and future developments can be built.

In the next chapter, I present the process of developing a research strategy.

CHAPTER 5

DEVELOPING A RESEARCH STRATEGY

5.1 Introduction

In this chapter, which is divided into three sections, I present discussion about the key stages in the development of the research strategy in this thesis. The first section explains the philosophical assumptions and research paradigms that guided this study. The second section provides information about the construction of the research design. The third section describes the chosen methods of data collection and their appropriateness to the research design.

The process of carrying out research differs among researchers. However, there are a number of approaches to conducting social research. In this research, I have followed the steps proposed by Neuman (2007) (Figure 6). The process shown on the figure is simplified because one rarely completes totally one step and moves on to the next step. In this research, the process was quite interactive because the steps were influenced by and, in fact, blended into each other. The process was therefore not as neat and linear as Figure 6 implies. Activities performed in one step often stimulated me to re-consider the activities in the previous steps and encouraged further thinking on them.

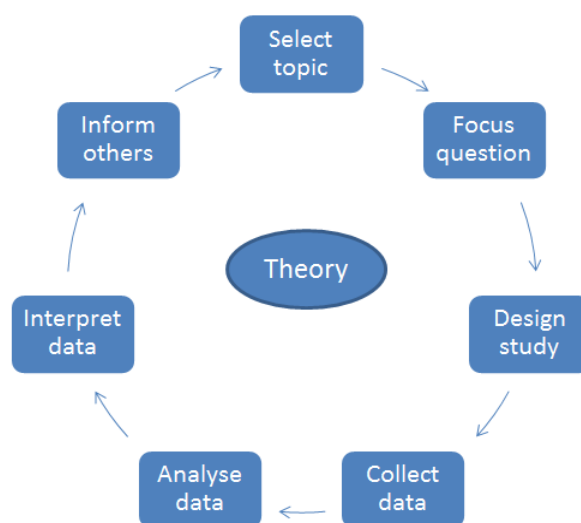


Figure 6. Steps in social research

5.2 Philosophical position

This section explains the philosophical position under which this study has been conducted. The philosophical position of a researcher is important because it contextualizes the process of research while connecting the research aims with the strategies employed to explore these aims. Crotty (1998) states that philosophical stance lies behind a methodology and shapes how researchers view and, therefore, research the world. In this study, the philosophical position I took influenced the research question and the way I explored the question.

For Lincoln and Guba (2000), there are three key principles of a research paradigm. The first is ‘ontology’; the way researchers define the nature of reality or what can be said to exist. The second principle is ‘epistemology’; the way researchers describe the nature of knowledge and the relationship between the researcher and those being researched. The third principle is ‘methodology’, the process through which researchers go in order to obtain the knowledge required to understand the phenomena being researched.

Throughout history, the philosophical approaches to research were categorized broadly as either qualitative or quantitative. Within social sciences, proponents of these approaches have engaged in a dispute or ‘paradigm war’ to claim superiority over each other (Tashakkori & Teddlie, 1998).

The qualitative paradigm is positioned on one side of the debate (Guba & Lincoln, 1994; Altheide & Johnson, 1994). For researchers on this side, ontologically, the way one constructs reality creates multiple truths or multiple realities. Therefore, reality constantly changes based on the individual and social ways of constructing it (Berger & Luckmann, 1966). From an epistemological point of view, our mind is the main tool for having access to reality, and there is not an external criterion by which reality can be compared (Smith, 1983). During research, the interaction between the researcher and the object of study leads to the mutual creation of findings (Denzin & Lincoln, 1994). This implies that reality exists between the time the activity of investigation starts and the time when the reality is no longer focused on (Smith, 1983).

The quantitative paradigm occupies a contrasting position. Ontologically, proponents of this approach perceive reality as a single entity and argue that empirical research is the means of reducing all phenomena to empirical indicators that represent the truth. Epistemologically, the investigator and the object of an investigation are independent entities. This means that the investigator is able to study a phenomenon without affecting it or being affected by it; 'inquiry takes place as through a one way mirror' (Guba & Lincoln, 1994, p. 110). The purpose is to measure and analyse causal relationships between variables within a value-free framework (Denzin & Lincoln, 1994).

5.2.1 Pragmatism

In contrast to using purely quantitative or qualitative approaches to social science research, there is a movement today initiated by researchers who assume that integrating qualitative and quantitative methods of gathering and interpreting data can help to build a bridge of cooperation between these paradigms. For Mertens (2010) 'mixed methods designs incorporate techniques from both quantitative and qualitative research traditions, they can be used to answer questions that could not be answered in any other way' (p. 294). Feuer, Towne, and Shavelson (2002) argue that 'when properly applied, quantitative and qualitative research tools can both be employed rigorously and together often can support stronger scientific inferences than when either is employed in isolation' (p. 9).

Pragmatism is proposed as a philosophical orientation that guides usage of both qualitative and quantitative methods (Teddle & Tashakkori, 2009). Pragmatists consider the research question as more important than either the method they use or the philosophy that underlies the method. For these researchers, finding an answer to the question 'what works?' is important to determine which method to use to answer a specific research question. Teddle and Tashakkori (2009) argue that 'pragmatists decide what they want to study based on what is important within their personal value systems. Then, they study the topic in a way that is congruent with their value system, including units of analysis and variables that they feel are most likely to yield interesting responses' (p. 90).

In this study, the most important aim was to investigate the factors associated with the inclusion of disabled students. In order to understand the complex nature of inclusion, I used a pragmatic design that utilizes dominantly qualitative and sporadically a quantitative method for data collection and analysis. The multiple measures provided a more comprehensive perspective and deeper understanding of the various factors embedded within the different levels of the system than could be achieved by a single-method design. In agreement with Tashakkori and Teddlie (1998), I adopted the idea that clear-cut boundaries among paradigms are neither inherently good nor bad, but using both effectively can help to change the status quo. I believed that when qualitative and quantitative methods are merged, pragmatic outcomes to research could be enhanced.

The study is based on the view that ‘qualitative and quantitative methods should be viewed as complementary rather than as rival camps’ (Jick, 1983, p. 135), and adopts a pragmatic perspective in benefitting from the practical aspects of qualitative and quantitative research paradigms (Feilzer, 2010). For the qualitative part of the research methodology, I use an approach based on the philosophy of interpretivism and constructivism. For the quantitative part, I adopt a post-positivist perspective. The reason for using different paradigms is that the concepts of disability and inclusion are very complex and they can be looked at from multiple complementary points of view. In addition, the education and lives of disabled people are influenced by several cultural, sociological, political and economic factors. Therefore, I deem it innovative and appropriate to present a discussion of disability and education on a paradigmatic continuum.

5.2.1.1 Interpretivism and constructivism

The philosophical basis for the qualitative component of this study is based on interpretivism and its associated idea of constructivism. The proponents of the interpretivist approach believe in the social construction of reality whilst placing particular emphasis on everyday experiences and understandings of the participants and the researcher (Husserl, 1965).

Researchers, who utilize the interpretivist paradigm and construct reality based on subjective perspectives, need to acknowledge the limitations in their attempts to

understand their motivations and biases, as well as those of the individuals within their inquiry. Williams and May (1996) state that ‘we are required to find meanings for action; what we are actually constrained to do is to link actions and utterances to interpretations of meanings’ (p. 67).

In this research, the researcher’s and the participants’ position in regard to interpretivism and constructivism is in agreement with Crotty (1998) who argues that human beings are active constructors of meanings as they permanently engage with the world they are experiencing and interpreting; ‘therefore, all objects are made and not found and they are made by the interpretive strategies we set in motion’ (p. 47). Along similar lines, I believe that there is not a definite and agreed upon understanding of inclusion. Interacting with participants in and out of the school helped to understand this complex range of meanings. I am also in agreement with Hutchinson (1990) that people interpret social reality in ways that are guided by their (often unconscious) beliefs and assumptions, and they utilise their existing knowledge and experience base for that. The process of disability inclusion interacts with numerous social structures and elements. My role in this research study was to investigate the inclusion of disabled students in the study school and understand this complex range of interactions.

5.2.1.2 Post-positivism

The quantitative part of this study is based on a questionnaire, which is inspired by a post-positivist approach (Mertens & McLaughlin, 2004), and complements the qualitative paradigm of the study. In contrast to pure positivism, which claims that the world works according to fixed laws of cause and effect, post-positivism is a non-foundationalist approach to knowledge, and contrasts the idea that knowledge is located on absolutely secure foundations (Muijs, 2004). Post-positivism does not go so far as to reject any notion of realism; post-positivists agree with the possibility of an objective truth or reality. However, it acknowledges the difficulty in observing the world we are part of as totally independent and objective outsiders; therefore, we should be aware that our own subjectivity shapes the reality we look for (Muijs, 2004).

Post-positivists maintain that disclosing the truth or reality mainly through investigation is impossible. However, truth can approximate reality, and researchers can represent this approximation of reality as best as they can. Proponents of this philosophy argue that researchers attempt to reveal reality partly by using methods that can be controlled and yield as unbiased results as possible (Ponterotto, 2005).

In this study, the focus was on the meanings constructed by participants as they engaged with the world they were interpreting. This is corroborated by the view that post-positivism does not represent a pure form of foundationalism, and so it is not a form of pure empiricism (Phillips & Burbules, 2000). In line with the post-positivist paradigm, I tried to approximate the meaning of what inclusion might mean as best as I could. For example, I investigated the extent to which class teachers felt satisfied with their contribution to the process of providing meaningful experiences to disabled students, or parents' opinions on the extent to which they thought disabled children learned in the school. While seeking such approximation, however, I aimed to understand the meanings of the experiences of participants concerning different aspects of the inclusion of disabled students.

In this study, the method of quantitative data collection, which consisted of the administration of a questionnaire, can be defined as human intervention. However, it is important to note that even when taking this more 'interventionist' approach, I was careful not to disrupt the normal routines and behaviours of participants. Rather, the questionnaire was delivered to participants during arranged meetings, within working hours of the school, and in ways that did not cause deviation from the ongoing routines (see Section 6.4.3).

In this study, the majority of the data collection methods are qualitative in nature; these are interview, observation and documentary evidence. A questionnaire was used as the single quantitative method. However, the interpretivist paradigm is dominant throughout the thesis, which is indicated by the thematic construction of the questionnaire (see Section 6.3.3) and the descriptive analysis of the questionnaire data by theme (see Section 6.5.2). Although the quantitative analysis may be considered as an objective phase (Muijs, 2004), results of the

analysis were interpreted in a more constructivist approach. I tried to understand, construct and present the meanings of the quantitative data, which were based on numbers. I employed descriptive analysis in order to give meaning to participants' responses to questions about the school culture, school practices, and school and governmental policy. Chapter 6 provides detailed explanation about the construction of data collection tools and data analysis.

5.3 Subjectivity and reflexivity

In this study, adopting interpretivist and post-positivist approaches led to using both qualitative and quantitative means of data collection. Within the qualitative paradigm, which is the dominant philosophy in this case study, researcher subjectivity as well as participants' experiences and opinions, are important tools in producing knowledge created through research. The interpretivist approach in this study allowed me to explore the depth of the issues highlighted during research and to investigate how they were related to other viewpoints and observations. These were supported with information collected from participants through a post-positivism-oriented questionnaire.

In this research, having inside knowledge and being familiar with the schools' practices and the community facilitated the research process. Being an insider in research has both advantages and disadvantages. Kanuha (2000, p. 444) says that 'for each of the ways that being an insider researcher enhances the depth and breadth of understanding a population that may not be accessible to a non-native scientist, questions about objectivity, reflexivity, and authenticity of a research project are raised because perhaps one knows too much or is too close to the project and may be too similar to those being studied.'

I believe that my values and opinions, as well as whatever is revealed by the participants, are effective tools in generating the knowledge that can contribute to understanding the process of inclusion within the school. However, for a disability/inclusion researcher, it is crucial to reach awareness of and acknowledge their subjectivity and biases. Auerbach and Silverstein (2003) think that researchers need to understand and acknowledge their own subjective positions and values, and they need to reflect on them within the research in a disciplined

and systematic way. In this study, therefore, I have adopted reflexivity throughout the whole research process. Auerbach and Silverstein (2003) explain that 'examining the way one's own subjectivity influences one's research is called reflexivity' (p. 27). Throughout the research, I have tried to remain aware of the influence of my personal, professional and academic experiences on the research. I have acknowledged that I am a supporter of disability rights, inclusion and participation in mainstream education.

5.4 Development of the research design

As said earlier, the pragmatic philosophy employed in this study 'has implications for every decision made in the research process, including the choice of method' (Mertens, 2005, p. 7). The pragmatic approach led to exploration of an answer to find out how the research question can be answered via empirical means. According to Denzin and Lincoln (2000), 'a research design situates researchers in the empirical world and connects them to specific sites, persons, groups, institutions, and bodies of relevant interpretive material' (p. 22).

Along similar lines, Robson (2011) thinks that a research design is needed in order to transform the research aims into an appropriate study in which these aims can be realized. For Robson (2011), the two broad types of research design are (i) predominantly qualitative and flexible design, which yields data usually in the form of words, and (ii) predominantly quantitative and fixed design, which yields numerical data.

However, Robson (2011) argues that a researcher can navigate between the aforementioned two research designs and go beyond these strategies, saying that 'flexible designs involve the use of two or more data collection methods and it is common to collect at least a small amount of quantitative data' (p. 6). Flick (2009) argues that a combination of both approaches can be pursued with the aim 'to obtain knowledge about the issue of the study which is broader than the single approach provided' (p. 30). The approach adopted in this study is in line with this statement in that the collected data are predominantly qualitative, and this was supported by numerical data collected via a questionnaire. However, it is noteworthy to reiterate that the emphasis was on the qualitative data, and the

numerical data were interpreted in order to contribute to the interpretation of the themes emerging from qualitative data.

5.4.1 A case study approach

In this study, the pragmatic philosophical position, and the decision to utilise multiple methods of data collection was accompanied by a decision to adopt a case study approach. Merriam (1998) defines case study as ‘an intensive, holistic description and analysis of a bounded phenomenon’ (p. xiv). This definition fits the aim of this research to investigate the interplay of the school’s culture, practices and policy as well as the factors located within the education system and the community.

Disability and inclusion are multifaceted and complex issues that need to be considered holistically. This is especially applicable to the Turkish education system where the dynamics of the community, national policy and related institutions are closely associated with the functioning of individual schools. Hegarty (1991) claims that case study investigations are needed to explore the complexity and multiplicity of the variables involved in the process of educating disabled students more than comparative studies that are methodologically very limited and concerned with quite different questions that have little bearing on school reform.

In this study, data were collected from a single school system, which was the case. Stakeholders who were involved in this school system (teachers, parents, students, counsellors, administrators and staff from the related GRC and childcare unit) constituted the unit of analysis and the boundaries of the case can be described as the sphere of their activities related to the inclusion of disabled students.

The case study approach adopted in this study is exploratory; it approaches the school and the education system holistically to help grasp a wider understanding of the experiences of the school. Van Maanen, Manning, and Miller (2001) remark that exploration is a more flexible, accurate and inviting way of representing social research than a narrow and strictly discipline-based approach which does not allow unsettling and questioning what one knows.

Yin (1994) advocates the combination of qualitative and quantitative methods for data collection in a case study, which is in line with the current study. In order to understand and depict the case in an accurate way, case studies usually accommodate multiple methods and participants to enhance the possibility of collecting evidence (Yin, 2009). Multiple participants' experiences and opinions were collected, utilized and reflected on to explore complex social processes and situations. The viewpoints gave me the chance to understand the interaction between the factors embedded in the school system related to the inclusion of disabled students while allowing me to reflect on and critically analyse the school's culture, established practices and policy.

Case studies are rich in content. However, critics assert that they are subjective and personal, and it can be difficult to replicate the complex content and relationships they contain (Robson, 2011). Because they are based on one or few subjects or a group in a particular context, outcomes of case studies may not be generalised. As Miles and Huberman (1994) suggest, I aimed to enhance the trustworthiness of this study to overcome possible limitations caused by the nature of case studies (see Section 6.7).

5.5 Methods of data collection: rationale

The purpose of this section is to describe the rationale behind selecting the methods for data collection, which are shown in Table 3. Qualitative methods were predominant in this study and the 'quantitative data added to the overall picture' (Gillham, 2000, p. 80). The rationale for choosing each method is as follows:

Table 3. Data collection methods and participants

<i>Data collection methods</i>	<i>Participants/Content</i>		<i>Number of participants or documents/Duration</i>
<i>Semi-structured interviews</i>	Parents	of disabled students	8
		of non-disabled students	2
	Teachers	Class teachers	4
		Special education teachers	2
		Math teacher	1
		Social science teacher	1
		Music teacher	1
		Science teacher	1
	School administrators	Principal	1
		Deputy	2
	School counsellors		3
	Head of the local education authority		1
	Staff from the GRC	Head of the centre	1
		Counsellors	2
	Teachers from the childcare unit		2
<i>Semi-structured observations</i>	Playground		28 days (4 days for each child)
	Lessons		40
	Physical environment		3 days
<i>Questionnaire</i>	Parents	of disabled students	12
		of non-disabled students	53
	Class teachers		42
	Subject teachers		22
	Special education teachers		2
	School administrators		3
	School counsellors		3
<i>Documents</i>	Laws and bylaws		12
	National regulations		6
	National statistics		7
	Regulations and decisions made at the local education authority		4
	School based regulations and decisions		12
	School-based statistics		3
	Inspections reports		2
	Medical health reports		19
	Meeting minutes		7
	IEPs and GRC reports		22

5.5.1 Interview

In this study, semi-structured interviews were conducted with parents, school administrators, teachers, school counsellors, GRC staff, teachers working in the childcare unit, and the head of the local education authority. The main purpose of the interviews was to explore opinions and experiences of these stakeholders regarding the process of including disabled students within the school. Data collected via interviews yielded the largest volume of data.

Interview can be an effective qualitative method if it gives the participant the chance to express their views with few constraints (Robson, 2011). In addition, it can help the researcher engage in the community and develop good relationships with the participants. Bell (1999) claims that an interview can provide the chance to follow up ideas, probe responses and explore feelings if a skilful interviewer

conducts it. In this research, the interview gave the participants the chance to express their opinions, expectations, concerns and observations through a comprehensive range of questions.

In line with the exploratory nature of this study, the interview was used as a tool of exploring and learning, rather than informing. Therefore, the interview questions were constructed as broad enough to reflect the comprehensiveness of the sphere of the participants' thinking and practice, while they were designed specifically to tap into the experiences of each participant group (e.g., parents of disabled students, the head of the local education authority).

With this in mind, I deemed appropriate to use semi-structured interviews in this study (see section 6.3.1). For Robson (2011), semi-structured interviews are flexible enough to adjust the questions prepared earlier according to the interviewee's answers and the direction of the interview. According to Robson (2002), a semi-structured interview is a relevant method when (i) the emphasis is on the meaning of a particular phenomenon to the participants; (ii) individual perceptions within a social unit – such as an institution or a department – are explored; and (iii) individual experiences and opinions are collected to understand the phenomenon under investigation.

The three circumstances mentioned above apply to this study. First, the focus in the study is on the meaning of a particular phenomenon, and this phenomenon in this study is the inclusion of disabled students. Secondly, perceptions of individuals within the school and associated institutions are explored. Finally, individual experiences and opinions of stakeholders are collected in order to understand the inclusion of disabled students in the case school.

5.5.2 Observation

In this study, semi-structured observations were conducted in lessons, in meetings, in the playground and in the general environment of the school. The main aim of the observation was to collect direct evidence of the eye to witness events regarding the process of the inclusion of disabled students in the school. Denscombe (2007) remarks that observations do not rely on what people say they

do, but on what they actually do. Data collected through observational evidence added strength to the data collected as a whole. It specifically helped to interpret data collected through interviews that relied mainly on what individuals say they do.

In the research literature, observation is often divided into two categories: (i) participant observation and (ii) systematic observation (Denscombe, 2007). While systematic observation aims to collect quantitative data, participant observation is linked to qualitative data and aims to understand the culture and processes of the groups being investigated.

In this study, participant observation was employed throughout the study. Becker and Geer (1957) remark that ‘by participant observation we mean the method in which the observer participates in the daily life of the people under study, either openly in the role of researcher or covertly in some disguised role, observing things that happen, listening to what is said, and questioning people, over some length of time’ (p. 28). In this study, the researcher participated in the daily lives of the people in the school openly in order to understand the school culture relevant to inclusion (e.g., inclusion in the playground, the language used) and observe the practices regarding the inclusion of disabled students (e.g., inclusion in lessons).

Regarding the typology of participant roles, Gold (1985) proposes four types of participant observation:

- The complete participant,
- The participant-as-observer,
- The observer-as-participant,
- The complete observer.

In this study, I adopted the ‘observer-as-participant’ role throughout the observations. This role, unlike ‘the complete participant’ and ‘the participant-as-observer’ roles, included caution to keep distance in order to avoid (i) influencing the natural occurrence of the observed phenomenon and (ii) making participants (particularly disabled students) feel under scrutiny (Flick, 2009). I was present at

the context where observations took place, and observed individuals (and, where needed, their parents). In line with good ethical practice, participants were informed that they would be observed. This is often unlikely in ‘the complete observer’ role where covert observation techniques (e.g., videotaping) are used and the ethical position is contested.

In this study, the field research data collected through observation was in the form of field notes, which were predominantly direct observation notes collected during and immediately after the fieldwork (Neuman, 2007). Semi-structured observation was deemed appropriate for this study (see section 6.3.2). While taking notes, I was alert to the pre-conceived ideas and activities regarding the tenets of disability inclusion while looking out for the emergence of new and interesting data that could contribute to the understanding of the phenomenon under investigation (Denscombe, 2007).

5.5.3 Documentary evidence

Lincoln and Guba (1985) define documents as written or recorded material that is not prepared specifically in response to a request from the inquirer. Documents had a role in this research; they were utilised in order to answer the research question that required official/formal data (Merriam, 1988). I analysed the documentary evidence as a way to give additional meaning to data collected via interview, observation and questionnaire (Patton, 1990; Stake, 1995).

‘Documents are standardized artefacts, in so far as they typically occur in particular formats, as notes, case reports, contracts, drafts, death certificates, remarks, diaries, statistics, annual reports, certificates, judgements, letters or expert opinions’ (Wolff, 2004, p. 284). Denscombe (2007) claims that collecting government publications, national statistics and other official documents is common among social researchers and can contribute to the exploration of the phenomenon under investigation. In this study, the documents were national and local policy statements, IEPs, hospital and GRC reports, school documents and any other relevant document, which provided a framework to understand and evaluate the inclusion of disabled students in the school (see Section 6.4.4).

In this study, the policy documents collected were mostly regulations, bylaws and laws, which were prepared by the governments and enacted in the Turkish Parliament. As individual schools do not have jurisdiction to make large-scale policy, what was collected from the school were school-based regulations, guidelines, formal decisions, inspection reports, medical health reports, meeting minutes, IEPs and regulations of the local education authority.

5.5.4 Questionnaire

Questionnaires rely on written information, which is directly provided by people in response to questions asked by a researcher. The information collected via questionnaires involves either ‘facts’ or ‘opinions’ (Denscombe, 2007). In this study, a questionnaire was used to gather data of the latter type. Participant opinions, attitudes, experiences and knowledge were collected to evaluate the school’s practices, policy and culture relevant to the inclusion of disabled students.

A questionnaire should fulfil three criteria to be considered as accurate; (i) it should be designed to collect information that can be used subsequently for analysis, (ii) it should consist of a written list of questions, and (iii) it should gather information by asking people directly (Denscombe, 2007). These criteria were met in this study. First, the questionnaire was used to collect information about opinions and experiences, which was analysed subsequently. Second, the questionnaire included a written list of 96 six questions that measured the degree of agreement and disagreement (see section 6.3.3). Finally, the information was collected directly from the targeted participants.

In this research, one of the main aims of using a questionnaire was to collect data on the opinions and experiences of a number of stakeholders in the school to have a school-wide view about the inclusion of disabled students, which was difficult to achieve via interview, observation and documentary analysis alone. Therefore, a questionnaire, which can be used with large numbers of respondents (Robson, 2011), was deemed appropriate and collected from 137 participants (Section 6.2.3).

One of the advantages of questionnaires is that pre-coded data that fit into a range of options offered by the researcher can be collected (Denscombe, 2007). In this study, ideas that emerged during the process of research design, literature survey and pilot study were utilised to create a deductive a priori template of codes regarding the inclusion of disabled students in Turkey. The structured answers collected through the questionnaire were interpreted in relation to the findings emerging from qualitative data (see Section 6.6). All in all, the questionnaire data in this study provided a useful complement to the qualitative data and a good understanding of the experiences in the case school relevant to the inclusion of disabled students.

5.6 Summary

In this chapter, I have provided the strategy that underpinned the research process. I have discussed the philosophical framework and research paradigms, and explained how these informed the research design. The philosophical framework is needed to understand what constitutes valid knowledge and how it can be obtained during the research. In this study, I deemed it beneficial to employ both qualitative and quantitative approaches, which can complement each other thanks to their distinctive strengths. The qualitative methods - interview, observation and documents - helped to investigate the participants' experiences and opinions in-depth and understand better the process of including disabled students in the school. To understand the school-wide view regarding the inclusion of disabled students (e.g., attitudes, the way school practices are carried out), I used a questionnaire.

In the next chapter, I present the research design and methods used in this study.

CHAPTER 6

RESEARCH DESIGN AND METHODS

6.1 Introduction

This chapter covers the research design and methods, and is organized into six sections. Following this introduction, I explain the selection of the case school and participants that formed the sample in this study. The third section provides information on the development of research instruments. The next two sections describe the procedures of data collection and data analysis. The fifth section describes the steps taken to triangulate the research methods, and the final section presents the process of establishing trustworthiness in the study.

This research is designed as a case study and involves a pragmatic philosophy utilizing qualitative and quantitative methods. The main research question is:

RQ: What are the factors associated with the inclusion of disabled students in a mainstream public school in Turkey and how do these factors affect the process of inclusion?

6.2 Sampling

6.2.1 Sampling strategy

Having been educated and worked in Istanbul, Turkey, for around 10 years, I was fortunate of having established relationships that gave me the chance to access a number of schools, GRCs, hospitals and childcare units. I worked with these institutions during the identification and placement of disabled students. As a counsellor and inclusion guide for schools, I developed formal relationships with school principals, teachers, local branches and parents. As such, it seemed plausible to select the study school and the participants for this thesis among from the institutions that I had earlier communication.

With the above circumstances in mind, the most appropriate description of the sampling strategy employed to select the school and participants is a hybrid of purposeful sampling, convenience sampling and snowball sampling (Cohen, Manion, & Morrison, 2000). In the purposeful sampling strategy, the researcher has some preliminary knowledge about the specific case, people or events, and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data (Denscombe, 2007). In this study, preliminary knowledge about the study school matched the purpose of the study.

In convenience sampling, which is the second strategy used in this study, selection of the participants is based on their availability and accessibility (Mertens, 2005). In this study, after having access to the school, representatives of different professions (e.g., administrators), disabled students and parents were chosen based on their availability and accessibility.

Thirdly, snowball sampling involves starting with a convenience sample of a few research participants and asking them to select others (Auerbach & Silverstein, 2003). This strategy was applicable in this study when the school administrators and counsellors facilitated communication with parents, the head of the local education authority and staff from the related GRC and childcare unit.

6.2.2 Identification and selection of the case school

This research was carried out in a primary mainstream school in Istanbul, Turkey. There were two main reasons for selecting a single school for the research; (i) maintaining manageability of the study, and (ii) the adequacy of the data collected from a single school. First, the nature of the research problem involved an in-depth investigation, and this required extensive time in the case school. Activities involved (i) getting familiar with the school's culture, policy and practices, (ii) utilizing a comprehensive range of data collection methods, (iii) collecting data from a number of participants with different roles, and (iv) making several field visits to associated institutions. The second reason was that the school included the units (e.g., mainstream classrooms with disabled students) and the number of disabled students (at least 10 in mainstream classrooms; five to be chosen for

observation – see next section) needed to collect data, as proposed before the research study.

For the selection of the case school, there were two criteria to be fulfilled. First, the school should have included disabled students with varying difficulties and it should have been declared by MEB (2012a) as engaging in the inclusion of disabled students. In Turkey, students identified with mental difficulties have the highest rate of being educated in mainstream schools followed by those with specific learning disability (LD), orthopaedic difficulties and speech and language difficulties, respectively (Principal Office for Disability Management, 2006). The school included students officially identified with these difficulties. The second criterion was the willingness of the school to be involved in the first instance, and subsequently a sufficient number of the disabled students and their parents. Both the school staff and parents were informed about the research and their agreement in principle was obtained.

The case school had some features that facilitated the research process and, in fact, provided rich data in order to understand better the system for educating disabled students. First, the number of disabled students was more than I had expected; therefore, there was a chance of observing how the school attempted to meet the needs of disabled students with different dis/ability levels. Second, the school included students from two education phases; students from both primary and pre-secondary phases were being educated in the school. Therefore, I could observe the differences between the two phases in terms of inclusion. Finally, the school included a special education classroom where students with severe impairments were being educated. This is one of the methods of educating disabled students in Turkey. The fact that a special education classroom was available in the school gave me the chance to observe how different systems of educating disabled students existed within a single school.

6.2.3 Identification, selection and characteristics of the participants

In this study, participants from all related groups were included within the data collection procedure in order to have an understanding of the case school's experience of including disabled students. Mertens (2009) argues that research

that aims to evaluate any service should involve the participation of stakeholders. Ainscow (1999) and Lindsay (2007) say that a comprehensive range of data collection methods is needed in order to investigate the multifaceted nature of inclusion.

Participants in this study were chosen from the case school, the related GRC and the childcare unit. Participants from the case school included teachers from various disciplines, students with different forms of medically identified impairments, parents of disabled and non-disabled students, administrators and counsellors. Having the first contact with the school administrators and the chance to introduce the study in the school helped to recruit the planned number of teachers and school counsellors. I received informed consent from teachers and counsellors for interview and observation. Upon collecting information about the disabled students who were educated in mainstream classrooms, their parents were contacted by phone and their written consent was received (at school, upon being invited) to include them for interview, and their children for observation. In addition, two parents of non-disabled students were approached in a similar way (upon being recommended by school counsellors randomly) and their consent was taken for an interview.

In this study, all participants were provided with information about the aims and nature of the study. Additional information was provided such as the reasons for selecting them and what they would be asked to do if they agree to join. Each participant was provided with a full information pack, which contained consent forms to sign and information on the confidentiality and voluntary nature of the study (Appendix III).

In the case school, there were 20 disabled students; 12 in mainstream classrooms and eight in the special education classroom. These students came from families with low and middle SES. One student lived in the childcare unit, a public institution in which children under 18 were placed due to inappropriate family conditions. All students had undergone medical diagnosis in hospitals and educational assessment in the GRC. They had all been given a report of identification from each institution. Out of the 12 students registered in

mainstream classrooms, one had been identified as having ‘mental retardation’ combined with ‘orthopaedic difficulty’, three as having ‘mental retardation’, four as having ‘specific learning disability (LD) (e.g., dyslexia)’, two as having ‘orthopaedic difficulty’, and two as having ‘speech and language difficulty’. Five of these students were in the primary phase and seven in the pre-secondary phase.

To include disabled students within the study, parents of all disabled students in mainstream classrooms were invited and eight of them gave consent for the inclusion of their children (for observation) as well as themselves (for interviews) within the data collection. However, one of the eight students left the school due to health conditions shortly after their parent had given the consent. However, the parent of that student joined the interview despite the absence of their child.

The seven students who joined the study represented all categories of medical identification in the school. These were the child with the ‘combined difficulty’ (grade 2 primary phase), two children with mental retardation (one at grade 3 primary phase and one at grade 7 pre-secondary phase), two children with specific learning disability (LD) (one at grade 6 pre-secondary phase and one at grade 4 primary phase), a child with orthopaedic difficulty (grade 8 pre-secondary phase), and a child with speech and language difficulty (at grade 2 primary phase).

In this study, a number of professionals were interviewed (Table 4). These were ten teachers from different subjects, three school administrators, and people representing other institutions. Having been provided with their contact information by the school administrators, two teachers from the related childcare unit, two counsellors and one administrator from the related GRC, and the head of the local education authority were contacted and interviewed. These individuals were visited in their institutions after appointments were taken. Their written consent for the interviews was obtained.

Table 4. Interviewed professionals and their experience

Institution	Interviewed staff and their experience	
Local education authority	Head	13 years as a primary school teacher, 4 years as a deputy school principal, 4 years as a school principal, 5 months as the head of local education authority
	School principal	11 years as a primary school teacher, 7 years as a deputy school principal, 4 year as a school principal
School	Deputy school principal 1	9 years as a primary school teacher, 7 years as a deputy school principal
	Deputy school principal 2	4 years as a primary school teacher, 2 years as a deputy school principal
	School counsellor 1	4 years as a school counsellor
	School counsellor 2	3 years as a school counsellor
	School counsellor 3	2 years as a school counsellor
	Class teacher 1	27 years as a primary school teacher
	Class teacher 2	19 years as a primary school teacher
	Class teacher 3	6 years as a primary school teacher
	Class teacher 4	2 years as a primary school teacher
	Special education teacher 1	As a special education teacher, 2 years in a special education school and 3 years in a special education classroom of
	Special education teacher 2	2 years in a special education classroom of mainstream school
	Math teacher	2 years in the pre-secondary level of the case school (2 total)
	Music teacher	3 years in the pre-secondary level of the case school (3 total)
	Social science teacher	3 years in the pre-secondary level of the case school and 3 years in another pre-secondary school (6 total)
	Science teacher	5 years in the pre-secondary level of the case school and 6 years in another pre-secondary school (11 total)
Guidance and research centre	Head of centre	4 years as a special education school teacher, 2 years as a deputy school principal in a special education school and 3 months in the Guidance and Research Centre
	Head of counselling unit	3 years as a counsellor and head of counselling unit
	Head of special education unit	2 years as a special education teacher only and 2 years as a head of special education unit
Childcare centre	Teacher 1	6 years as a teacher (sociology graduate) in the centre
	Teacher 2	2 years as a teacher (psychology graduate) in the centre

In total, 10 parents were interviewed (Table 5). Eight had disabled students and two had non-disabled students. Considering that parents of non-disabled students are main members of the school community and that they can provide information to capture a better understanding of the school's experience of inclusion, they were interviewed as well. In total, four parents of non-disabled students were invited for an interview but two of them gave consent to join.

Table 5. Interviewed parents and their demographic information

<i>Parent</i>	<i>Gender</i>	<i>Marital status</i>	<i>Educational status</i>	<i>Profession or employment status</i>	<i>Number and disability status of children</i>	<i>Education of children</i>
1	Female	Married	No formal education	Unemployed	1 disabled	Mainstream classroom
					3 non-disabled	
2	Female	Married	Pre-secondary school	Unemployed	1 disabled	Mainstream classroom
					1 non-disabled	
3	Female	Married	Primary school	Unemployed	1 disabled	Mainstream classroom
					2 non-disabled	
4	Female	Married	High school	Unemployed	1 disabled	Mainstream classroom
5	Female	Married	High school	Nurse	1 disabled	Mainstream classroom
					2 non-disabled	
6	Male	Married	University	Teacher	1 disabled	Mainstream classroom
					1 non-disabled	
7	Male	Married	Pre-secondary school	Manual worker	1 disabled	Mainstream classroom
					3 non-disabled	
8	Female	Married	Primary school	Unemployed	1 disabled	Special ed. classroom
					2 non-disabled	Mainstream classroom
9	Male	Married	High school	Civil servant	2 non-disabled	Mainstream classroom
10	Female	Married	Primary school	Unemployed	4 non-disabled	Mainstream classroom

Another strand of data collection was the distribution of the questionnaire. The participants in this method contained all school staff and parents who joined a parent meeting (Table 6). Firstly, questionnaires were distributed to all school staff. 72 staff returned the questionnaire in a fully filled form. Later, I received permission from the school administration to join a parent meeting for data collection. The parents were informed about aim of the study at the beginning of the meeting and they were provided with the questionnaires. 65 parents returned the questionnaire in a fully filled form. 13 questionnaires containing missing values were excluded from calculation (Bryman & Cramer, 2005).

It was reported by the school administration that all parents (around 750) had been invited for the meeting and approximately 140 of them joined it. This scenario has two main implications. Firstly, parents who volunteer to join the meeting may be identified as ‘more eager’ to participate in their children’s education and this may influence interpretation of the data. Second, perspectives of the parents who did not join the meeting could not be represented. In this study, I acknowledge these

limitations. In addition, I maintain full awareness and caution while interpreting the data and attempting to draw conclusions regarding parents' perspectives.

Table 6. Numerical information about questionnaire administration

Questionnaire participants	Number of questionnaires given	Number of questionnaires returned in fully filled form	Return rate (%)
<i>Parents of disabled children</i>	17	12	70.6
<i>Parents of non-disabled children</i>	87	53	60.9
<i>Class teachers</i>	49	42	85.7
<i>Subject teachers</i>	30	22	73.3
<i>Special education teachers</i>	2	2	100
<i>School counsellors</i>	3	3	100
<i>School administrators</i>	3	3	100
TOTAL	191	137	71.7

In this study, disabled students participated in the study indirectly through being observed in lessons and in the playground (Table 7). In carrying out disability research, the extent to which disabled students should be included is a controversial issue. There are overlapping concerns and the researcher should find a balance within these concerns and expectations. Firstly, the families have concerns regarding their disabled children's needs and sensitivities according to the particular age group of the children and the nature of their disability. However, there are also the researchers' concerns for (i) collecting the data necessary for the realization of the research aims, (ii) behaving ethically, and (iii) including disabled individuals within the research as far as possible. Finally, disabled individuals have their own individual and general concerns. For example, they might prefer not to be objects of scrutiny in an investigation. Within these circumstances and concerns, maximum attention was paid not to make disabled children feel under scrutiny and to consider carefully the ethical implications of research activity in an ongoing manner. In a journal kept by the researcher, the activities pursued were documented and what I needed to do so that the ethical aspect of the research was not compromised.

Table 7. Characteristics of the observed students and lessons

<i>Student</i>	<i>Age</i>	<i>Phase</i>	<i>Grade</i>	<i>Educational experience</i>	<i>Diagnosis</i>	<i>Name of lessons observed</i>	<i>Number of lessons observed</i>
1	9	Primary	2	• 2 years in mainstream classroom	Multiple impairments	Life science	2
						Math	2
						Turkish	1
						Music	1
2	8	Primary	2	• 2 years in mainstream classroom	Speech and language difficulty	Life science	2
						Math	2
						Turkish	1
						Art	1
3	10	Primary	3	• 1 year in special ed. school • 1 year in special ed. classroom • 1 year in mainstream classroom	Mental difficulty	Life science	1
						Math	2
						Turkish	1
						English	1
						Physical education	1
4	11	Primary	4	• 4 years in mainstream classroom	Specific learning disability (LD)	Life science	1
						Math	2
						Turkish	1
						English	1
						Music	1
5	14	Pre-secondary	6	• 4 years in special education classroom • 2 years in mainstream classrooms	Specific learning disability (LD)	Social science	1
						Math	1
						Science	2
						Turkish	1
6	14	Pre-secondary	7	• 4 years in special education classroom • 2 years in mainstream classrooms	Mental difficulty	Social science	1
						Math	1
						Science	2
						English	1
						Turkish	1
7	15	Pre-secondary	8	• 4 years in mainstream classroom	Orthopaedic difficulty	Math	2
						Social science	1
						English	1
						Turkish	1

6.3 Developing instruments

As stated earlier, data were collected for this study via four methods; interview, observation, questionnaire and documents (Appendix IV). In this section, I provide explanation about the processes of instrument development. I also present a discussion of the process of piloting the instruments in Appendix V. Information regarding collection of documentary data will be presented in Section 6.4.4.

6.3.1 Interview

As mentioned earlier, interviews were conducted with a range of participants from different spheres of practice. In line with the semi-structured nature of the interviews, I had a clear list of issues to be addressed (Tables 8 and 9) and questions to be answered. These issues were guided by the conceptual framework and drawn out of a literature survey encompassing international and Turkish literature as well as findings from studies that were conducted for the purposes of this thesis (e.g., Sakız & Woods, 2014, 2015; Sakız et al., 2015). The schedules were prepared to be flexible in terms of the order in which the topics were considered, and, to let the interviewee develop ideas and speak widely on the issues raised by the researcher (Denscombe, 2007).

Table 8. Issues guiding content of interview schedules used at the case school

Teachers	Counsellors	Parents of disabled students	Parents of non-disabled students	School administrators
• Understanding of inclusion and disability	• Understanding of inclusion and disability	• Views on inclusion and disability	• Views on inclusion and disability	• Views and school's mission regarding inclusion
• Support for learning and development of disabled students	• Support for learning and development of disabled students	• The process of identification and placement	• Attitudes towards education of disabled students in the school	• Services and activities regarding placement of disabled students
• Planning and implementing practices inclusive of disabled students	• Planning and implementing counselling services inclusive of disabled students	• Relationships with the school	• Relationships with the school	• Assessing and meeting the needs of disabled students
• IEP and assessment	• The counsellor role within inclusion	• School's practices regarding inclusion	• School's available practices regarding inclusion	• Family involvement and collaboration
• Classroom and behaviour management	• IEP team and consultation	• Current concerns about the school and the school's response	• Constraints and opportunities regarding inclusion	• Planning and inclusive teaching and learning practices
• Administrative support, family involvement and collaboration	• Administrative support, family involvement and collaboration	• Parent meetings and IEP teams		• IEP, its implementation and evaluation
• Professional development	• Professional development	• Available support and collaboration		• Local regulations, national inclusion policy and its implementation in the school
• Constraints and opportunities regarding inclusion	• Constraints and opportunities regarding inclusion	• Constraints and opportunities regarding inclusion		• Constraints and opportunities regarding inclusion

Table 9. Issues guiding content of interview schedules used at the local education authority, GRC and childcare unit

The head of the local education authority	The head of the GRC	Counsellors in the GRC	Teachers in the childcare unit
• The mission of the local education authority and the Ministry regarding inclusion	• Views on inclusion and its impact on students	• Views on inclusion and its impact on students	• Views on inclusion and its impact on students
• Personal views on inclusion and disability	• Activities carried out	• Activities carried out	• The unit's role in inclusion
• Local and national attempts to develop inclusive education	• Role within inclusion	• Role within inclusion	• Communication with schools and families
• Support for school and professional development	• Communication with schools and families	• Communication with schools and families	• Problems experienced by students at school
• Evaluative measures to judge schools concerning inclusion	• Assessment and identification methods	• Assessment and identification methods	• Views on mainstream schools' practice regarding inclusion
• Constraints and opportunities regarding inclusion	• Views on mainstream schools' practice regarding inclusion	• Views on mainstream schools' practice regarding inclusion	• Constraints and opportunities regarding inclusion
	• Professional development	• Professional development	
	• Constraints and opportunities regarding inclusion	• Constraints and opportunities regarding inclusion	

The interview schedules for this study were prepared in English and Turkish, simultaneously. Validation of the language was done by (i) cross checking the translation of the concepts (e.g., disability, inclusion) by reviewing the literature and related policy documents and (ii) receiving feedback from both Turkish and English academics. In fact, each step in the process of instrument design was supervised and guided by a supervisory team consisting of experienced academics.

6.3.2 Observation

Designing the observation tools went through a similar process to that of the interviews. The semi-structured nature of the observation led to a creation of a list of issues to be considered during observation while allowing space to record emerging phenomena (Denscombe, 2007). There were four tools of observation prepared for observation of lessons, IEP review meetings, school environment and disabled students (Table 10).

Table 10. Issues guiding content of observation tools

Lessons	IEP Review meeting	School environment	Students
• Planning and implementing classroom practices inclusive of disabled students	• Attendance and active participation	• First contact with people	• Student attendance
• Collaboration in lesson planning and implementation	• Activities carried out	• The physical environment's appropriateness to disabled students	• Students' involvement and interaction with peers including play, solitude etc.
• Classroom's physical environment	• Agenda regarding inclusion and disabled students	• Accessibility	• Rules and behaviours
• Disabled students' involvement in learning and participation	• Issues raised by staff and families	• Communication with students families	• Support and its nature
• In-class support for disabled students	• Communication	• Support	• Acceptance by others
• Types and strategies of teaching	• Decision-making	• Respect	• The nature of interaction with elders
• Communication among students	• Task assignment	• Access to information	• Access to facilities
• Time and classroom management	• The nature of decisions		• Assistance and supervision
• Assessment of learning			• Participation

While constructing the observation tools, the possible situations that might be observed were identified based on a literature review. The literature review provided certain things as worthy of observation and allowed me to prioritize those aspects of the situation to be observed (Denscombe, 2007). The items for inclusion were restricted to the most relevant and significant issues (Robson, 2011). The pilot study and consultation with experts helped to decide on the final items. The items included for observation were judged based on being (i) observable in a direct manner, and (ii) the most relevant indications of the phenomenon under investigation (Denscombe, 2007).

6.3.3 Questionnaire

One of the main aims of this study was to understand the stakeholders' opinions about the process of educating and including disabled students in the case school. A questionnaire (Appendix IV) was used as a means of collecting descriptive information about the views and attitudes of the school staff and parents about the school's practices and culture as well as the local and national policy relevant to inclusion. Therefore, it was deemed appropriate to use the Index for Inclusion (Booth & Ainscow, 2002) to guide the content of the questionnaire because the Index fits the purpose of the study; it views inclusion as a process involving school culture, practices and related policy.

For Oppenheim (1992), two main purposes of questionnaire design are to (i) 'describe', and (ii) 'analyse' particular variables and the relationships among them. Descriptive design is interested in summarising the sample characteristics in relation to a particular theme, while analytic design is usually set up to explore specific hypothesis. In this study, the questionnaire was developed in a descriptive design by theme. The questionnaire did not seek to test any statistical hypotheses. On the contrary, in line with its exploratory nature, it aimed to explore and describe the views and attitudes of stakeholders on the inclusion of disabled students.

The questionnaire in this study was constructed thematically (Coles & McGrath, 2010), in relation to the three dimensions of the school: culture, policy and practice. I have selected appropriate questions from the Index for Inclusion and adapted them to the Turkish education system as well as the system of the case school. Firstly, I have identified the questions that were of interest to the research aims. In order to construct the questionnaire logically, I have grouped together questions that explored the same or similar issues. The final naming of the themes was made during the process of data triangulation (see Section 6.6) (Coles & McGrath, 2010). The descriptive and thematic nature of the questionnaire did not require assessment of the psychometric properties (e.g., reliability statistics).

The Index for Inclusion is composed of 45 indicators in total and approximately 500 questions under which all stakeholders in the school contribute to data collection. Some of these indicators emphasize universal values such as respect and participation, which can be seen in the recent policy and regulations in the Turkish education system. Such items (e.g., 'I value all children and their contribution to society regardless of their ability levels') were included directly in the data collection process and were asked to participants to investigate the extent to which these values were adopted within the school community. Some other items (e.g., 'Identification and placement is accurately carried out in the related Guidance and Research Centre') were adapted to the Turkish education system and the context of the school. These were mainly related to the practices of the school and associated institutions.

There were some items in the questionnaire that may not really apply to parents (e.g., ‘Staff members contribute to the process of policy making in the school’) but still presented to them. The reason for this was to give everyone the same questionnaire and thereby allowing everyone to participate fully.

The questionnaire in this study included three dimensions; culture, policy and practice, and 96 close-ended questions, with each question being measured on 5 point Likert scale. Questions selected from the Index for Inclusion were relevant to the Turkish and international literature, related government policy on inclusion in Turkey, and results of the pilot study (Appendix V). The questionnaire included questions that aimed to disclose the opinions regarding the school practices as they relate to inclusion. For example, question C.1 aimed to collect data on whether participants thought teaching in the school was planned in a way that targeted the learning of disabled students. However, there were also questions that aimed to provide additional evidence to the discussion about inclusion. For example, question A.4 was meant to collect data on whether participants believed special education rooms were needed and disabled students should spend the entire day in mainstream classrooms.

In this study, considering the particularity of the Turkish context and resting on the flexibility of the Index, I have extended the scope of the dimensions of the Index in a way that covers relevant aspects of the national education policy and associated institutions. Taking into account the influence of national policy in Turkey on individual schools, I have evaluated the policy dimension from the perspective of both school policy and national policy as they were related to the education and inclusion of disabled students. For example, question B.2 aimed to explore whether the national inclusion policy was well understood and implemented in the school. Also, the associated institutions such as GRCs have been given more focus in order to capture a more holistic understanding of the various aspects of inclusion and disability. For example, question C.14 explored whether referral was accurately made at the school to the related GRC. Despite the additional emphasis on the national inclusion policy and the role of associated institutions, the focus of the questionnaire was always on the school.

After preparing the questionnaire items, they were checked by experts in the field (an academic from Turkey and research supervisors), tested with 25 participants, and revised based on preliminary feedback (Creswell, 2005). The questionnaire was designed in a third person, understandable and jargon free language so that both school staff and parents could respond to the items easily (Breakwell, & Rose, 2000). An expert linguist in the Turkish language helped to revise and give the final shape of the questionnaire.

6.4 Data collection

Data in this study were collected in 2013. Table 11 provides the timeline and process of data collection. The following sections present the details of data collection according to each method.

Table 11. Timeline and procedures of data collection

January	February	March	April	May
Preliminary school visit and introduction (3 days)	Document collection (Ongoing)	Document collection (Ongoing)	Document collection (Ongoing)	Document collection (Ongoing)
	4 parent interviews (4 days)	Observation of the third student (4 days)	2 teacher interviews (2 days)	Observation of the sixth student (4 days)
Negotiation with school on 7 students and 9 parents with informed consent (4 days)	Observation of the first student (4 days)	Questionnaire distribution to school staff (2 days)		2 parent interviews (2 days)
				Questionnaire distribution to parents (2 days)
Observation of school environment (3 days)	4 teacher and 3 counsellor interviews (7 days)	4 teacher interviews (3 days)	15 lesson observations (8 days)	Interview with the head of the local education authority (1 day)
			3 parent interviews (3 days)	15 lesson observations (7 days)
Interviews with the school principal and deputy principals (5 days)	Observation of the second student (4 days)	Observation of the fourth student (4 days)	Observation of the second review meeting (2 days)	Observation of the seventh student (4 days)
Interview with the head of the guidance and research centre (1 day)	Interviews with the two counsellors in the guidance and research centre (2 days)	15 lesson observations and preliminary findings (7 days)	Observation of the fifth student (4 days)	Interviews with the 2 teachers in the childcare unit (1 day)
Observation of the first review meeting (2 days)				Observation of the parents' meeting (1 day)
TOTAL: 18 DAYS	TOTAL: 21 DAYS	TOTAL: 20 DAYS	TOTAL: 19 DAYS	TOTAL: 21 DAYS

6.4.1 Interview

In this study, interviews were conducted with school staff, parents and professionals in the related GRC, childcare unit and local education authority. The interviews with school staff and parents were carried out in school premises, whereas the interviews with other participants were carried out in their own

institutions. The pre-set questions and the semi-structured design of the interviews helped reduce interpersonal bias during interviews. As an interviewer, I tried to prevent the situation of constraining the participant's expression and disclosure by applying the interview schedule rigorously and not totally relying on the fixed answers. The flexible nature of the interviews was utilised throughout the research to achieve this aim and to collect detailed conversational data for analysis (Langdridge, 2004).

One of the barriers to conducting a reliable interview is the possibility of giving socially desirable answers and hiding data. In order to overcome this barrier, Robson (2002) proposes that (i) the researcher should listen more than they speak, (ii) questions need to be listed in a clear manner, (iii) cues that lead to particular responses should be eliminated, and (iv) the researcher should enjoy the process and appear at ease. In this study, the above four points were taken into account during interviews. My professional and research experience as a counsellor and postgraduate student in a range of educational settings and situations helped to adhere to the points highlighted above.

In this study, all interviews were audio-recorded. I utilized a protocol to enhance ethical conduct and facilitate the interview process. The protocol entailed that (i) I explain who I am and what I am doing in the school, (ii) I remind the respondent of their rights (as written on the participant information sheet) and collect the consent forms, (iii) I remind the respondent that the interview will take approximately one hour, (iv) I remind the respondent that I am asking them for permission to audio record, their name will not be attached to the data, I will take notes if the person does not give permission to have an audio recording, and the interview cannot go ahead if this is refused, and finally (v) I ask the respondent if they have any questions before the interview goes ahead.

6.4.2 Observation

Semi-structured observation schedules were designed in order to investigate disabled students' inclusion within the lessons and the playground and the inclusiveness of the school's environment. I observed the lessons, IEP review meetings, the playground and the physical environment before and after the

interviews. These observations helped me discover how people behaved in particular situations (Bell, 1999). The lesson observations gave me the opportunity to explore the extent to which disabled children were included within the lesson content, the curriculum and the classroom community. Observation of the environment was carried out to explore how appropriate it was to disabled students' needs and characteristics, and the extent to which it was welcoming to all stakeholders. Observation of the IEP review meetings helped to investigate involvement in and contribution of professionals and families to the processes of designing and implementing IEPs.

Seven disabled students were observed during lessons, breaks, in the playground and in other parts of the building, where there was very limited adult intervention and little supervision by a single teacher for all students. As observations in a case study take place longitudinally and periodically, the researcher can establish a closer and less formal relationship with those being observed, generally in more natural environments than those in which experiments and surveys are conducted (Bailey, 1994, Bronfenbrenner, 1979). Each child's behaviours were observed for four days, because I thought that periodic observations could give a chance of capturing patterns and samples of behaviour.

6.4.3 Questionnaire

In this study, I used a questionnaire to address views of parents, administrators, teachers and counsellors. The questionnaires were administered anonymously and all participants were told that filling in the questionnaire was not compulsory. In order for participants not to feel coerced, questionnaires were put in envelopes and participants were asked to return them back to the mailbox allocated to the researcher by the school administration. Overall, there was a high return rate (71.7%).

All administrators, teachers and counsellors were informed about the aim of the research project before the questionnaire administration. Two weeks were given for completion. After the end of the first week, a reminder was made to all school staff in teacher rooms and offices of other staff. The close-ended nature of the

questions made it easier to be filled in by school staff. 85.1% of the questionnaires given to professionals were returned.

Parents of both disabled and non-disabled students were given the questionnaire in a parents' meeting. The questionnaire was made available to all parents who attended the meeting. Prior to the meeting the researcher informed parents about the research project and they were reminded that they were free to decide whether to answer. The questionnaire was given out to parents by hand prior to the meeting and a box was made available for them in order to return the questionnaire. 62.5% of the questionnaires were returned in a fully filled form.

In the process, I was aware of the possible limitations posed by the nature of the questionnaire. For example, the questionnaires may not reflect experiences, feelings and opinions of the participants in-depth, and some parents absent from the parents meeting might not have been included within the study. However, under existing conditions, the research was made available to as many participants as possible, which enabled to collect data from different stakeholders.

6.4.4 Documents

In this study, a number of documents were chosen to support interpretation of qualitative and quantitative data, while these documents helped to present relevant contextual information on the education system, disability and inclusion in Turkey (Table 12). The criteria used to select the documents were guided by the aims of the research and accessibility of the documents. The focus was on the content that was related to inclusion, disability and any other relevant issues (e.g., IEP, medical health report) that could give an idea about the school and national practices relevant to the education and inclusion of disabled students.

Regarding the validity of the documentary evidence, Denscombe (2007, p. 232-233) is critical of the fact that documents are sometimes accepted at face value, and proposes the four criteria argued by Platt (1981) and Scott (1990):

- **Authenticity:** Is it the genuine article? Is it the real thing? Can we be satisfied that the document is what it purports to be – not a fake or a forgery?

- Credibility: Is it accurate? Is it free from bias and errors?
- Representativeness: Is the document typical of its type? Does it represent a typical instance of the thing it portrays? Is the document complete?
- Meaning: Is the meaning of the words clear and unambiguous? Are there hidden meanings?

Table 12. Documents collected in the study

Document	Context	Accessibility	Type and source of document
Laws and bylaws	National	Open access	Internet. Websites of related official institutions
National regulations	National	Open access	Internet. Websites of related official institutions
National statistics	National	Open access	Internet. Websites of related official institutions
Regulations and decisions made at the district level	Local education authority	Closed-access. Access permitted by the local education authority	Written. Local education authority archives
School-based regulations and decisions	Case school	Closed-access. Access permitted by the case school	Written. School archives
School-based statistics	Case school	Closed-access. Access permitted by the case school	Written. School archives
Inspection reports	Case school	Closed-access. Access permitted by the case school	Written. School archives
Medical health reports	Case school	Closed-access. Access permitted by the case school	Written. School archives
Meeting minutes	Case school	Closed-access. Access permitted by the case school	Written. School archives
IEPs and GRC reports	Case school	Closed-access. Access permitted by the case school	Written. School archives

While choosing documents for this study, the above four criteria were applied. Firstly, all documents were checked for authenticity; they were collected from first-hand sources, mainly administrators and other professionals in the school, and the local education authority. Online evidence was collected from the official websites of the institutions (e.g., MEB [www.meb.gov.tr]). Secondly, the sources were judged for credibility by analysing the relevance of purpose of the document, whether officials created it, whether it was first-hand and whether it was produced in a period appropriate to the purpose of the documentary analysis. Thirdly, the documents were checked whether they were complete and typical of their type. All relevant and available laws and regulations as well as documents from the school and other local institutions were collected, and those with the most representative power were included to analysis. Finally, the documents were analysed for meaning, structure and language.

6.5 Data analysis

In this study, analysis of qualitative and quantitative data was carried out through different means of data analysis. The interview transcripts, field notes from observation and documents constituted the qualitative data, while raw scale scores from the questionnaire constituted the quantitative data.

The two types of analysis differed in two ways (Flick, 2009). Firstly, analysis of the quantitative data was based on a specialized, standardized set of data analysis technique, which was descriptive analysis by theme (see Section 6.5.2). However, qualitative data analysis was less standardized; there was a variety in approaches in qualitative research that could match data analysis in this study. The second difference was that quantitative data analysis did not begin until all questionnaires were collected and condensed into numbers. However, analysis of qualitative data began early in the research. Patterns and relationships were sought and results of early data analysis guided subsequent data collection and analysis.

In this study, qualitative data were collected, transcribed and analysed in the native language, Turkish, because meanings may become ‘lost in translation’ (Hoffman, 1989, p. 286). However, for the purpose of accountability and data presentation, English translation of the data is presented in the thesis. In addition, Turkish originals of the interview excerpts are appended to the thesis to enable reading and interpretation of the interview data (Appendix VI).

In the following sections, I will explain the procedures of qualitative and quantitative data analysis.

6.5.1 Qualitative data analysis

Before the qualitative data analysis begins, researchers have to document and edit data. In the case of the interview data, an important part of this editing process is that the researcher records the spoken words and then transcribes them. For observations, the most important task is that actions and interactions are documented (Flick, 2009). In this study, the interviews were transcribed and the

observation notes were edited and prepared for analysis. These data and other documents were entered into NVivo 9, qualitative data analysis software.

6.5.1.1 Thematic analysis

Qualitative data analysis approaches are complex, diverse and detailed (Holloway & Todres, 2003). These approaches can be roughly divided into two camps (Braun & Clarke, 2006). The first group of approaches include methods that are tied to a particular theoretical position and there is limited variability (e.g., conversational analysis) or those that include different manifestations of the method (e.g., grounded theory). Second, there are methods that can be applied across a range of theoretical and epistemological approaches.

In this study, thematic analysis, which is firmly in the second camp, was chosen as the main method of qualitative data analysis. The main reason for choosing this approach is that thematic analysis is compatible with both qualitative and quantitative research paradigms (Boyatzis, 1998), which are employed in this study. Another reason was that, through its theoretical freedom, thematic analysis could provide a flexible and useful research tool, which can potentially provide a detailed account of data (Braun & Clarke, 2006). In this study, I used thematic analysis to provide a rich account of the comprehensive data that I collected via multiple methods.

In thematic analysis, documents, field notes and transcripts are selectively coded in relation to the research question and the prevalence of each pattern. By establishing connections among codes and interacting with relevant literature, broader themes are identified in order to ‘capture something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set’ (Braun & Clarke, 2006, p. 82).

Compatible with the process described above, the following steps were taken in the thematic analysis of qualitative data:

- I took notes and coded each part of the textual data openly. Open coding is performed during a first pass through recently collected data. During the

process of open coding, I located themes and assigned initial codes or labels in a first attempt to condense the mass of data into categories. Next, I wrote a preliminary concept or label at the edge of computer record and highlighted it with brightly coloured ink. Throughout this process, I was open to creating new themes and to changing these initial codes in subsequent analysis. A theoretical framework guided this process (Neumann, 2007).

- The new themes that emerged out of open coding were re-examined; similarities and differences were sought between and within participants and participant groups (Miles & Huberman, 1994).
- Generalizations were made out of consistent themes that emerged from the data and led to the generation of concepts from the findings (Miles & Huberman, 1994).
- Three levels of themes were created; these were basic themes, organizing themes and global themes (Attride-Stirling, 2001).
- The concepts and theories emerging from data were scrutinized against relevant literature (Miles & Huberman, 1994).
- The above steps were repeated until consistency and uniformity within the data were achieved and new information was absent (Lincoln & Guba, 1985).

In this study, thematic analysis was informed by a semi-structured approach (Miles & Huberman, 1994). This approach was complemented by a hybrid approach, which incorporated a data-driven inductive approach (Boyatzis, 1998), and the deductive a priori template of codes approach (Crabtree & Miller, 1999). This approach helped complement the research questions by allowing the process of deductive thematic analysis to include the tenets of inclusive education while allowing themes to emerge directly from the data using inductive coding (Fereday & Muir-Cochrane, 2006). The theoretical sensitivity brought into the research acted as a guide and facilitated the research process in terms of maintaining a focus on potential concepts, themes and patterns (Glaser, 1978).

The levels of thematic analysis may take several forms. In this study, there was a three-level theme generation and presentation (Attride-Stirling, 2001). This started from the most *basic* theme, the lowest-order theme, derived from the textual data. It progressed towards *organizing* themes, which organized the basic themes into

clusters of similar issues. Finally, *global* themes encompassed the principal metaphors in the data as a whole. It should be noted that some basic themes belonged to more than one organizing theme.

In this study, the themes were related to a wide variety of issues and the different processes related to the inclusion of disabled students. The themes emerged out of a detailed analysis of perceptions, existing arrangements, misconceptions, assumptions, concerns and the practice of the key stakeholders of the school system. Figures 7, 8, and 9 present the thematic maps illustrating the themes that emerged from the qualitative data. The five global themes were (1) culture at the case school; (2) policy and decision-making at the case school; (3) practices at the case school; (4) the Turkish education system; and (5) the community.

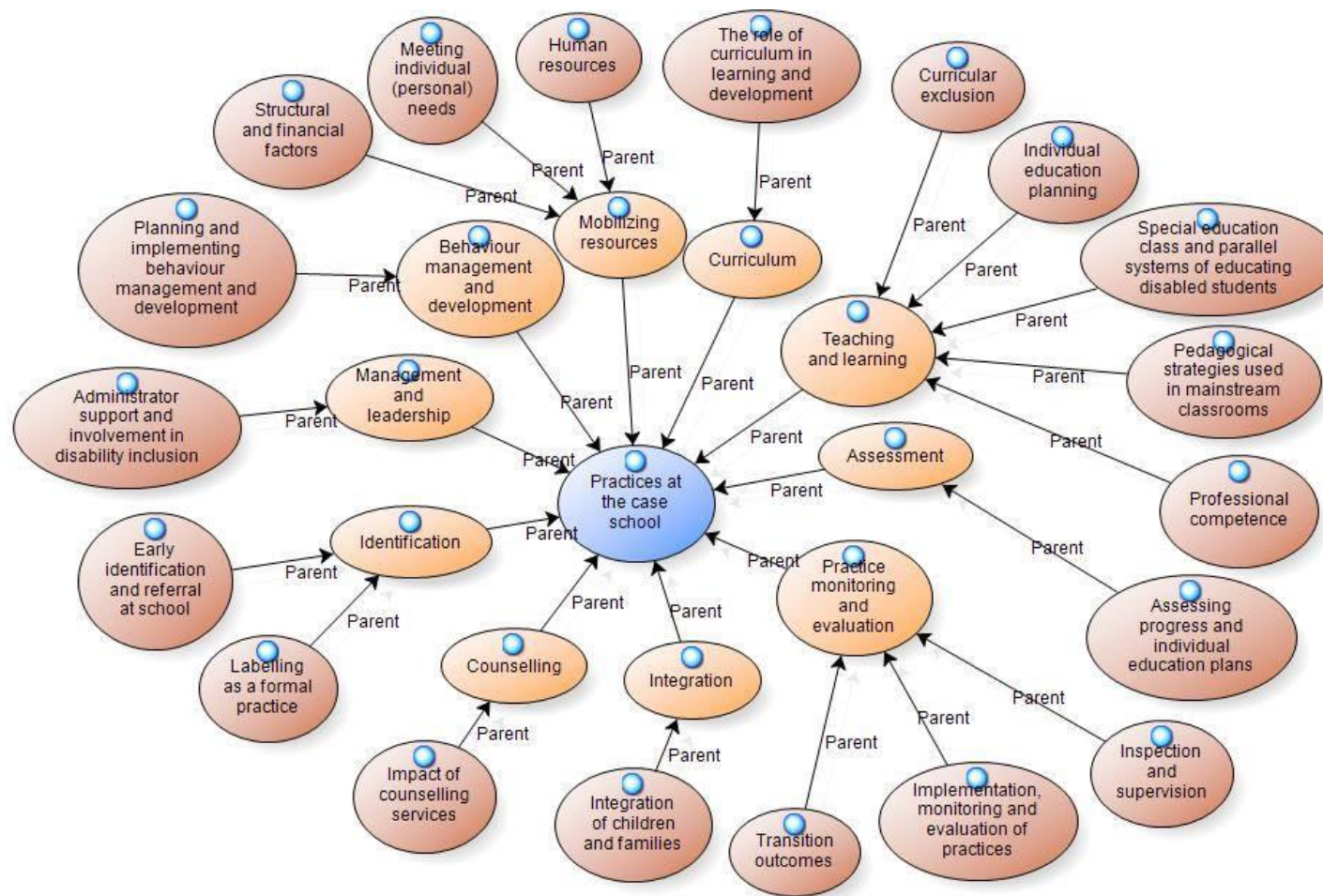


Figure 7. Thematic map showing the global theme of 'practices at the case school', and its organizing and basic themes

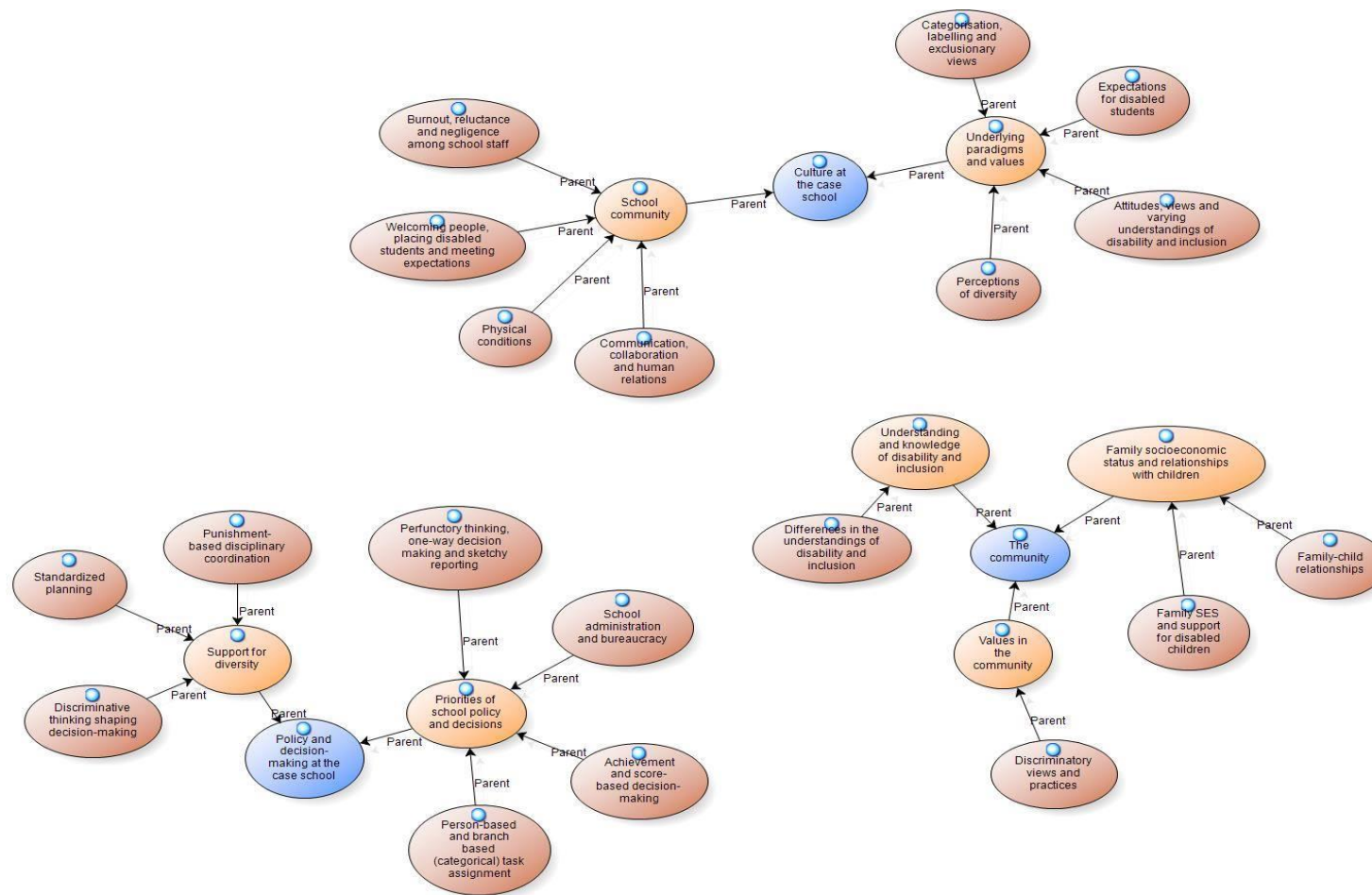


Figure 8. Thematic map showing the global themes of 'policy and decision-making at the case school', 'culture at the case school', 'the community', and their organizing and basic themes

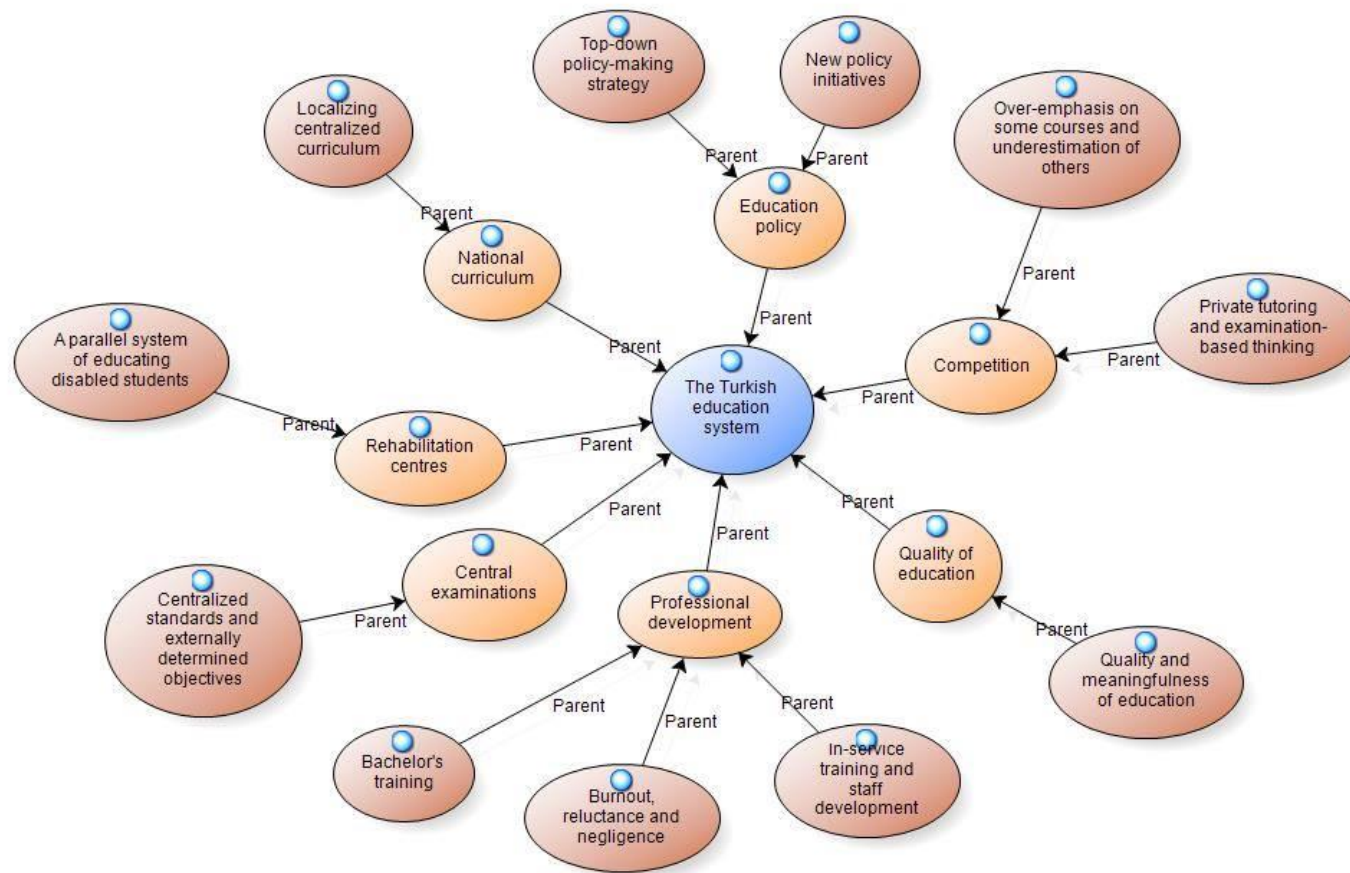


Figure 9. Thematic map showing the global theme of 'the Turkish education system', its basic and organizing themes

6.5.2 Descriptive quantitative analysis by theme

In case study research, quantitative data has a distinctive role as it extends the range of evidence on the topics under investigation and qualifies what is learnt from other sources (Flick, 2009). This supportive role assumed by quantitative data can enhance the trustworthiness of a case study. Quantitative data in this research helped to test assumptions and aid interpretation of qualitative data.

According to Flick (2009), there is something distinctly clarifying about numbers providing they are descriptive and not too complex. In this way, quantitative data can cross-refer to other kinds of accumulated data. The nature of the quantitative data in this study is in line with what Flick (2009) proposes; data went through descriptive statistical analysis, rather than inferential analysis, which can be considered as more complex (Gillham, 2000).

Statistical analysis of quantitative data can be separated into roughly two overlapping areas: descriptive and inferential. Descriptive statistics are employed when the purpose is merely to describe a set of data. However, inferential analysis is used when the aim is to draw inferences about characteristics of populations from characteristics of samples (Howell, 2011).

‘Descriptive statistics are things like averages (usually called ‘means’) which ‘describe’ data in a summary fashion. Inferential statistics are those that help to draw potentially meaningful and significant inferences from quantitative data. For example, if boys and girls show different proportions of success or failure in an exam, inferential statistics will enable to say how likely it is that the difference is a ‘chance’ one, i.e. whether or not it is ‘significant’ (Gillham, 2000, p. 9). In this study, in line with the exploratory nature of the study, I used descriptive statistics to organize, describe and summarize the characteristics of the sample and data (Miles & Huberman, 1994). Inferential testing for exploring significance in terms of similarities and differences among participant groups were not sought.

For Flick (2009), in case study research operating in the real world, quantitative data analysis has to be subjected to the scrutiny of what it might mean, rather than focusing too much on statistically significant differences. Statistical differences

can be misleading because the difference is heavily dependent on the size of the numbers involved.

According to Flick (2009), quantitative data in case studies quite often come in categories or can be put into them, usually to make comparisons between different groups. This information is often presented as categorical data (also known as count data). In agreement with Flick and the exploratory nature of the study, the aim of descriptive statistics in this study was to explore the numbers and percentages of the responses to an individual item given by each group. Tables were created to present counts and percentages of each participant group in relation to their responses to a questionnaire item.

The entire quantitative data was collected through close-ended questions, which belonged to three main dimensions: school culture, school and national policy, and school practices. The three dimensions were further divided into sub-dimensions during the triangulation process (see Section 6.6).

Before doing descriptive analysis, as Bryman and Cramer (2005) suggest, questionnaires with missing values were excluded from calculation. Raw data from fully filled questionnaires were converted into numbers (strongly agree: 1; agree to an extent: 2; neutral: 3; disagree: 4; and strongly disagree: 5) and entered into the Statistical Package for Social Sciences (SPSS) 20 for analysis. Related calculations pertaining to descriptive statistics (e.g., ‘explore’) were run.

6.6 Triangulation

Case study research is known for being a triangulated research strategy where multiple data are combined. According to Flick (2009), triangulating data collection methods can help eliminate personal bias. In addition, different methods have different strengths. If they converge, then we can be reasonably confident that we are getting a true picture. Investigating disability inclusion requires use of an inclusive and representative research methodology in order to collect a comprehensive range of data. In this research, triangulation of methods helped me gain an improved understanding of the school under study. This helped to generate data that complemented each other and provided a comprehensive

image of the outcomes of the research (McKenney, Nieveen, & van den Akker, 2006).

According to Flick (2009), 'triangulation means combining several qualitative methods, but it also means combining qualitative and quantitative methods' (p. 26). In this study, firstly, data from interviews, observations and documents were integrated and reported together as they converged and supported the same conclusions, while this helped to present findings within a limited space and without repetition. Excerpts from interview data were presented throughout the chapters presenting qualitative data and supported by (i) observation data presented in field notes and bulleted lists and (ii) documentary information presented in tables, figures and quotations. Actually, documentary information was placed not only in the chapters presenting qualitative findings, but also in other appropriate chapters of this thesis (for example in 'Chapter 2: Study Context' and 'Chapter 13: Discussion').

Secondly, qualitative data in this study was combined with a quantitative survey at the interpretation phase and resulted in a clearer picture of the experience of participants (Vanderstoep & Johnston, 2008). According to Kelle and Erzberger (2004), there may three outcomes of this combination:

1. Qualitative and quantitative results converge, mutually confirm, and support the same conclusions.
2. Both results focus on different aspects of an issue, but are complementary to each other and lead to a fuller picture.
3. Qualitative and quantitative results are divergent or contradictory.

In this study, the first outcome was applicable. The quantitative data focused on the views of the school stakeholders and yielded results that were confirmed by findings from qualitative data. Because of the convergence, the same conclusions were obtained and supported by both quantitative and qualitative data.

In this study, there were practical issues linked to the triangulation of qualitative and quantitative methods in the design of one study. Triangulation of qualitative

and quantitative data focused on the single case school. People from the school community were interviewed, observed and they filled in a questionnaire. Their answers were compared to each other, put together, and referred to each other in the analysis. The answers to the questionnaires were analysed for their frequency and distribution across the whole sample. Then, the answers in the interviews were analysed and compared (Creswell, 2009).

A questionnaire normally yields quantitative data. However, interpretation of this kind of data may take several forms. In this study, numerical data from the questionnaire were interpreted descriptively in ways that were triangulated with qualitative data.

Creswell (2009) identifies six strategies to triangulate different forms of data. These are:

1. 'Sequential explanatory strategy', which is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data.
2. 'Sequential exploratory strategy', which is characterized by an initial phase of qualitative data collection and analysis.
3. 'Sequential transformative strategy', in which either method may be used first, and the priority can be given to either the quantitative or the qualitative phase or even to both if sufficient resources are available.
4. 'Concurrent triangulation strategy', in which a research uses two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study.
5. 'Concurrent nested strategy', in which one method (quantitative or qualitative) is embedded, or nested, within the predominant method (qualitative or quantitative).
6. 'Concurrent transformative strategy', in which priority is given to either phase or there may be equal priority, and a specific theoretical perspective guides the strategy.

In this study, the concurrent triangulation strategy was applied. According to Cresswell (2009), this strategy is used when ‘a research uses two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study... the quantitative and qualitative data collection is concurrent... in practical application the priority may be given to either the quantitative or the qualitative approach... the results of the two methods are integrated during the interpretation phase’ (p. 218).

The above characteristics of the concurrent triangulation strategy were applied to the current study. Firstly, the two types of data were used to confirm, cross-validate, or corroborate findings within a single study. Second, the data collection of both types of methods was conducted concurrently. Third, the priority was given to the qualitative approach and the purpose was to use quantitative data and results to assist in the interpretation of qualitative findings. Finally, the results of the two methods were integrated during the interpretation phase. The questionnaire findings were interpreted based on the themes that emerged from qualitative data. The three broad dimensions of the questionnaire were divided into sub-dimensions, which confirmed the themes emerging from the qualitative data (see Chapter 7).

6.7 Trustworthiness

In social science research, trustworthiness refers to how reasonable, justifiable and repeatable the outcomes are, and it specifically deals with how these criteria apply in different circumstances (McKenney et al., 2006). Many social science researchers prefer the term trustworthiness as a holistic concept encompassing both validity and reliability, which are mostly found in quantitative research (Guba & Lincoln, 1994). For Jupp (2006), validity refers to ‘the extent to which conclusions drawn from research provide an accurate description of what happened or a correct explanation of what happens and why’ (p. 311) and reliability is the ‘extent to which a measuring instrument, for example a test to measure intelligence, gives consistent results’ (p. 262).

I adopt the term ‘trustworthiness’ in this study for three reasons. First, the predominantly qualitative nature of this case study and the dominance of the

interpretative approach entailed a perspective that goes beyond the scope of validity and reliability. Secondly, the single quantitative method used in this study, questionnaire, involved a thematic construction and descriptive interpretation, leaving no space for the technical/psychometric discussion of validity and reliability. Finally, the term trustworthiness is considered as encompassing validity and reliability and can account for the overall design of this study.

Roberts, Priest and Traynor (2006) maintain that making a study trustworthy requires the researcher to engage in verification procedures; the verification procedures include prolonged engagement in the field, clarifying researcher bias, member checks, peer review, external audit, triangulation, thick description and reflexivity (Creswell, 1998). According to Creswell (1998), at least two of these procedures must be satisfied in order to achieve trustworthiness. Lincoln and Guba (1985) maintain that four criteria of trustworthiness are credibility, transferability, dependability and confirmability. The following procedures were carried out to enhance the trustworthiness of the study.

Credibility: In this research, credibility checks were done with participants after interviewing them. These participants included two class teachers, one administrator, one school counsellor, one subject teacher and one parent of a disabled student. As a form of member check, systematic soliciting of feedback from participants on the data and interpretations were used as a way of decreasing the likelihood that the meaning of what they say was misinterpreted. In addition, the original Turkish excerpts of the interview data were provided. Finally, spending sufficient time in the field, conducting ongoing observations and triangulating the data enhanced credibility of the research.

Dependability: Dependability refers to the stability or consistency of the inquiry processes used over time. There are close ties between the credibility and dependability of a qualitative study, and ensuring the former helps to establish the latter. In order to improve dependability of this study, a strategic explanation of the research design and implementation, the steps taken in the field and the effectiveness of the research process were documented (Shenton, 2004).

Confirmability: The primary task to ensure confirmability of this research was to make sure that the findings were not personal biases, opinions and experiences of the researcher but outcomes of the informants' data. To do this, a reflexive attitude throughout the research has been adopted. In a journal, I have recorded and reported the reasons for choosing the particular approaches and methods as well as the decisions made. Triangulation of data was expected to enhance the confirmability of the study. Also, detailed methodological information is supposed to help the audience see how the study was designed and how data were collected and analysed (Shenton, 2004).

Transferability: In this research, applicability of the study to another context was an empirical issue and I have provided thick descriptions to enable others to decide the relevance of this study to their settings. Within the research, detailed information about sampling of the participants, methodology and findings were provided in order to 'make transferability judgments possible on the part of potential appliers' (Lincoln & Guba, 1985, p. 316).

Specifically for the quantitative part of the study, the procedures established in this methodology aimed to enhance the contribution of the questionnaire to the study. First, I made sure that the goals and objectives of the study were clearly defined and operationalized, and the questionnaire was designed and matched the goals and objectives of the study. Additionally, experts in the field reviewed the questionnaire and provided feedback regarding the content and language. Finally, the questionnaire was piloted and preliminary ideas were tested. In this process, participants were included and they looked over the assessment for troublesome wording or other difficulties (Miles & Huberman, 1984).

6.8 Summary

In this chapter, I have presented the specifics of the research design and methods. First, I have provided details of the processes of sampling and instrument development. Next, I have explained the processes of data collection and data analysis, followed by a discussion on triangulation. Finally, I have presented discussion on the ways trustworthiness was enhanced in this study.

The next chapter presents findings from the questionnaire data. The reasons for presenting quantitative findings earlier than qualitative findings are that (i) they present views of 137 participants, which can provide a comprehensive view of the opinions concerning the inclusion process in the case school, and (ii) they provide background data to aid interpretation of the following three qualitative chapters; school culture, school and national policy, and school practices.

CHAPTER 7

PRESENTATION OF THE QUESTIONNAIRE FINDINGS

7.1 Introduction

The aim of this chapter is to provide the findings from the questionnaire data. These occupy three main dimensions: school culture, school and national policy, and school practices, with each dimension containing sub-dimensions (Table 13) and, occasionally, further categories (see Figure 10).

Table 13. Questionnaire dimensions and sub-dimensions

<i>Dimensions</i>	<i>Sub-dimensions</i>
<i>School Culture</i>	1. <i>Dominant values and paradigms</i>
	2. <i>Views and attitudes on disability</i>
	3. <i>Views and attitudes on inclusion</i>
	4. <i>Professional efficacy</i>
	5. <i>Leadership and management</i>
	6. <i>Communication and collaboration</i>
	7. <i>School environment</i>
<i>School and national policy</i>	1. <i>Availability and clarity of policy</i>
	2. <i>Supporting students, increasing attendance and reducing discrimination</i>
	3. <i>Enhancing collaboration</i>
	4. <i>Stakeholder involvement in policy-making and role distribution</i>
<i>School practices</i>	1. <i>Referral and identification</i>
	2. <i>Teaching and learning</i>
	3. <i>Curriculum</i>
	4. <i>Assessment</i>
	5. <i>Infrastructure</i>
	6. <i>Communication among institutions</i>

To reiterate, findings are presented in ‘counts’ and ‘percentages’. Either or both types of information are presented where relevant. The overall levels of ‘agreement’ and ‘disagreement’ were calculated by summing up ‘agree to some extent’ and ‘strongly agree’; and ‘disagree to some extent’ and ‘strongly disagree’ responses, respectively. Where relevant, ‘strongly agree’ and ‘strongly disagree’ responses are presented within the text. The next section presents questionnaire findings about the school culture.

7.2 School culture

Findings regarding the school culture centred on seven sub-dimensions. To aid readership, some sub-dimensions were divided into further categories (Figure 10).

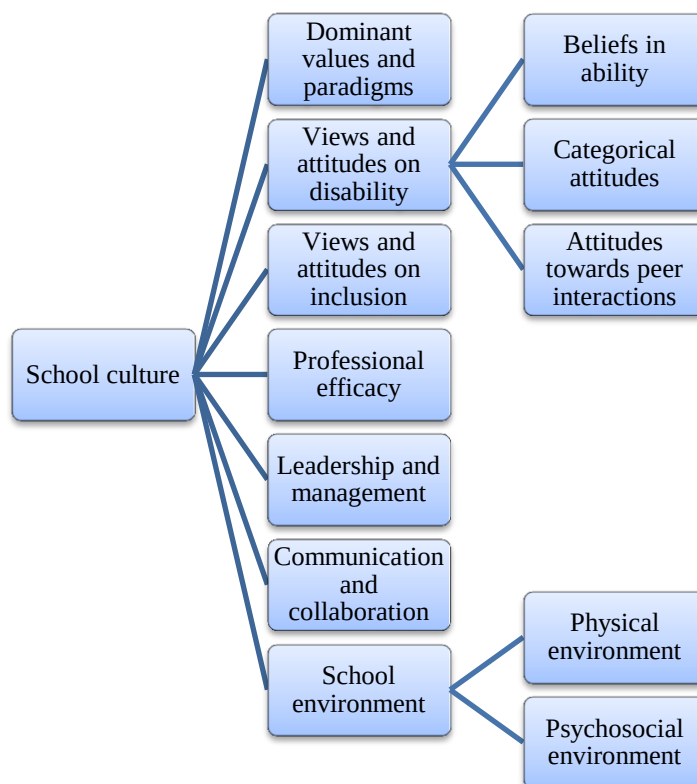


Figure 10. School culture and sub-dimensions

7.2.1 Dominant values and paradigms

In this section, the questions aim to investigate the extent to which the values and paradigms in the case school reflect a culture favouring the inclusion of disabled students. Inclusion represents a fundamental paradigm shift from the practices of schooling that compromise the participation of disabled students to a view of education that targets all students with different forms of dis/ability (Slee & Allan, 2001). Within an inclusive school culture, existing values and paradigms object to the exclusion of disabled students from the unreconstructed culture of mainstream schools and support their inclusion within all aspects of the school community.

Firstly, participants were asked the extent to which (i) they believe the job description of an educator involves teaching all students, (ii) they value participation of all children in mainstream schools and their contribution to society, and (iii) they believe all children belong to and are capable of learning in mainstream schools (Table 14). Firstly, over half of the participants (65.7%) agree with the role of an educator to be capable and responsible for learning of all

children regardless of their of dis/ability levels. However, there were differences among teachers and parents of non-disabled students. 13 out of 42 class teachers (31.0%) and five out of 22 subject teachers (22.7%) disagreed with this role definition. Over half of the parents of non-disabled students (38 out of 53) agreed with this statement.

Table 14. Participants' responses on the role of educator, contribution of all children to society and their belongingness to mainstream school and society

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Job description of an educator is one who facilitates learning of all children from all ability levels	Class teacher	Count	18	5	6	13	0	42
		Percentage	42.9%	11.9%	14.3%	31.0%	0.0%	100.0%
	Subject teacher	Count	10	4	5	5	0	22
		Percentage	45.5%	18.2%	13.6%	22.7%	0.0%	100.0%
	School counsellor	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	0	1	0	0	2
		Percentage	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	4	5	3	0	0	12
		Percentage	33.3%	41.7%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	22	16	8	4	3	53
		Percentage	41.5%	30.2%	15.1%	7.5%	5.7%	100.0%
.	TOTAL	Count	58	32	22	22	3	137
		Percentage	42.3%	23.4%	16.1%	16.1%	2.2%	100.0%
I value all children and their contribution to society	Class teacher	Count	32	2	3	2	3	42
		Percentage	76.2%	4.8%	7.1%	4.8%	7.1%	100.0%
	Subject teacher	Count	16	3	2	1	0	22
		Percentage	72.7%	13.6%	9.1%	4.5%	0.0%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	7	3	2	0	0	12
		Percentage	58.3%	25.0%	16.7%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	30	15	7	1	0	53
		Percentage	56.6%	28.3%	13.2%	1.9%	0.0%	100.0%
.	TOTAL	Count	89	27	14	4	3	137
		Percentage	65.0%	19.7%	10.2%	2.9%	2.2%	100.0%
All children belong and are capable of learning in the mainstream school and community	Class teacher	Count	12	8	7	11	4	42
		Percentage	28.6%	19.0%	16.7%	26.2%	9.5%	100.0%
	Subject teacher	Count	9	4	1	4	4	22
		Percentage	40.9%	18.2%	4.5%	18.2%	18.2%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	1	0	2
		Percentage	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	3	6	3	0	0	12
		Percentage	25.0%	50.0%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	28	8	6	5	6	53
		Percentage	52.8%	15.1%	11.3%	9.4%	11.3%	100.0%
.	TOTAL	Count	52	28	20	23	14	137
		Percentage	38.0%	20.4%	14.6%	16.8%	10.2%	100.0%

In the second question, when asked whether they believe all children can contribute to society, over half of the participants (84.7%) expressed positive views. Five class teachers (12.9%) did not seem to believe in the capacity of some children to take an active role in society.

Responses to the third statement, which asks participants if they think all children belong to, and have the capability to learn in the mainstream school and community, included more negative views (27.0%) than the first two statements.

However, over half of the views (58.4%) were positive. The proportion of class teachers (35.2%) and subject teachers (36.4%) who did not favour this idea was considerable. Another interesting point was that 25% of the parents of disabled students (three out of 12) were neutral.

Inclusive school cultures acknowledge the necessity to educate disabled students along with their peers in mainstream classrooms. Inclusion is an essential value for them. In Table 15, participants' responses to three statements that highlight a feature of special education are given; this feature is education in special education classrooms. Firstly, 44.5% of the participants thought that special education rooms were needed for the education of disabled students, whereas 20 out of 137 participants (14.6%) thought there was no need for special education classrooms in mainstream schools. While most class teachers (71.4%), subject teachers (63.6%), and all school administrators objected to full-time placement of disabled students in mainstream classrooms, the proportion of parents of non-disabled students who favoured full-time placement (69.8%) was more than that of parents of disabled students (41.7%).

It is seen that over half of the overall participants (73.7%) agree with the second idea in Table 15 that there is a need to educate disabled students in special education classrooms. As for the third statement, 76.0% of the participants believe that disabled students who spend half of their school day or more in special education classrooms have their academic, social and emotional needs met adequately. While responding to the second and third questions, school staff considered special education rooms as necessary and believed in their effectiveness. For example, no subject teacher, school counsellor, administrator and special education teacher disagreed with the idea that disabled students should be educated in special education classrooms. In both statements, only parents of disabled students showed a higher proportion of disagreement (50% and 41.7%, respectively) than agreement with the necessity and effectiveness of special education classrooms. However, the issue of special education classrooms seems to be controversial among these parents, too. 33.4% of parents of disabled students agree that disabled students should be educated in special education rooms and 33.3% believe that special education rooms are effective.

Table 15. Participants' responses on the need for special education rooms and their efficiency

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Special education rooms are not needed and disabled students should spend the entire day in regular classrooms.	Class teacher	Count	5	4	3	22	8	42
		Percentage	11.9%	9.5%	7.1%	52.4%	19.0%	100.0%
	Subject teacher	Count	1	3	4	9	5	22
		Percentage	4.5%	13.6%	18.2%	40.9%	22.7%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	0	0	2	1	3
		Percentage	0.0%	0.0%	0.0%	66.6%	33.3%	100.0%
	Special education teacher	Count	0	1	0	1	0	2
		Percentage	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	2	3	5	2	0	12
		Percentage	16.7%	25.0%	41.7%	16.7%	0.0%	100.0%
Disabled students should sometimes be educated in special education classrooms.	Parents of non-dis. children	Count	12	25	6	4	6	53
		Percentage	22.6%	47.2%	11.3%	7.5%	11.3%	100.0%
	TOTAL	Count	20	37	19	41	20	137
		Percentage	14.6%	27.0%	13.9%	29.9%	14.6%	100.0%
	Class teacher	Count	26	13	0	3	0	42
		Percentage	61.9%	31.0%	0.0%	7.1%	0.0%	100.0%
	Subject teacher	Count	13	7	2	0	0	22
		Percentage	59.1%	31.8%	9.1%	0.0%	0.0%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
Disabled students who spend half of their school day or more in special education room have their academic, social and emotional needs met adequately.	Special education teacher	Count	1	0	1	0	0	2
		Percentage	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	2	2	2	3	3	12
		Percentage	16.7%	16.7%	16.7%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	29	2	16	4	2	53
		Percentage	54.7%	3.8%	30.2%	7.5%	3.8%	100.0%
	TOTAL	Count	75	26	21	10	5	137
		Percentage	54.7%	19.0%	15.3%	7.3%	3.6%	100.0%
	Class teacher	Count	7	25	3	7	0	42
		Percentage	16.7%	59.9%	7.1%	16.7%	0.0%	100.0%
	Subject teacher	Count	4	15	3	0	0	22
		Percentage	18.2%	68.2%	13.6%	0.0%	0.0%	100.0%
Disabled students who spend half of their school day or more in special education room have their academic, social and emotional needs met adequately.	School counsellor	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	0	4	3	2	3	12
		Percentage	0.0%	33.3%	25.0%	16.7%	25.0%	100.0%
	Parents of non-dis. children	Count	9	32	0	12	0	53
		Percentage	17.0%	60.4%	0.0%	22.6%	0.0%	100.0%
	TOTAL	Count	22	82	10	21	2	137
		Percentage	16.1%	59.9%	7.3%	15.3%	1.5%	100.0%

In Table 16, participants' views regarding identification and placement of disabled students are presented. First, participants were asked the extent to which they agreed that the identification of students' impairments was necessary to educate them. Parents of disabled students were the only group whose proportion of disagreement (75%) with the idea of identifying students before placing them in schools was greater than that of agreement (16.6%). This finding shows that parents of disabled students are not happy with that their children's medical diagnosis persists in the school. In contrast, all school staff (class teachers=66.6%, subject teachers=68.2%, school counsellors=100.0%, school administrators=66.7%, special education teachers=100.0%) and parents of non-disabled students (60.3%) agreed that identification contributes to the education of disabled students.

Secondly, participants were asked to reflect on whether the school staff was concerned that presence of disabled students in mainstream classrooms disrupted

the education of non-disabled students. Table 16 shows that over half of the participants (54.8%) agreed with this belief. Over half of the class teachers (57.2%) and parents of non-disabled students (58.5%), all school counsellors (three out of three) and school administrators (three out of three) also agreed. 10 out of 22 subject teachers (45.5%) believed that school staff were not concerned with the presence of disabled students and disruption of the education of their peers due to this presence. As for parents of disabled students, four parents disagreed with the idea of concern (33.2%) and five remained neutral (41.7%).

In Table 16, the third statement aimed to investigate whether the school admitted disabled students regardless of their ability levels. Regarding admission, over half of the participants (52.6%) thought that students were admitted to the school regardless of their impairments, whereas there was a high rate of disagreement with this statement, especially by parents of disabled students (83.4%).

Table 16. Participants' responses on the need for identification, the impact of disabled students on their peers and admission of disabled students

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Identification of student impairments in categories (e.g. learning disability, mental impairment) is needed to educate them.	Class teacher	Count	25	3	4	10	0	42
		Percentage	59.5%	7.1%	9.5%	23.8%	0.0%	100.0%
	Subject teacher	Count	10	5	3	2	2	22
		Percentage	45.5%	22.7%	13.6%	9.1%	9.1%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	2	0	0	1	0	3
		Percentage	66.7%	0.0%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	1	0	1	0	0	2
		Percentage	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	1	1	1	5	4	12
		Percentage	8.3%	8.3%	8.3%	41.7%	33.3%	100.0%
	Parents of non-dis. children	Count	4	28	6	11	4	53
		Percentage	7.5%	52.8%	11.3%	20.8%	7.5%	100.0%
Staff in the school are concerned that having disabled students in regular classes may disrupt education of non-disabled students.	TOTAL	Count	20	45	38	15	29	107
		Percentage	14.6%	32.8%	27.7%	10.9%	21.2%	100.0%
	Class teacher	Count	13	11	9	6	3	42
		Percentage	31.0%	26.2%	21.4%	14.3%	7.1%	100.0%
	Subject teacher	Count	5	4	3	8	2	22
		Percentage	22.7%	18.2%	13.6%	36.4%	9.1%	100.0%
	School counsellor	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	5	3	1	12
		Percentage	8.3%	16.7%	41.7%	24.9%	8.3%	100.0%
The school aims to admit disabled students regardless of their ability levels.	Parents of non-dis. children	Count	8	23	5	2	15	53
		Percentage	15.1%	43.4%	9.4%	3.8%	28.3%	100.0%
	TOTAL	Count	32	43	23	17	22	137
		Percentage	23.4%	31.4%	16.8%	12.4%	16.1%	100.0%
	Class teacher	Count	7	16	6	13	0	42
		Percentage	16.7%	38.1%	14.3%	31.0%	0.0%	100.0%
	Subject teacher	Count	3	10	3	4	2	22
		Percentage	13.6%	45.5%	13.6%	18.2%	9.1%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	0	1	0	0	2
		Percentage	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	0	1	1	8	2	12
		Percentage	0.0%	8.3%	8.3%	66.7%	16.7%	100.0%
TOTAL	Parents of non-dis. children	Count	9	19	6	7	12	53
		Percentage	17.0%	35.8%	11.3%	13.2%	22.6%	100.0%
	TOTAL	Count	23	49	17	32	16	137
		Percentage	16.8%	35.8%	12.4%	23.4%	11.7%	100.0%

7.2.2 Attitudes towards disability

In this section, I present participants' beliefs and attitudes on (i) the ability of disabled students, (ii) different medical categories, and (iii) peer interactions.

7.2.2.1 Beliefs in ability

Disabled individuals are associated with a perceived inability in many societies. Table 17 presents participants' views regarding the extent to which they believe disabled students are 'able' to participate in mainstream education and achieve their potential.

Table 17. Participants' views on the ability of disabled students to participate and achieve

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Disabled students are able to actively participate in class activities with their non-disabled peers in regular schools.	Class teacher	Count	4	16	5	14	3	42
		Percentage	9.5%	38.1%	11.9%	33.3%	7.1%	100.0%
	Subject teacher	Count	0	8	3	9	2	22
		Percentage	0.0%	36.4%	13.6%	40.9%	9.1%	100.0%
	School counsellor	Count	1	0	0	1	1	3
		Percentage	33.3%	0.0%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	0	0	1	0	2	3
		Percentage	0.0%	0.0%	33.3%	0.0%	66.6%	100.0%
	Special education teacher	Count	1	0	0	0	1	2
		Percentage	50.0%	0.0%	0.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	4	7	1	0	0	12
		Percentage	33.3%	58.3%	8.3%	0.0%	0.0%	100.0%
Disabled students are able to achieve their potential.	Parents of non-dis. children	Count	12	25	5	7	4	53
		Percentage	22.6%	47.2%	9.4%	13.2%	7.5%	100.0%
	TOTAL	Count	22	56	15	31	13	137
		Percentage	16.1%	40.9%	10.9%	22.6%	9.5%	100.0%
	Class teacher	Count	6	13	6	11	6	42
		Percentage	14.3%	31.0%	14.3%	26.2%	14.3%	100.0%
	Subject teacher	Count	3	5	4	5	5	22
		Percentage	13.6%	22.7%	18.2%	22.7%	22.7%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	1	0	1	0	0	2
		Percentage	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	6	5	1	0	0	12
		Percentage	50.0%	41.7%	8.3%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	9	12	17	11	4	53
		Percentage	17.0%	22.6%	32.1%	20.8%	7.5%	100.0%
	TOTAL	Count	26	37	30	29	15	137
		Percentage	19.0%	27.0%	21.9%	21.2%	10.9%	100.0%

Firstly, there were negative views among the school staff on whether disabled students were able to participate in mainstream schools with their peers. 17 out of 42 class teachers (40.4%), 11 out of 22 subject teachers (50.0%), two out of three school counsellors (66.6%), two out of three school administrators (66.6%), one out of two special education teachers (50.0%), and 11 out of 53 parents of non-disabled students expressed negative views. 11 out of 12 parents of disabled students (91.6%) agreed with that disabled students were able to participate in mainstream schools.

Secondly, Table 17 presents participants' views on the extent to which they believe disabled students could achieve their potential. Overall, 63 participants (46.0%) agreed with this statement, whereas 44 (32.1%) disagreed. However, there were negative views among 17 out of 42 class teachers (40.5%), 10 out of 22 subject teachers (45.4%), one out of three school counsellors (33.3%), and one out of three school administrators (33.3%).

7.2.2.2 Categorical attitudes

In Turkey, entitlement to any sort of educational provision requires identification based on medical categories. Tables 18, 19, 20 and 21 present the extent to which participants' views differ according to the type of medical category.

To start with, in Table 18, it is seen that students diagnosed with 'cognitive/mental impairment' are not viewed by 59 participants (43.1%) as capable of participating in mainstream schools and classrooms. Eight out of 12 parents of disabled students (66.6%) and 15 out of 53 parents of non-disabled students (28.3%) expressed positive views. There were high proportions of negative views among class teachers (52.4%) and subject teachers (54.6%) about students diagnosed as mentally and/or cognitively impaired.

Unlike students with cognitive/mental difficulties, 62 out of 137 participants (45.3%) viewed students with 'emotional and behavioural difficulties' more positively. However, these findings do not reflect absolute and universal positive attitudes towards these children due to the high number of negative (41 out of 137) and neutral (34 out of 137) views.

Finally, Table 18 presents participants' views on the ability of students with 'learning disabilities (LD)' in participating in mainstream classes. 54.7% of the class teachers believed in the potential of students with LD, whereas this proportion remained lower among subject teachers (40.8%), school counsellors (33.3%) and parents of non-disabled students (30.2%).

Table 18. Participants' responses on the ability of disabled students with different impairments

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Students with mental/cognitive impairment are able to participate productively in general education school and classroom learning activities	Class teacher	Count	7	11	2	11	11	42
		Percentage	16.7%	26.2%	4.8%	26.2%	26.2%	100.0%
	Subject teacher	Count	0	7	3	10	2	22
		Percentage	0.0%	31.8%	13.6%	45.5%	9.1%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	2	0	0	3
		Percentage	0.0%	33.3%	66.6%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	1	7	3	1	0	12
		Percentage	8.3%	58.3%	25.0%	8.3%	0.0%	100.0%
	Parents of non-dis. children	Count	8	7	15	14	9	53
		Percentage	15.1%	13.2%	28.3%	26.4%	17.0%	100.0%
	TOTAL	Count	18	35	25	37	22	137
		Percentage	13.1%	25.5%	18.2%	27.0%	16.1%	100.0%
Students with emotional and behavioural difficulties are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	9	14	9	8	2	42
		Percentage	21.4%	33.3%	21.4%	19.0%	4.8%	100.0%
	Subject teacher	Count	2	7	6	4	3	22
		Percentage	9.1%	31.8%	27.3%	18.2%	13.6%	100.0%
	School counsellor	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	4	5	3	0	0	12
		Percentage	33.3%	41.7%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	5	11	15	13	9	53
		Percentage	9.4%	20.8%	28.3%	24.5%	17.0%	100.0%
	TOTAL	Count	22	40	34	26	15	137
		Percentage	16.1%	29.2%	24.8%	19.0%	10.9%	100.0%
Students with learning disabilities (LD) are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	11	13	3	9	6	42
		Percentage	26.2%	31.0%	7.1%	21.4%	14.3%	100.0%
	Subject teacher	Count	2	3	6	8	3	22
		Percentage	9.1%	13.6%	27.3%	36.4%	13.6%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.6%	0.0%	100.0%
	School administrator	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	1	1	0	0	2
		Percentage	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	3	6	3	0	0	12
		Percentage	25.0%	50.0%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	4	4	29	10	6	53
		Percentage	7.5%	7.5%	54.7%	18.9%	11.3%	100.0%
	TOTAL	Count	21	29	42	30	15	137
		Percentage	15.3%	21.2%	30.7%	21.9%	10.9%	100.0%

Table 19 presents views on five more medical categories. Firstly, the table shows that two out of three school counsellors (66.6%), both special education teachers and 22 out of 53 parents of non-disabled students (41.5%) did not agree with the idea that students with 'visual impairments' can participate in mainstream schools and classrooms. Overall, participants provided more positive views (57 out of 137) than negative views (41 out of 137). The proportion of favourable responses among class teachers (57.1%), subject teachers (45.4%), school administrators (66.6%), and parents of disabled students (75%) was higher than negative responses.

Secondly, in Table 19, students with 'autism' are exposed to the highest rate of negative views. Overall, 59.9% of the participants (82 out of 137) did not agree with the idea that students with autism can participate in mainstream education, and 21.1% (29 out of 137) think the opposite. Half of parents of disabled students

(six out of 12) were neutral and school staff had more negative responses (50 out of 72) than positive ones (13 out of 72).

The third category in Table 19 was 'orthopaedic impairment'. It is seen that beliefs in the ability of students with orthopaedic impairment in participating in mainstream education seem to be dominantly positive (78.9%) despite a proportion of negative views (10%) among participants. It is worth mentioning that none of the school staff strongly disagreed with the statement and only one out of the three school administrators, and one out of the three school counsellors expressed disagreement.

Fourthly, in Table 19, 65 out of 137 participants (47.4%) believed that students with 'auditory impairments' are able to participate in mainstream classes and schools. Over half of the class teachers (64.3%), parents of disabled students (75.0%), and school administrators (66.6%), half of the subject teachers (11 out of 22), and both special education teachers agreed with the statement.

The final impairment category in Table 19 was 'speech and language disorders'. 66 out of 137 participants (48.2%) consider students identified with speech and language disorders as capable of participating actively in mainstream education. Over half of the class teachers (79.5%) and parents of disabled students (75%) also agreed. An interesting finding was that 62.3% of the parents of non-disabled students and 50% of the subject teachers were neutral.

Table 19. Participants' responses on the ability of disabled students with different impairments (cont'd)

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Students with visual impairments are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	8	16	10	6	2	42
		Percentage	19.0%	38.1%	23.8%	14.3%	4.8%	100.0%
	Subject teacher	Count	5	5	6	5	1	22
		Percentage	22.7%	22.7%	27.3%	22.7%	4.5%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.6%	0.0%	100.0%
	School administrator	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	8	3	0	0	12
		Percentage	8.3%	66.7%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	4	7	20	17	5	53
		Percentage	7.5%	13.2%	37.7%	32.1%	9.4%	100.0%
TOTAL		Count	19	38	39	32	9	137
		Percentage	13.9%	27.7%	28.5%	23.4%	6.6%	100.0%
Students with autism spectrum disorders are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	1	8	3	22	8	42
		Percentage	2.4%	19.0%	7.1%	52.4%	19.0%	100.0%
	Subject teacher	Count	1	2	5	11	3	22
		Percentage	4.5%	9.1%	22.7%	50.0%	13.6%	100.0%
	School counsellor	Count	0	0	0	2	1	3
		Percentage	0.0%	0.0%	0.0%	66.6%	33.3%	100.0%
	School administrator	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	Special education teacher	Count	0	0	1	1	0	2
		Percentage	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	3	2	6	1	0	12
		Percentage	25.0%	16.7%	50.0%	8.3%	0.0%	100.0%
	Parents of non-dis. children	Count	3	8	11	11	20	53
		Percentage	5.7%	15.1%	20.8%	20.8%	37.7%	100.0%
TOTAL		Count	8	21	26	49	33	137
		Percentage	5.8%	15.3%	19.0%	35.8%	24.1%	100.0%
			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Students with orthopaedic impairments are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	7	11	2	11	11	42
		Percentage	16.7%	26.2%	4.8%	26.2%	26.2%	100.0%
	Subject teacher	Count	0	7	3	10	2	22
		Percentage	0.0%	31.8%	13.6%	45.5%	9.1%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	2	0	0	3
		Percentage	0.0%	33.3%	66.6%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	1	7	3	1	0	12
		Percentage	8.3%	58.3%	25.0%	8.3%	0.0%	100.0%
	Parents of non-dis. children	Count	8	7	15	14	9	53
		Percentage	15.1%	13.2%	28.3%	26.4%	17.0%	100.0%
TOTAL		Count	18	35	25	37	22	137
		Percentage	13.1%	25.5%	18.2%	27.0%	16.1%	100.0%
Students with auditory impairments are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	10	17	7	7	1	42
		Percentage	23.8%	40.5%	16.7%	16.7%	2.4%	100.0%
	Subject teacher	Count	2	9	6	5	0	22
		Percentage	9.1%	40.9%	27.3%	22.7%	0.0%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	3	6	2	1	0	12
		Percentage	25.0%	50.0%	16.7%	8.3%	0.0%	100.0%
	Parents of non-dis. children	Count	4	9	18	14	8	53
		Percentage	7.5%	17.0%	34.0%	26.4%	15.1%	100.0%
TOTAL		Count	21	44	34	29	9	137
		Percentage	15.3%	32.1%	24.8%	21.2%	6.6%	100.0%
Students with speech and language disorders are able to participate productively in general education school and classroom learning activities.	Class teacher	Count	8	25	1	7	1	42
		Percentage	19.0%	59.5%	2.4%	16.7%	2.4%	100.0%
	Subject teacher	Count	2	4	11	4	1	22
		Percentage	9.1%	18.2%	50.0%	18.2%	4.5%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.6%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	2	7	2	1	0	12
		Percentage	16.7%	58.3%	16.7%	8.3%	0.0%	100.0%
	Parents of non-dis. children	Count	5	8	33	3	4	53
		Percentage	9.4%	15.1%	62.3%	5.7%	7.5%	100.0%
TOTAL		Count	19	47	49	16	6	137
		Percentage	13.9%	34.3%	35.8%	11.7%	4.4%	100.0%

Tables 18 and 19 contained participants' opinions on the extent to which they believe students identified with different impairment categories are able to participate in mainstream schools. Tables 20 and 21 present participants' views on whether they believe these students appeared to adapt academically and behaviourally to inclusion in the case school.

Table 20. Participants' responses on the adaptation of disabled students with different impairments

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Students with mental/cognitive impairment appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	4	8	3	16	11	42
		Percentage	9.6%	19.1%	7.1%	38.2%	26.0%	100.0%
	Subject teacher	Count	2	4	2	10	4	22
		Percentage	9.1%	18.2%	9.1%	45.5%	18.2%	100.0%
	School counsellor	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	Special education teacher	Count	0	1	0	1	0	2
		Percentage	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	7	5	0	0	12
		Percentage	0.0%	58.3%	41.7%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	8	12	5	19	9	53
		Percentage	15.2%	22.6%	9.4%	35.8%	16.9%	100.0%
TOTAL		Count	14	34	15	49	25	137
		Percentage	10.3%	24.8%	10.9%	35.6%	18.3%	100.0%
Students with emotional and/or behavioural difficulties appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	3	12	5	15	7	42
		Percentage	7.1%	28.6%	11.9%	35.7%	16.7%	100.0%
	Subject teacher	Count	2	4	2	9	5	22
		Percentage	9.1%	18.2%	9.1%	40.9%	22.7%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	0	7	3	2	0	12
		Percentage	0.0%	58.3%	25.0%	16.7%	0.0%	100.0%
	Parents of non-dis. children	Count	2	33	8	6	4	53
		Percentage	3.8%	62.3%	15.1%	11.3%	7.5%	100.0%
TOTAL		Count	9	59	19	34	16	137
		Percentage	6.6%	43.1%	13.9%	24.8%	11.7%	100.0%
Students with learning disabilities (LD) appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	13	15	2	8	4	42
		Percentage	31.2%	36.0%	4.8%	19.2%	9.6%	100.0%
	Subject teacher	Count	3	8	3	5	3	22
		Percentage	13.6%	36.4%	13.6%	22.7%	13.6%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	1	0	0	2
		Percentage	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	5	4	1	2	0	12
		Percentage	41.7%	33.3%	8.3%	16.7%	0.0%	100.0%
	Parents of non-dis. children	Count	18	23	7	4	1	53
		Percentage	34.2%	43.7%	13.2%	7.5%	1.9%	100.0%
TOTAL		Count	41	49	15	20	12	137
		Percentage	29.9%	35.8%	10.9%	14.6%	8.7%	100.0%

It can be seen from Tables 20 and 21 that participants' views changed based on impairment category. Among overall participants, there was more agreement with the belief that students with emotional/behavioural difficulties (49.7%), students with LD (65.7%), students with orthopaedic impairments (67.2%), and students with speech and language difficulties (45.9%) appeared to adapt academically and behaviourally to inclusion. However, the proportions of disagreement were considerable for these categories. Students with mental/cognitive difficulties (53.9%), students with autism (53.2%), students with visual impairment (44.5%)

and students with auditory impairment (40.8%) were considered less capable of adapting to inclusion than students identified with other categories of impairment. I should note that parents of disabled students had a higher rate of agreement than disagreement for all disabled children identified with different impairment categories. However, their responses included considerable proportions of disagreement for some categories such as students with autism (33.4%).

Table 21. Participants' responses on the adaptation of disabled students with different impairments (cont'd)

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Students with visual impairment appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	8	15	9	8	2	42
		Percentage	19.0%	35.7%	21.4%	19.0%	4.8%	100.0%
	Subject teacher	Count	3	7	6	3	3	22
		Percentage	13.6%	31.8%	27.3%	13.6%	13.6%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	1	0	0	2
		Percentage	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	1	2	2	5	2	12
		Percentage	8.3%	16.7%	16.7%	41.7%	16.7%	100.0%
Students with autism appear to adapt academically and behaviourally to inclusion.	Parents of non-dis. children	Count	10	14	8	11	10	53
		Percentage	18.9%	26.4%	15.1%	20.8%	18.9%	100.0%
	TOTAL	Count	24	40	28	28	17	137
		Percentage	17.5%	29.2%	20.4%	20.4%	12.4%	100.0%
	Class teacher	Count	8	15	9	9	9	42
		Percentage	19.0%	35.7%	21.4%	21.4%	21.4%	100.0%
	Subject teacher	Count	3	7	6	6	6	22
		Percentage	13.6%	31.8%	27.3%	27.3%	27.3%	100.0%
	School counsellor	Count	1	0	1	1	1	3
		Percentage	33.3%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	1	1	3
		Percentage	33.3%	33.3%	33.3%	33.3%	33.3%	100.0%
Students with orthopaedic difficulties appear to adapt academically and behaviourally to inclusion.	Special education teacher	Count	0	1	1	1	1	2
		Percentage	0.0%	50.0%	50.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	2	2	2	12
		Percentage	8.3%	16.7%	16.7%	16.7%	16.7%	100.0%
	Parents of non-dis. children	Count	10	14	8	8	8	53
		Percentage	18.9%	26.4%	15.1%	15.1%	15.1%	100.0%
	TOTAL	Count	24	40	28	28	28	137
		Percentage	17.5%	29.2%	20.4%	20.4%	20.4%	100.0%
Students with auditory impairment appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	17	20	0	3	2	42
		Percentage	40.5%	47.6%	0.0%	7.1%	4.8%	100.0%
	Subject teacher	Count	2	15	0	5	0	22
		Percentage	9.1%	68.2%	0.0%	22.7%	0.0%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	6	1	3	2	0	12
		Percentage	50.0%	8.3%	25.0%	16.7%	0.0%	100.0%
Students with speech and language difficulties appear to adapt academically and behaviourally to inclusion.	Parents of non-dis. children	Count	8	17	21	4	3	53
		Percentage	15.1%	32.1%	39.6%	7.5%	5.7%	100.0%
	TOTAL	Count	36	56	25	15	5	137
		Percentage	26.3%	40.9%	18.2%	10.9%	3.6%	100.0%
Students with orthopaedic difficulties appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	5	4	11	12	10	42
		Percentage	11.9%	9.5%	26.1%	28.5%	24.0%	100.0%
	Subject teacher	Count	2	6	2	6	6	22
		Percentage	9.1%	27.3%	9.1%	27.3%	27.3%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	Special education teacher	Count	1	0	1	0	0	2
		Percentage	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	0	4	6	2	0	12
		Percentage	0.0%	33.3%	50.0%	16.7%	0.0%	100.0%
Students with speech and language difficulties appear to adapt academically and behaviourally to inclusion.	Parents of non-dis. children	Count	3	8	26	10	6	53
		Percentage	5.7%	15.1%	48.9%	19.0%	11.3%	100.0%
	TOTAL	Count	11	24	46	33	23	137
		Percentage	8.2%	17.6%	33.4%	24.0%	16.8%	100.0%
Students with speech and language difficulties appear to adapt academically and behaviourally to inclusion.	Class teacher	Count	8	13	1	10	10	42
		Percentage	19.0%	31.0%	2.4%	23.8%	23.8%	100.0%
	Subject teacher	Count	3	8	3	4	4	22
		Percentage	13.6%	36.3%	13.6%	18.2%	18.2%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	1	0	1	0	1	3
		Percentage	33.3%	0.0%	33.3%	0.0%	33.3%	100.0%
	Special education teacher	Count	1	0	0	1	0	2
		Percentage	50.0%	0.0%	0.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	7	3	2	0	12
		Percentage	0.0%	58.3%	25.0%	16.7%	0.0%	100.0%
Students with speech and language difficulties appear to adapt academically and behaviourally to inclusion.	Parents of non-dis. children	Count	5	16	8	19	5	53
		Percentage	9.4%	30.2%	15.1%	35.9%	9.4%	100.0%
	TOTAL	Count	18	45	16	38	20	137
		Percentage	13.1%	32.8%	11.8%	27.7%	14.6%	100.0%

7.2.2.3 Attitudes towards peer interactions

In this section, Table 22 presents responses to three statements that aimed to elicit views about relationships of disabled students with their peers. Firstly, 108 out of

137 participants (78.8%) believed that disabled students accept their non-disabled peers within the school. However, both special education teachers (100.0%) disagreed with this idea. Secondly, 79 out of 137 participants (57.7%) believed that non-disabled students accept their disabled peers within the school. Thirdly, 64 out of 137 participants (46.7%) believed that children help each other in the school, whereas 45 of them (32.8%) did not. An important finding was that seven out of 12 parents of disabled students (58.4%) did not agree with that disabled students and their peers helped each other, whereas three of them (25%) did.

Table 22. Participants' responses on the relationships between disabled and non-disabled students

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Disabled students accept their non-disabled peers in classrooms and other school areas	Class teacher	Count	10	22	5	0	5	42
		Percentage	23.8%	52.4%	11.9%	0.0%	11.9%	100.0%
	Subject teacher	Count	7	10	5	0	0	22
		Percentage	31.8%	45.5%	22.7%	0.0%	0.0%	100.0%
	School counsellor	Count	1	2	0	0	0	3
		Percentage	33.3%	66.6%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.6%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	5	4	3	0	0	12
		Percentage	41.7%	33.3%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	14	31	0	4	4	53
		Percentage	41.5%	30.2%	15.1%	7.5%	5.7%	100.0%
	TOTAL	Count	37	71	14	5	10	137
		Percentage	27.0%	51.8%	10.2%	3.6%	7.3%	100.0%
Non-disabled students accept their disabled peers in classrooms and other school areas	Class teacher	Count	6	24	5	2	5	42
		Percentage	14.3%	57.1%	11.9%	4.8%	11.9%	100.0%
	Subject teacher	Count	4	10	5	2	1	22
		Percentage	18.2%	45.5%	22.7%	9.1%	4.5%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	0	1	0	2
		Percentage	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	4	5	3	0	12
		Percentage	0.0%	33.3%	41.7%	25.0%	0.0%	100.0%
	Parents of non-dis. children	Count	16	8	18	6	5	53
		Percentage	30.2%	15.1%	34.0%	11.3%	9.4%	100.0%
	TOTAL	Count	29	50	34	13	11	137
		Percentage	21.2%	36.5%	24.8%	9.5%	8.0%	100.0%
Disabled students and their peers help each other.	Class teacher	Count	8	15	9	8	2	42
		Percentage	19.0%	35.7%	21.4%	19.0%	4.8%	100.0%
	Subject teacher	Count	3	7	6	3	3	22
		Percentage	13.6%	31.8%	27.3%	13.6%	13.6%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	1	0	0	2
		Percentage	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	1	2	2	5	2	12
		Percentage	8.3%	16.7%	16.7%	41.7%	16.7%	100.0%
	Parents of non-dis. children	Count	10	14	8	11	10	53
		Percentage	18.9%	26.4%	15.1%	20.8%	18.9%	100.0%
	TOTAL	Count	24	40	28	28	17	137
		Percentage	17.5%	29.2%	20.4%	20.4%	12.4%	100.0%

7.2.3 Attitudes towards inclusion

The inclusion of disabled students depends on the existence of a school culture where there are positive views regarding the contribution that inclusion can make to the learning and development of students. This section presents participants'

attitudes and views on the idea of including disabled students within mainstream schools. Table 23 presents responses to four statements.

Table 23. Participants' responses on the advantages of inclusion

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Inclusion of disabled students in mainstream classes improves educational skills of disabled students.	Class teacher	Count	20	17	2	3	0	42
		Percentage	47.6%	40.5%	4.8%	7.1%	0.0%	100.0%
	Subject teacher	Count	12	5	1	2	2	22
		Percentage	54.5%	22.7%	4.5%	9.1%	9.1%	100.0%
	School counsellor	Count	2	0	1	0	0	3
		Percentage	66.6%	0.0%	33.3%	0.0%	0.0%	100.0%
	School administrator	Count	1	0	2	0	0	3
		Percentage	33.3%	0.0%	66.6%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	1	6	3	2	0	12
		Percentage	8.3%	50.0%	25.0%	16.7%	0.0%	100.0%
Parents of non-dis. children	Count	31	9	5	4	4	53	
	Percentage	58.5%	17.0%	9.4%	7.5%	7.5%	100.0%	
TOTAL	Count	68	38	14	11	6	137	
	Percentage	49.6%	27.7%	10.2%	8.0%	4.4%	100.0%	
Inclusion of disabled students in mainstream classes improves social and emotional skills of disabled students.	Class teacher	Count	20	9	0	9	4	42
		Percentage	47.6%	21.4%	0.0%	21.4%	9.5%	100.0%
	Subject teacher	Count	6	4	2	8	2	22
		Percentage	27.3%	18.2%	9.1%	36.4%	9.1%	100.0%
	School counsellor	Count	0	2	0	1	0	3
		Percentage	0.0%	66.6%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	1	0	0	2
		Percentage	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	6	3	3	0	0	12
		Percentage	50.0%	25.0%	25.0%	0.0%	0.0%	100.0%
Parents of non-dis. children	Count	3	23	19	5	3	53	
	Percentage	5.7%	43.4%	35.8%	9.4%	5.7%	100.0%	
TOTAL	Count	37	43	25	23	9	137	
	Percentage	27.0%	31.4%	18.2%	16.8%	6.6%	100.0%	
			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
I think inclusion of disabled students promotes friendships between disabled students and their non-disabled peers.	Class teacher	Count	31	8	1	2	0	42
		Percentage	73.8%	19.0%	2.4%	4.8%	0.0%	100.0%
	Subject teacher	Count	6	14	1	1	0	22
		Percentage	27.3%	63.6%	4.5%	4.5%	0.0%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	6	3	3	0	0	12
		Percentage	50.0%	25.0%	25.0%	0.0%	0.0%	100.0%
Parents of non-dis. children	Count	5	7	33	4	4	53	
	Percentage	9.4%	13.2%	62.3%	7.5%	7.5%	100.0%	
TOTAL	Count	53	35	38	7	4	137	
	Percentage	38.7%	25.5%	27.7%	5.1%	2.9%	100.0%	
Inclusion of disabled students in mainstream classes has benefits for non-disabled students.	Class teacher	Count	17	5	3	10	7	42
		Percentage	40.5%	11.9%	7.1%	23.8%	16.7%	100.0%
	Subject teacher	Count	6	8	2	4	2	22
		Percentage	27.3%	36.4%	9.1%	18.2%	9.1%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	3	6	3	0	0	12
		Percentage	25.0%	50.0%	25.0%	0.0%	0.0%	100.0%
Parents of non-dis. children	Count	8	29	9	4	3	53	
	Percentage	15.1%	54.7%	17.0%	7.5%	5.7%	100.0%	
TOTAL	Count	38	51	17	19	12	137	
	Percentage	27.7%	37.2%	12.4%	13.9%	8.8%	100.0%	

In Table 23, firstly, 77.3% of the participants agreed that inclusion improves educational skills of disabled students, while 12.4% of them disagreed with the statement. An interesting finding was that two out of 12 parents of disabled students (16.7%) disagreed with the idea and two of the three school administrators (66.6%) were neutral.

Secondly, 58.4% of the participants agreed that inclusion enhanced social-emotional skills of disabled students, whereas 25.4% of them disagreed with this idea. Parents of disabled students had views that are more positive (75.0%) although three of them (25%) were neutral. Similarly, parents of non-disabled students had more positive views (49.1%) than negative (15.1%). 10 out of 22 subject teachers (45.5%) and 13 out of 42 class teachers (30.9%) disagreed with the idea.

Thirdly, in Table 23, 64.2% of the participants believed that inclusion enhances friendships between disabled and non-disabled students. Among the school staff, only two class teachers (4.8%) and one subject teacher (4.5%) disagreed with this idea. Interestingly, only 12 out of 53 parents of non-disabled students agreed with the idea (22.6%), while 33 of them (62.3%) were neutral.

Finally, 89 out of 137 participants (64.9%) agreed with the statement that non-disabled students benefitted from inclusion, while 31 participants (22.7%) did not agree with the statement. All school staff had more positive beliefs in this statement despite a considerable proportion of negative views among class teachers (40.5%) and subject teachers (27.3%). 37 out of 53 parents of non-disabled students (69.8%) agreed with the statement.

7.2.4 Professional efficacy

The inclusion of disabled students requires that school staff should be provided with opportunities for professional development and that their feelings of self-efficacy should be high. In this section, Table 24 and Table 25 present data regarding the support for professional needs and perceptions of professional efficacy, respectively.

Firstly, in Table 24, participants were asked if there was adequate training to meet their professional needs. It is seen that 42.4% of the participants disagree and 23.3% agree with the statement that training opportunities are sufficient. More than half of the class teachers, subject teachers, and special education teachers disagreed with the statement. Interestingly, two out of three administrators acknowledged the insufficiency of the training opportunities and one was neutral.

Secondly, in Table 24, participants were asked if they were helped and development activities were carried out to strengthen their roles in dealing with the inclusion of disabled students. 48.9% of the participants thought that this did not take place in the school, whereas 25.5% thought the opposite. Higher rates of disagreement were observed among class teachers (59.5%), subject teachers (59.1%), and parents of disabled (58.3%) and non-disabled students (37.7%).

Table 24. Participants' responses on in-service training and development opportunities

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
There is adequate ongoing training to meet the professional needs of the school staff.	Class teacher	Count	1	13	6	18	4	42
		Percentage	2.4%	31.0%	14.3%	42.9%	9.5%	100.0%
	Subject teacher	Count	2	1	3	13	3	22
		Percentage	9.1%	4.5%	13.6%	59.1%	13.6%	100.0%
	School counsellor	Count	0	1	1	0	1	3
		Percentage	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
	School administrator	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	6	3	0	12
		Percentage	0.0%	25.0%	50.0%	25.0%	0.0%	100.0%
	Parents of non-dis. children	Count	5	6	30	6	6	53
		Percentage	9.4%	11.3%	56.6%	11.3%	11.3%	100.0%
TOTAL		Count	8	24	47	42	16	137
		Percentage	5.8%	17.5%	34.3%	30.7%	11.7%	100.0%
Staff are helped and development activities are carried out to make them feel competent in working with disabled students.	Class teacher	Count	4	7	6	19	6	42
		Percentage	9.5%	16.7%	14.3%	45.2%	14.3%	100.0%
	Subject teacher	Count	1	3	5	11	2	22
		Percentage	4.5%	13.6%	22.7%	50.0%	9.1%	100.0%
	School counsellor	Count	0	2	0	1	0	3
		Percentage	0.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	0	0	1	2
		Percentage	0.0%	50.0%	0.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	2	3	6	1	12
		Percentage	0.0%	16.7%	25.0%	50.0%	8.3%	100.0%
	Parents of non-dis. children	Count	6	7	20	16	4	53
		Percentage	11.3%	13.2%	37.7%	30.2%	7.5%	100.0%
TOTAL		Count	11	24	35	53	14	137
		Percentage	8.0%	17.5%	25.5%	38.7%	10.2%	100.0%

In Table 25, participants' views on the professional competence of three groups of professionals - teachers, counsellors and school administrators- are presented. Overall, there seems to be an agreement with the view that school staff are not adequately knowledgeable, skilful and experienced when it comes to the inclusion of disabled students.

Firstly, 77 out of 137 participants (56.3%) disagreed that teachers were competent in dealing with the requirements of disability inclusion, whereas only 25 participants (18.3%) agreed. Interestingly, over half of the class teachers (69.1%) and subject teachers (54.5%) did not think they were competent in the education of disabled students. Other school staff and parents agreed. Two of the three school counsellors, two of the three administrators, one of the two special education teachers, 11 out of 12 parents of disabled students (91.7%), and 20 out of 53 parents of non-disabled students (37.8%) disagreed with the statement.

Secondly, similar findings were observed in Table 25 regarding the competence of counsellors. 66 out of 137 participants (48.2%) disagreed with the statement that school counsellors were competent in contributing to the inclusion of disabled students, whereas only 27 (19.7%) agreed. All school staff and parents provided more disagreeing views with the exception that two of the three counsellors thought that they were competent to contribute to the inclusion of disabled students.

Thirdly, Table 25 presents participant responses on whether school administrators are competent enough to manage the process of disability inclusion in the school. All participants, including school administrators, possessed dominantly negative beliefs. 70 out of 137 participants (51.1%) did not agree with the idea that school administrators were competent in managing the process of disability inclusion, whereas only 22 participants (16.0%) did. It is important to highlight that two of the three administrators strongly disagreed with the idea and the other administrator preferred to remain neutral.

Table 25. Participants' responses on the professional competence of teachers, counsellors and school administrators

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
General education teachers have the knowledge, skills and experience to teach the disabled students in their classes.	Class teacher	Count	0	9	4	22	7	42
		Percentage	0.0%	21.4%	9.5%	52.4%	16.7%	100.0%
	Subject teacher	Count	3	3	4	11	1	22
		Percentage	13.6%	13.6%	18.2%	50.0%	4.5%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	0	1	8	3	12
		Percentage	0.0%	0.0%	8.3%	66.7%	25.0%	100.0%
	Parents of non-dis. children	Count	6	2	23	10	10	53
		Percentage	11.3%	3.8%	47.2%	18.9%	18.9%	100.0%
TOTAL	Count	9	16	35	53	24	137	
	Percentage	6.6%	11.7%	25.5%	38.7%	17.5%	100.0%	
School counsellors have the sufficient knowledge, skills and experience to contribute effectively to the inclusion of disabled students.	Class teacher	Count	1	9	6	12	14	42
		Percentage	2.4%	21.4%	14.3%	28.6%	33.3%	100.0%
	Subject teacher	Count	1	3	5	9	4	22
		Percentage	4.5%	13.6%	22.7%	40.9%	18.2%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	5	4	0	12
		Percentage	8.3%	16.7%	41.7%	33.3%	0.0%	100.0%
	Parents of non-dis. children	Count	4	4	27	7	11	53
		Percentage	7.5%	7.5%	50.9%	13.2%	20.8%	100.0%
TOTAL	Count	7	20	44	36	30	137	
	Percentage	5.1%	14.6%	32.1%	26.3%	21.9%	100.0%	
School administrators have the sufficient knowledge, skills and experience to contribute effectively to the inclusion of disabled students.	Class teacher	Count	0	7	11	19	5	42
		Percentage	0.0%	16.7%	26.2%	45.2%	11.9%	100.0%
	Subject teacher	Count	1	1	5	15	0	22
		Percentage	4.5%	4.5%	22.7%	68.2%	0.0%	100.0%
	School counsellor	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	0	0	1	0	2	3
		Percentage	0.0%	0.0%	33.3%	0.0%	66.7%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	5	4	0	12
		Percentage	0.0%	25.0%	41.7%	33.3%	0.0%	100.0%
	Parents of non-dis. children	Count	4	5	23	18	3	53
		Percentage	7.5%	9.4%	43.4%	34.0%	5.7%	100.0%
TOTAL	Count	5	17	45	58	12	137	
	Percentage	3.6%	12.4%	32.8%	42.3%	8.8%	100.0%	

7.2.5 Leadership and management

In the process of including disabled students, administrative support and involvement, under a framework of effective leadership and management, is crucial (Heller & Schilit, 1987; Simpson, de Boer-Ott, & Smith-Myles, 2003; Vaughn, Schumm, Jallad, Slusher, & Saumell, 1996). Participants in this study were asked to rate the statement that there was adequate administrative support in the case school. Table 26 shows that 53 participants disagreed (38.7%) and 58 were neutral (38.7%). Importantly, one of the three school administrators disagreed, whereas one was neutral.

Table 26. Participants' responses on administrative support

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Teachers, counsellors and other staff receive sufficient administrative support in planning lessons and other activities to meet the needs of disabled students in and outside classrooms	Class teacher	Count	3	8	6	19	6	42
		Percentage	7.1%	19.0%	14.3%	45.2 %	14.3%	100.0%
	Subject teacher	Count	2	3	4	8	5	22
		Percentage	9.1%	13.6%	18.2%	36.4%	22.7%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.6%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	8	1	0	12
		Percentage	0.0%	25.0%	66.7%	8.3%	0.0%	100.0%
	Parents of non-dis. children	Count	5	5	33	5	5	53
		Percentage	9.4%	9.4%	62.3%	9.4%	9.4%	100.0%
TOTAL	Count	10	21	53	36	17	137	
	Percentage	7.3%	15.3%	38.7%	26.3%	12.4%	100.0%	

7.2.6 Communication and collaboration

The inclusion of disabled students requires effective communication and collaboration on behalf of students, professionals and other stakeholders (Dyson & Millward, 2000). Tables 27, 28 and 29 present data regarding participant views on statements about the channels of communication and the level of collaboration in the school.

The two statements in Table 27 aimed to explore the level of professional communication in the school. Firstly, 66 out of 137 participants (48.1%) disagreed with the idea that formal channels of communication are effective in enabling collaboration, whereas 42 participants agreed (30.7%). Secondly, 101 participants agreed (73.7%) with the statement that all school staff need to collaborate in order to provide inclusive practices.

Table 27. Participants' responses on communication and collaboration in the school

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Formal channels of communication in the school are effective in enabling collaboration between staff in meeting the needs of disabled students.	Class teacher	Count	9	9	4	11	9	42
		Percentage	21.4%	21.4%	9.5%	26.2%	21.4%	100.0%
	Subject teacher	Count	1	5	2	7	7	22
		Percentage	4.5%	22.7%	9.1%	31.8%	31.8%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	3	4	2	12
		Percentage	0.0%	25.0%	25.0%	33.3%	16.7%	100.0%
	Parents of non-dis. children	Count	5	9	18	13	8	53
		Percentage	9.4%	17.0%	34.0%	24.5%	15.1%	100.0%
TOTAL		Count	16	26	29	38	28	137
		Percentage	11.7%	19.0%	21.2%	27.7%	20.4%	100.0%
General education teachers, counsellors and other staff need to collaborate in order to provide successful inclusive practices.	Class teacher	Count	40	0	0	0	0	42
		Percentage	95.2%	4.8%	0.0%	0.0%	0.0%	100.0%
	Subject teacher	Count	15	6	1	0	0	22
		Percentage	68.2%	27.3%	4.5%	0.0%	0.0%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	1	1	0	0	0	2
		Percentage	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Parents of disabled children	Count	3	6	3	0	0	12
		Percentage	25.0%	50.0%	25.0%	0.0%	0.0%	100.0%
	Parents of non-dis. children	Count	5	16	24	4	4	53
		Percentage	9.4%	30.2%	45.3%	7.5%	7.5%	100.0%
TOTAL		Count	68	33	28	4	4	137
		Percentage	49.6%	24.1%	20.4%	2.9%	2.9%	100.0%

Table 28 adds to the data presented in Table 27 by providing participant responses to three statements regarding the level of collaboration in the case school. Firstly, participants were asked if the school staff collaborated effectively. More participants disagreed (46.7%) with the statement than those who agreed (28.4%). The proportion of disagreement among parents of disabled students (75.0%), subject teachers (68.2%), school counsellors (66.6%) and class teachers (64.3%) was higher than that of agreement. Two of the three school administrators believed in the existence of effective collaboration among school staff.

Secondly, in Table 28, participants were asked to rate whether collaboration between the school staff and administrators is adequate. Over half of the participants (58.2%) disagreed. 11 out of 22 subject teachers (50.0%), two of the three school counsellors, both special education teachers, and eight out of 12 parents of disabled students (66.7%) disagreed with the statement. It is important to note that two of the three administrators and 19 out of 42 class teachers (45.3%) believed that there was collaborative work between staff and administrators.

The final statement in Table 28 proposed that school staff and parents work in partnership for inclusion. Data show that more participants (42.3%) disagreed with this statement than those who agreed (37.9%). Parents of disabled students disagreed more (50.0%), whereas parents of non-disabled students were more in agreement (35.9%) than disagreement (28.3%). As for the school staff, class teachers (52.4%), subject teachers (45.5%), (two out of three) school counsellors and both special education teachers provided a higher proportion of disagreement than agreement. Two of the three school administrators (66.6%) agreed with the statement.

Table 28. Participants' responses on the collaborative practice regarding disabled students

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
School staff collaborate effectively in meeting educational and individual needs of disabled students.	Class teacher	Count	5	7	3	17	10	42
		Percentage	11.9%	16.7%	7.1%	40.5%	23.8%	100.0%
	Subject teacher	Count	1	4	2	9	6	22
		Percentage	4.5%	18.2%	9.1%	40.9%	27.3%	100.0%
	School counsellor	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	2	1	4	5	12
		Percentage	0.0%	16.7%	8.3%	33.3%	41.7%	100.0%
	Parents of non-dis. children	Count	7	10	27	6	3	53
		Percentage	13.2%	18.9%	50.9%	11.3%	5.7%	100.0%
	TOTAL	Count	14	25	34	38	26	137
		Percentage	10.2%	18.2%	24.8%	27.7%	19.0%	100.0%
School staff and administrators work cooperatively in meeting the educational and individual needs of disabled students.	Class teacher	Count	7	12	5	13	5	42
		Percentage	16.7%	28.6%	11.9%	31.0%	11.9%	100.0%
	Subject teacher	Count	1	6	4	2	9	22
		Percentage	4.5%	27.3%	18.2%	9.1%	40.9%	100.0%
	School counsellor	Count	0	2	0	1	0	3
		Percentage	0.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	2	2	6	2	12
		Percentage	0.0%	16.7%	16.7%	50.0%	16.7%	100.0%
	Parents of non-dis. children	Count	10	10	7	17	9	53
		Percentage	18.9%	18.9%	13.2%	32.1%	17.0%	100.0%
	TOTAL	Count	19	33	19	40	26	137
		Percentage	13.9%	24.1%	13.9%	29.2%	19.0%	100.0%
Staff and parents work in partnership in meeting the educational and individual needs of disabled students.	Class teacher	Count	5	12	3	18	4	42
		Percentage	11.9%	28.6%	7.1%	42.9%	9.5%	100.0%
	Subject teacher	Count	3	6	3	6	4	22
		Percentage	13.6%	27.3%	13.6%	27.3%	18.2%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	3	2	3	3	12
		Percentage	8.3%	25.0%	16.7%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	8	11	19	14	1	53
		Percentage	15.1%	20.8%	35.8%	26.4%	1.9%	100.0%
	TOTAL	Count	18	34	27	45	13	137
		Percentage	13.1%	24.8%	19.7%	32.8%	9.5%	100.0%

The next three statements in Table 29 aimed to explore the level of communication between disabled students and the school staff. Participants were asked whether teachers, counsellors and administrators were comfortable communicating with disabled students, respectively. Interestingly, among the three groups, school counsellors were rated as the least comfortable group; only 51 out of 137 participants (37.2%) agreed that school counsellors communicated with disabled students effectively. This proportion was 37.9% for teachers, and 42.3% for school administrators. Regarding teacher-student communication, half of the subject teachers (50.0%), two of the three counsellors, both special education teachers, and eight out of 12 parents of disabled students (75.0%) disagreed with the idea that teachers could communicate with disabled students effectively. As for counsellor-student communication, more subject teachers (40.9%), both special education teachers (100.0%) and more parents of disabled students (66.6%) disagreed with the idea that school counsellors were comfortable communicating with disabled students. When it comes to administrator-student

communication, the proportion of disagreement was higher than agreement only among subject teachers (50.0%).

Table 29. Participants' responses on the communication between disabled students and school staff

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Teachers in the school are comfortable communicating with disabled students.	Class teacher	Count	15	12	5	10	0	42
		Percentage	35.7%	28.6%	11.9%	23.8%	0.0%	100.0%
	Subject teacher	Count	2	6	3	9	2	22
		Percentage	9.1%	27.3%	13.6%	40.9%	9.1%	100.0%
	School counsellor	Count	0	0	1	2	0	3
		Percentage	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	1	1	6	3	12
		Percentage	8.3%	8.3%	8.3%	50.0%	25.0%	100.0%
School counsellors are comfortable communicating with disabled students.	Parents of non-dis. children	Count	7	7	22	15	2	53
		Percentage	13.2%	13.2%	41.5%	28.3%	3.8%	100.0%
	TOTAL	Count	25	27	33	44	8	137
		Percentage	18.2%	19.7%	24.1%	32.1%	5.8%	100.0%
	Class teacher	Count	12	11	4	9	6	42
		Percentage	28.6%	26.2%	9.5%	21.4%	14.3%	100.0%
	Subject teacher	Count	1	6	6	8	1	22
		Percentage	4.5%	27.3%	27.3%	36.4%	4.5%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	0	1	1	0	1	3
		Percentage	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
School administrators are comfortable communicating with disabled students.	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	4	0	4	4	12
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	Parents of non-dis. children	Count	3	10	25	10	5	53
		Percentage	5.7%	18.9%	47.2%	18.9%	9.4%	100.0%
	TOTAL	Count	18	33	36	32	18	137
		Percentage	13.1%	24.1%	26.3%	23.4%	13.1%	100.0%
	Class teacher	Count	11	11	6	14	0	42
		Percentage	26.2%	26.2%	14.3%	33.3%	0.0%	100.0%
	Subject teacher	Count	2	5	4	7	4	22
		Percentage	9.1%	22.7%	18.2%	31.8%	18.2%	100.0%
School administrators are comfortable communicating with disabled students.	School counsellor	Count	0	2	0	1	0	3
		Percentage	0.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	6	1	2	12
		Percentage	0.0%	25.0%	50.0%	8.3%	16.7%	100.0%
	Parents of non-dis. children	Count	8	15	13	16	1	53
		Percentage	15.1%	28.3%	24.5%	30.2%	1.9%	100.0%
	TOTAL	Count	21	37	31	40	8	137
		Percentage	15.3%	27.0%	22.6%	29.3%	5.8%	100.0%

7.2.7 School environment

An inclusive school environment is a key factor in inclusion. In this research, participants' views regarding the physical and psychosocial environment of the school were collected and presented in the following two sections.

7.2.7.1 Physical environment

Firstly, two statements in Table 30 were proposed to collect participants' views on the view that the school's physical environment was appropriate to include disabled students. Analyses indicated a higher proportion of disagreement (58.5%)

than agreement (27.7%) with this idea. Disagreement was higher among class teachers (73.8%), subject teachers (77.3%) and parents of disabled students (75.0%). Only school administrators (66.7%) and parents of non-disabled students (49.0%) had a higher agreement proportion.

Secondly, participants rated the appropriateness of the physical environment of classrooms. 63 out of 137 participants (46.0%) disagreed, and 58 (42.3%) agreed with the idea that the physical environment of the classrooms was appropriate. All school administrators and half of the class teachers agreed. More negative opinions about the classroom environment came from nine out of 12 parents of disabled students (75.0%), two of the three counsellors and 14 out of 22 subject teachers (63.6%).

Table 30. Participants' responses on the school's physical environment

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
The school's physical environment is appropriate to include disabled students.	Class teacher	Count	1	5	5	21	10	42
		Percentage	2.4%	11.9%	11.9%	50.0%	23.8%	100.0%
	Subject teacher	Count	2	1	2	13	4	22
		Percentage	9.1%	4.5%	9.1%	59.1%	18.2%	100.0%
	School counsellor	Count	0	1	0	0	2	3
		Percentage	0.0%	33.3%	0.0%	0.0%	66.7%	100.0%
	School administrator	Count	0	2	0	1	0	3
		Percentage	0.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	0	3	7	2	12
		Percentage	0.0%	0.0%	25.0%	58.3%	16.7%	100.0%
TOTAL		Count	15	23	23	57	19	137
		Percentage	10.9%	16.8%	16.8%	41.6%	13.9%	100.0%
The physical environment of classrooms is arranged for disabled students (e.g. seating arrangements, space for movement)	Class teacher	Count	8	13	4	13	4	42
		Percentage	19.0%	31.0%	9.5%	31.0%	9.5%	100.0%
	Subject teacher	Count	2	3	3	11	3	22
		Percentage	9.1%	13.6%	13.6%	50.0%	13.6%	100.0%
	School counsellor	Count	0	1	0	0	2	3
		Percentage	0.0%	33.3%	0.0%	0.0%	66.7%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	2	5	4	12
		Percentage	0.0%	8.3%	16.7%	41.7%	33.3%	100.0%
TOTAL		Count	9	18	6	10	10	53
		Percentage	17.0%	34.0%	11.3%	18.9%	18.9%	100.0%
TOTAL		Count	20	38	16	39	24	137
		Percentage	14.6%	27.7%	11.7%	28.5%	17.5%	100.0%

7.2.7.2 Psychosocial environment

In this section, I present participants' responses to statements about the school's psychosocial environment, which is categorized as (i) welcoming disabled students and removing barriers (Table 31), (ii) expectations for disabled students (Table 32), and (iii) the value given to disabled students (Table 33).

Welcoming disabled students and removing barriers: Table 31 presents responses to three statements. Firstly, 56 out of 137 participants (40.9%) agreed and 44 participants (32.1%) disagreed with the idea that disabled students and their parents feel welcomed in the school. However, there was a higher proportion of disagreement among parents of disabled students (50.0%), while three out of 12 of them agreed (25.0%) with the statement.

Secondly, it is seen in Table 31 that 66 out of 137 participants (48.5%) disagreed with the idea that disabled students and their families were made to feel as main members of the school community, whereas 53 participants agreed (38.7%) with the statement. Nine out of 12 parents of disabled students (75.0%) provided negative views, whereas only one parent agreed with the statement (8.3%).

Thirdly, Table 31 presents participants' responses to the statement that barriers towards learning and participation of disabled students are removed in the school. Overall, more participants agreed (39.4%) with this statement than those who disagreed (32.1%). The proportion of agreement among class teachers (47.6%), subject teachers (68.2%) and school administrators (two out of three) was higher than that of disagreement. However, more parents of disabled students (five out of 12) disagreed with this idea, whereas four parents agreed.

Table 31. Participants' responses on welcoming disabled students and removing barriers

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Disabled students and their parents are made to feel welcome in this school.	Class teacher	Count	7	13	3	17	2	42
		Percentage	16.7%	31.0%	7.1%	40.5%	4.8%	100.0%
	Subject teacher	Count	2	5	4	8	3	22
		Percentage	9.1%	22.7%	18.2%	36.4%	13.6%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	3	5	1	12
		Percentage	8.3%	16.7%	25.0%	41.7%	8.3%	100.0%
Disabled students and their families are made to feel like full members of the school community.	Parents of non-dis. children	Count	11	11	26	4	1	53
		Percentage	20.8%	20.8%	49.1%	7.5%	1.9%	100.0%
	TOTAL	Count	23	33	37	36	8	137
		Percentage	16.8%	24.1%	27.0%	26.3%	5.8%	100.0%
	Class teacher	Count	4	18	4	11	5	42
		Percentage	9.5%	42.9%	9.5%	26.2%	11.9%	100.0%
	Subject teacher	Count	2	3	4	12	1	22
		Percentage	9.1%	13.6%	18.2%	54.5%	4.5%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
School staff seek to remove barriers to learning and participation of disabled students in all aspects of the school.	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	2	5	4	12
		Percentage	0.0%	8.3%	16.7%	41.7%	33.3%	100.0%
	Parents of non-dis. children	Count	10	12	6	16	9	53
		Percentage	18.9%	22.6%	11.3%	30.2%	17.0%	100.0%
	TOTAL	Count	17	36	18	46	20	137
		Percentage	12.4%	26.3%	13.1%	33.6%	14.9%	100.0%
	Class teacher	Count	5	15	5	10	7	42
		Percentage	11.9%	35.7%	11.9%	23.8%	16.7%	100.0%
	Subject teacher	Count	7	8	2	3	2	22
		Percentage	31.8%	36.4%	9.1%	13.6%	9.1%	100.0%
School staff seek to remove barriers to learning and participation of disabled students in all aspects of the school.	School counsellor	Count	0	1	1	0	1	3
		Percentage	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	4	3	5	0	12
		Percentage	0.0%	33.3%	25.0%	41.7%	0.0%	100.0%
	Parents of non-dis. children	Count	2	10	27	11	3	53
		Percentage	3.8%	18.9%	50.9%	20.8%	5.7%	100.0%
	TOTAL	Count	15	39	39	30	14	137
		Percentage	10.9%	28.5%	28.5%	21.9%	10.2%	100.0%

Expectations for disabled students: An inclusive environment in a school depends on the existence of high and appropriate expectations for disabled students in planning and implementing inclusive practices (Table 32). When participants were presented the statement that the case school included such expectations for disabled students, 38.0% of the participants disagreed, whereas 37.2% of them agreed. Among the school staff, only subject teachers (50.0%) included a higher proportion of disagreement than agreement. Over half of the parents of disabled students (66.7%) did not believe that their children's potential was used to the maximum they could achieve.

Table 32. Participants' responses on the expectations for disabled students

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
There are high and appropriate educational expectations for disabled students	Class teacher	Count	2	19	5	9	7	42
		Percentage	4.8%	45.2%	11.9%	21.4 %	16.7%	100.0%
	Subject teacher	Count	3	5	3	7	4	22
		Percentage	13.6%	22.7%	13.6%	31.8%	18.2%	100.0%
	School counsellor	Count	2	0	1	0	0	3
		Percentage	66.6%	0.0%	33.3%	0.0%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	0	1	0	2
		Percentage	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	1	3	5	3	12
		Percentage	0.0%	8.3%	25.0%	41.7%	25.0%	100.0%
	Parents of non-dis. children	Count	9	7	21	13	3	53
		Percentage	17.0%	13.2%	39.6%	24.5%	5.7%	100.0%
TOTAL	Count	17	34	34	35	17	137	
	Percentage	12.4%	24.8%	24.8%	25.6%	12.4%	100.0%	

The value given to disabled students: The value given to disabled students and the effort made to prevent discrimination within the school is important in the establishment of an inclusive school environment. Table 33 contains two statements related to this issue. First, participants were asked if all students were equally valued and respected in the school. Findings show lack of a universal agreement with this belief. The proportion of disagreement (37.3%) with this statement was higher than that of agreement (35.7%), and the rate of neutrality was considerable (27.5%). Both special education teachers did not believe that all students were equally valued. No parent of disabled student agreed with this idea.

Secondly, participants' views on the idea that the school works hard to minimize discrimination were more favourable; the proportion of agreement (54.7%) was higher than disagreement (38.8%). However, two of the three counsellors, one of the two special education teachers, and six out of 12 parents of disabled students (50.0%) disagreed with this idea.

Table 33. Participants' responses on the value given to disabled students and the effort to minimise discrimination

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Students are equally valued and respected in the school.	Class teacher	Count	5	13	7	11	6	42
		Percentage	11.9%	31.0%	16.7%	26.2 %	14.3%	100.0%
	Subject teacher	Count	2	7	6	5	2	22
		Percentage	9.1%	31.8%	27.3%	22.7%	9.1%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	0	3	6	3	12
		Percentage	0.0%	0.0%	25.0%	50.0%	25.0%	100.0%
	Parents of non-dis. children	Count	9	9	21	7	7	53
		Percentage	17.0%	17.0%	39.6%	13.2%	13.2%	100.0%
TOTAL	Count	18	31	37	32	19	137	
	Percentage	13.1%	22.6%	27.0%	23.4%	13.9%	100.0%	
The school works hard to minimize discrimination	Class teacher	Count	13	15	3	9	2	42
		Percentage	31.0%	35.7%	7.1%	21.4%	4.8%	100.0%
	Subject teacher	Count	3	10	1	6	2	22
		Percentage	13.6%	45.5%	4.5%	27.3%	9.1%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	3	3	3	12
		Percentage	0.0%	25.0%	25.0%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	10	17	5	13	8	53
		Percentage	18.9%	32.1%	9.4%	24.5%	15.1%	100.0%
TOTAL	Count	27	48	13	33	16	137	
	Percentage	19.7%	35.0%	9.5%	24.1%	14.7%	100.0%	

Summary of questionnaire findings regarding the school culture: In this section, findings show that:

- There is commitment to paradigms and elements of segregated education (e.g., special education classrooms, medical identification),
- there are varying attitudes towards students diagnosed with different types of impairments,
- expectations for disabled students tend to be low,
- there are not unconditional and school-wide positive views in regard to the placement of disabled students within the school,
- more participants disagree with the efficacy of professionals and effectiveness of school management than those who agree,
- over half of the participants disagree with the existence of constructive communication and collaboration among stakeholders,
- over half of the participants disagree with that the physical environment of the school and arrangement of classrooms is appropriate to disabled students, and
- over half of parents of disabled students do not feel they and their children are valued in the school.

7.3 School and national policy

The second dimension of the questionnaire contained items concerning local and national policy and regulations on the inclusion of disabled students. Findings are presented in four themes: (i) availability and clarity of policy, (ii) supporting students, increasing attendance and reducing discrimination, (iii) enhancing collaboration, and (iv) stakeholder involvement.

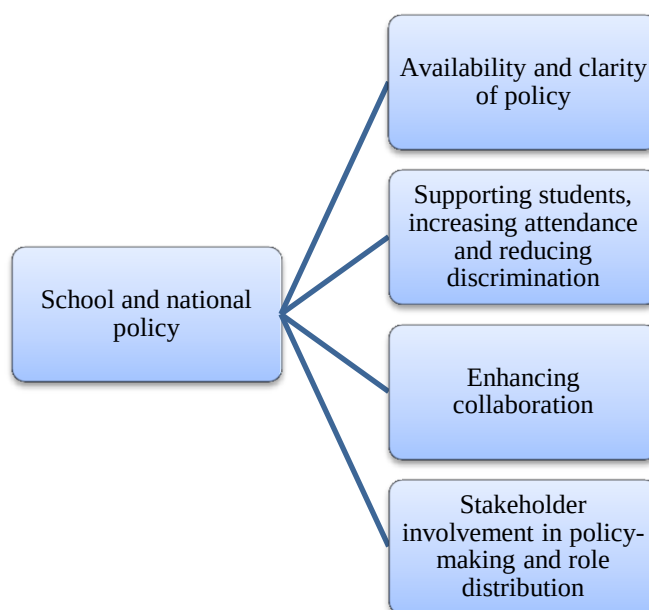


Figure 11. School and national policy and its sub-dimensions

7.3.1 Availability and clarity of policy

In this section, I present participants' views regarding the extent to which (i) the school has clear policy for accommodating and including disabled students (Table 34), and (ii) the national policy and school regulations are well-understood and implemented in the school (Table 35).

Table 34 includes responses to two statements. Firstly, 68 out of 137 participants (49.7%) disagreed with the statement that the school has clear policy and regulations to accommodate new disabled students, whereas 34 participants (24.8%) agreed. The proportion of disagreement among parents of disabled students (58.4%), class teachers (61.9%), subject teachers (46.4%), counsellors

(two of three), and special education teachers (two out of two) was higher than the proportion of agreement.

Secondly, in Table 34, responses revealed that 69 out of 137 participants (46.8%) disagreed, and 43 out of 137 participants agreed (31.3%) with the statement that the school has clear policy for the provision of inclusive education. Eight out of 12 parents of disabled students (66.7%), half of the 42 class teachers, 12 out of 22 subject teachers (54.5%) and both special education teachers disagreed with the statement.

Table 34. Participants' responses on the availability and clarity of school regulations

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
There are clear and feasible school regulations regarding accommodating new disabled students.	Class teacher	Count	8	4	4	21	5	42
		Percentage	19.0%	9.5%	9.5%	50.0%	11.9%	100.0%
	Subject teacher	Count	2	5	5	9	1	22
		Percentage	9.1%	22.7%	22.7%	40.9%	4.5%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	00.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	1	3	5	2	12
		Percentage	8.3%	8.3%	25.0%	41.7%	16.7%	100.0%
TOTAL		Count	15	19	35	47	21	137
		Percentage	10.9%	13.9%	25.5%	34.3%	15.4%	100.0%
The school has clear policy and regulations for the provision of inclusive education.	Class teacher	Count	5	12	8	15	2	42
		Percentage	11.9%	28.6%	19.0%	35.7%	4.8%	100.0%
	Subject teacher	Count	2	1	7	11	1	22
		Percentage	9.1%	4.5%	31.8%	50.0%	4.5%	100.0%
	School counsellor	Count	0	2	0	1	0	3
		Percentage	0.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	00.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	3	6	2	12
		Percentage	33.3%	8.3%	25.0%	50.0%	16.7%	100.0%
TOTAL		Count	18	25	30	52	12	137
		Percentage	13.1%	18.2%	21.9%	38.0%	8.8%	100.0%

Table 35 presents participants' responses on the extent to which national and school policy is well-understood and implemented in the school. Firstly, over half of the participants disagreed (54.8%) with the idea that the national policy is well-understood and implemented in the school. Similarly, there was more disagreement (44.6%) than agreement (28.5%) with the idea that school policy is well-understood and implemented. All participant groups had higher proportions of disagreement than agreement with the two statements, except two of the three counsellors and two of the three administrators who thought that the school policy is well-understood and implemented.

Table 35. Participants' responses on the understanding and implementation of school and national policy

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
National inclusion policy is well-understood and implemented in the school.	Class teacher	Count	2	14	3	19	4	42
		Percentage	4.8%	33.3%	7.1%	45.2%	9.5%	100.0%
	Subject teacher	Count	3	1	9	7	2	22
		Percentage	13.6%	4.5%	40.9%	31.8%	9.1%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	0	0	1	1	3
		Percentage	33.3%	0.0%	0.0%	33.3%	33.3%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	0	5	3	4	12
		Percentage	0.0%	0.0%	41.7%	25.0%	33.3%	100.0%
	Parents of non-dis. children	Count	7	4	12	21	9	53
		Percentage	13.2%	7.5%	22.6%	39.6%	17.0%	100.0%
	TOTAL	Count	13	19	30	53	22	137
		Percentage	9.5%	13.9%	21.9%	38.7%	16.1%	100.0%
The school's inclusion policy and regulations are well-understood and implemented in the school.	Class teacher	Count	2	13	3	23	1	42
		Percentage	4.8%	31.0%	7.1%	54.8%	2.4%	100.0%
	Subject teacher	Count	2	4	4	8	4	22
		Percentage	9.1%	18.2%	18.2%	36.4%	18.2%	100.0%
	School counsellor	Count	0	2	0	0	1	3
		Percentage	0.0%	66.6%	0.0%	0.0%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	1	3	4	3	1	12
		Percentage	8.3%	25.0%	33.3%	25.0%	8.3%	100.0%
	Parents of non-dis. children	Count	3	7	24	15	4	53
		Percentage	5.7%	13.2%	45.3%	28.3%	7.5%	100.0%
	TOTAL	Count	9	30	37	49	12	137
		Percentage	6.6%	21.9%	27.0%	35.8%	8.8%	100.0%

7.3.2 Supporting students, increasing attendance and reducing discrimination

Among the purposes of inclusive school policy are to prevent any form of discrimination and bullying against disabled students, remove barriers to their attendance and provide them with necessary support. Table 36 and Table 37 show participants' views regarding the purposes of the school policy and regulations.

In Table 36, participants were asked whether the school policy could (i) reduce discrimination, (ii) remove barriers to attendance, and (iii) prevent bullying against disabled students. In all three statements, the proportions of disagreement (52.5%, 43.8%, 48.1%, respectively) were higher than proportions of agreement (34.3%, 34.3, 32.6, respectively). Regarding the role of policy against discrimination, only school administrators (two out of three) and school counsellors (two out of three) had views that were more favourable. Regarding the role of policy to maximize attendance of disabled students, half of the class teachers (50.0%) and subject teachers (50.0%) as well as two out of three school administrators agreed that the school policy could achieve that role. Finally, regarding the role of policy to prevent bullying against disabled students, both special education teachers and over half of the parents of disabled students (58.3%)

were in disagreement with the idea that school policy prevented bullying against disabled students.

Table 36. Participants' responses on the role of school regulations in eliminating barriers and discrimination and enhancing participation

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
School regulations help to prevent any form of discrimination against disabled students.	Class teacher	Count	5	14	3	17	3	42
		Percentage	11.9%	33.3%	7.1%	40.5%	7.1%	100.0%
	Subject teacher	Count	1	7	1	12	1	22
		Percentage	4.5%	31.8%	4.5%	54.5%	4.5%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	3	5	2	2	12
		Percentage	0.0%	25.0%	41.7%	16.7%	16.7%	100.0%
School regulations help to remove barriers to attendance of disabled students.	Parents of non-dis. children	Count	5	8	8	21	11	53
		Percentage	9.4%	15.1%	15.1%	39.6%	20.8%	100.0%
	TOTAL	Count	13	34	18	54	18	137
		Percentage	9.5%	24.8%	13.1%	39.4%	13.1%	100.0%
School regulations help to prevent bullying against disabled students.	Class teacher	Count	8	13	6	15	0	42
		Percentage	19.0%	31.0%	14.3%	35.7%	0.0%	100.0%
	Subject teacher	Count	0	11	1	9	1	22
		Percentage	0.0%	50.0%	4.5%	40.9%	4.5%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	5	5	1	12
		Percentage	0.0%	8.3%	41.7%	41.7%	8.3%	100.0%
School regulations help to prevent bullying against disabled students.	Parents of non-dis. children	Count	4	7	16	16	10	53
		Percentage	7.5%	13.2%	30.2%	30.2%	18.9%	100.0%
	TOTAL	Count	14	33	30	47	13	137
		Percentage	10.2%	24.1%	21.9%	34.3%	9.5%	100.0%
School regulations help to prevent bullying against disabled students.	Class teacher	Count	4	9	9	15	5	42
		Percentage	9.5%	21.4%	21.4%	35.7%	11.9%	100.0%
	Subject teacher	Count	3	8	3	5	3	22
		Percentage	13.6%	36.4%	13.6%	22.7%	13.6%	100.0%
	School counsellor	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	2	3	1	6	12
		Percentage	0.0%	16.7%	25.0%	8.3%	50.0%	100.0%
School regulations help to prevent bullying against disabled students.	Parents of non-dis. children	Count	8	7	10	18	10	53
		Percentage	15.1%	13.2%	18.9%	34.0%	18.9%	100.0%
	TOTAL	Count	17	28	26	41	25	137
		Percentage	12.4%	20.4%	19.0%	29.9%	18.2%	100.0%

Inclusion requires that support to be given to disabled students in order to meet their individual and educational needs must be well-planned and coordinated (UNESCO, 2001). However, Table 37 shows that 80 out of 137 participants (58.4%) disagree with the statement that the school has a well-organised support system to meet the needs of disabled students. All groups, except two of the three administrators who agreed with the statement, were in disagreement with the idea that support to be given to disabled students is well-planned and coordinated.

Table 37. Participants' responses on the planning of support given to disabled students

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Support to be given to disabled students is well coordinated and planned	Class teacher	Count	2	7	6	15	12	42
		Percentage	4.8%	16.7%	14.3%	35.7%	28.6%	100.0%
	Subject teacher	Count	0	2	7	12	1	22
		Percentage	0.0%	9.1%	31.8%	54.5%	4.5%	100.0%
	School counsellor	Count	1	0	0	2	0	3
		Percentage	33.3%	0.0%	0.0%	66.6%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	1	1	2	5	3	12
		Percentage	8.3%	8.3%	16.7%	41.7%	25.0%	100.0%
	Parents of non-dis. children	Count	5	9	10	14	15	53
		Percentage	9.4%	17.0%	18.9%	26.4%	28.3%	100.0%
TOTAL	Count	10	20	27	48	32	137	
	Percentage	7.3%	14.6%	19.7%	35.0%	23.4%	100.0%	

7.3.3 Enhancing collaboration

Inclusive school policy enhances collaboration among stakeholders (Booth & Ainscow, 2002). Participants in this study were asked if the school's policy and regulations help to enhance collaboration (i) among school staff and (ii) between school staff and families. Table 38 presents responses to these statements. All participant groups, excluding school administrators, predominantly disagreed with the ideas that policy and regulations facilitate collaboration among school staff (56.2%), and there is partnership between school staff and families (64.2%). In both statements, two of the three school administrators (66.7%) thought that the policy helped to achieve the above tasks. Regarding partnership between school and families, nine out of 12 parents of disabled students (75.0%) and 32 out of 53 parents of non-disabled students (60.4%) disagreed with the statement. Results show that school staff and families are not satisfied with the existing regulations and procedures in strengthening the channels through which they could establish and maintain productive communication and collaboration.

Table 38. Participants' responses on the role of school policy in enhancing collaboration and family partnership

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
School's policy and regulations aim at enhancing collaboration among school staff	Class teacher	Count	4	7	7	17	7	42
		Percentage	9.5%	16.7%	16.7%	40.5%	16.7%	100.0%
	Subject teacher	Count	2	5	2	7	6	22
		Percentage	9.1%	22.7%	9.1%	31.8%	27.3%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	0	4	5	2	12
		Percentage	8.3%	0.0%	33.3%	41.7%	16.7%	100.0%
Parents of non-dis. children	Count	6	8	10	14	15	53	
	Percentage	11.3%	15.1%	18.9%	26.4%	28.3%	100.0%	
TOTAL	Count	14	21	25	45	32	137	
	Percentage	10.2%	15.3%	18.2%	32.8%	23.4%	100.0%	
School's policy and regulations aim at ensuring family partnership	Class teacher	Count	4	5	3	17	13	42
		Percentage	9.5%	11.9%	7.1%	40.5%	31.0%	100.0%
	Subject teacher	Count	2	3	2	10	5	22
		Percentage	9.1%	13.6%	9.1%	45.5%	22.7%	100.0%
	School counsellor	Count	0	1	1	0	1	3
		Percentage	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	2	7	2	12
		Percentage	0.0%	8.3%	16.7%	58.3%	16.7%	100.0%
Parents of non-dis. children	Count	7	7	7	23	9	53	
	Percentage	13.2%	13.2%	13.2%	43.4%	17.0%	100.0%	
TOTAL	Count	14	18	17	57	31	137	
	Percentage	10.2%	13.1%	12.4%	41.6%	22.6%	100.0%	

7.3.4 Stakeholder involvement in policy-making and role distribution

The next couple of statements aimed to elicit participants' responses regarding (i) their contribution to policy-making in the school, (ii) the extent to which they are informed about the steps taken in the process of policy design and implementation, and (iii) whether staff know their roles in the school.

Firstly, Table 39 shows that 67.9% of the participants disagreed when presented the statement that they contribute to the process of policy-making. Interestingly, two of the three school administrators (66.6%) disagreed with the idea that school staff were adequately involved in the policy-making process in the school. Secondly, over half of the participants (51.1%) thought that they were not informed about the steps taken in the implementation of the national and local inclusion policy. Finally, participants provided varying opinions on whether staff members knew their assigned roles regarding inclusion. Slightly more participants disagreed (38.7%) with the statement than those who agreed that they knew their roles (35.7%). Among the school staff, the proportion of agreement was higher among class teachers (47.6%), subject teachers (59.0%), and administrators (two of the three).

Table 39. Participants' responses on the staff involvement in policy making, and role distribution

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Staff members contribute to the process of policy making in the school.	Class teacher	Count	1	8	0	21	12	42
		Percentage	2.4%	19.0%	0.0%	50.0%	28.6%	100.0%
	Subject teacher	Count	1	2	3	8	8	22
		Percentage	4.5%	9.1%	13.6%	36.4%	36.4%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	2	7	0	12
		Percentage	8.3%	16.7%	16.7%	58.3%	0.0%	100.0%
	Parents of non-dis. children	Count	8	3	11	21	10	53
		Percentage	15.1%	5.7%	20.8%	39.6%	18.9%	100.0%
	TOTAL	Count	11	17	16	62	31	137
		Percentage	8.0%	12.4%	11.7%	45.3%	22.6%	100.0%
Staff are informed about steps taken in the implementation of national and school's inclusion policy.	Class teacher	Count	4	7	4	15	12	42
		Percentage	9.5%	16.7%	9.5%	35.7%	28.7%	100.0%
	Subject teacher	Count	2	4	3	10	3	22
		Percentage	9.1%	18.2%	13.6%	45.5%	13.6%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	5	2	4	0	12
		Percentage	8.3%	41.7%	16.7%	33.3%	0.0%	100.0%
	Parents of non-dis. children	Count	5	6	20	11	11	53
		Percentage	9.4%	11.3%	37.7%	20.8%	20.8%	100.0%
	TOTAL	Count	13	24	30	42	28	137
		Percentage	9.5%	17.5%	21.9%	30.7%	20.4%	100.0%
Each staff member knows his/her assigned role or appointed position.	Class teacher	Count	7	9	6	19	1	42
		Percentage	16.7%	21.4%	14.3%	45.2%	2.4%	100.0%
	Subject teacher	Count	1	12	1	7	1	22
		Percentage	4.5%	54.5%	4.5%	31.8%	4.5%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	4	3	2	3	12
		Percentage	0.0%	33.3%	25.0%	16.7%	25.0%	100.0%
	Parents of non-dis. children	Count	4	9	23	9	8	53
		Percentage	7.5%	17.0%	43.4%	17.0%	15.1%	100.0%
	TOTAL	Count	14	35	35	39	14	137
		Percentage	10.2%	25.5%	25.5%	28.5%	10.2%	100.0%

Summary of questionnaire findings regarding school and national policy: In this section, findings show that:

- Over half of the participants do not think that there is supportive and understandable national and local inclusion policy,
- over half of the participants disagree with the idea that local and national policy is effective in eliminating barriers and discrimination against disabled students and enhancing their attendance and participation,
- over half of the participants disagree with the idea that local policy helps to improve planning and coordination of support to be given to disabled students, and
- over half of the participants think that they are not involved in the processes of designing and implementing local and national inclusion policy.

7.4 School practices

The third dimension of the questionnaire aimed to collect data regarding participants' views on the school practices, as they relate to the inclusion of disabled students. I present findings in six themes: (i) referral and identification, (ii) teaching and learning, (iii) curriculum, (iv) assessment, (v) infrastructure, and (vi) communication among institutions.

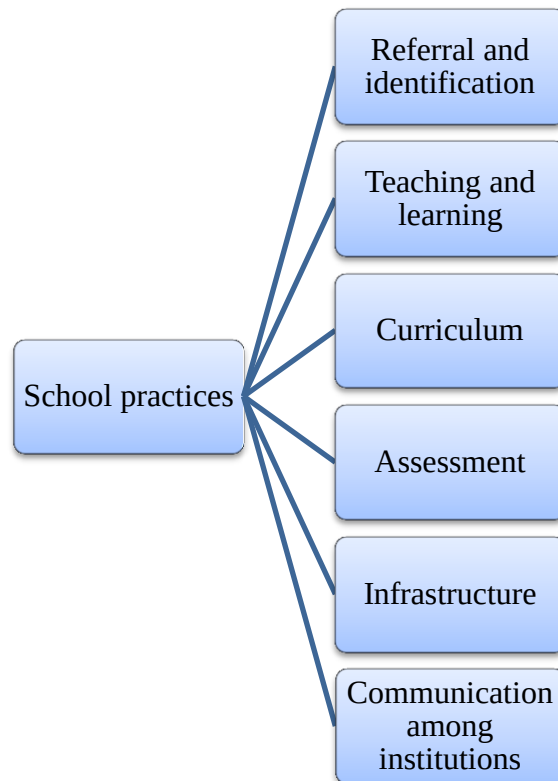


Figure 12. School practices and its sub-dimensions

7.4.1 Referral and identification

Referral of disabled students and their medical identification is a contested issue in Turkey. Table 40 includes three statements that explore the extent to which (i) the school carries out early identification and referral successfully, (ii) the related GRC carries out accurate identification and placement, and (iii) medical identification facilitates instructional planning and practices at school.

Firstly, Table 40 shows that over half of the participants disagreed (51.1%) with the statement that referral to the GRC is accurately made at school. Over half of the class teachers (61.9%), subject teachers (63.6%), parents of disabled students (75.0%) and special education teachers (two out of two) disagreed with the statement. Secondly, 55 out of 137 participants (40.1%) disagreed, whereas 46 participants (33.6%) agreed with the statement that identification and placement is carried out successfully at the GRC. All school administrators and two of the three counsellors agreed with this idea. Finally, participants stated more agreement (36.5%) than disagreement (31.3%) with the idea that identification helps the processes of instructional planning and implementation. However, half of parents of disabled students (50.0%) did not agree that identification has a supportive role in planning and implementation of inclusive practices.

Table 40. Participants' responses on referral and identification

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Referral is accurately made at school to related Guidance and Research Centre.	Class teacher	Count	4	8	4	22	4	42
		Percentage	9.5%	19.0%	9.5%	52.4%	9.5%	100.0%
	Subject teacher	Count	1	3	4	7	7	22
		Percentage	4.5%	13.6%	18.2%	31.8%	31.8%	100.0%
	School counsellor	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	0	2	0	1	0	3
		Percentage	0.0%	66.6%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	0	2	6	3	12
		Percentage	8.3%	0.0%	16.7%	50.0%	25.0%	100.0%
	Parents of non-dis. children	Count	7	12	16	12	6	53
		Percentage	13.2%	22.6%	30.2%	22.6%	11.3%	100.0%
TOTAL	Count	14	27	26	29	21	137	
	Percentage	10.2%	19.7%	19.0%	35.8%	15.3%	100.0%	
Identification and placement is accurately carried out in the related Guidance and Research Centre	Class teacher	Count	5	5	10	17	5	42
		Percentage	11.9%	11.9%	23.8%	40.5%	11.9%	100.0%
	Subject teacher	Count	2	3	6	6	5	22
		Percentage	9.1%	13.6%	27.3%	27.3%	22.7%	100.0%
	School counsellor	Count	0	2	0	1	0	3
		Percentage	0.0%	66.6%	0.0%	33.3%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	3	3	3	12
		Percentage	8.3%	16.7%	25.0%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	8	15	17	10	3	53
		Percentage	15.1%	28.3%	32.1%	18.9%	5.7%	100.0%
TOTAL	Count	17	29	36	38	17	137	
	Percentage	12.4%	21.2%	26.3%	27.7%	12.4%	100.0%	
Identification helps to facilitate instructional planning and practices (e.g. accommodation of curriculum content, adaptation and differentiation of instruction).	Class teacher	Count	8	14	2	12	6	42
		Percentage	19.0%	33.3%	4.8%	28.6%	14.3%	100.0%
	Subject teacher	Count	3	4	8	2	5	22
		Percentage	13.6%	18.2%	36.4%	9.1%	22.7%	100.0%
	School counsellor	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	3	2	1	6	0	12
		Percentage	25.0%	16.7%	8.3%	50.0%	0.0%	100.0%
	Parents of non-dis. children	Count	6	5	31	8	3	53
		Percentage	11.3%	9.4%	58.5%	15.1%	5.7%	100.0%
TOTAL	Count	23	27	44	28	15	137	
	Percentage	16.8%	19.7%	32.1%	20.4%	10.9%	100.0%	

7.4.2 Teaching and learning

Inclusion requires that school practices should go beyond physical integration and promote student learning and development (UNESCO, 2009). This requires effective and inclusive teaching and learning strategies. This section includes data related to participants' views on (i) the planning of teaching (Table 41), (ii) the involvement of disabled students in learning (Table 42), (iii) the teaching and learning strategies (Table 43), (iv) the presentation of the teaching material (Table 44), (v) teaching and monitoring disabled students (Table 45), and (vi) individual education plans (Table 46).

To start with, Table 41 presents analyses of three statements that focus on the planning of teaching. The reaction to these statements was mostly negative; 46.0% of the participants thought that teaching is not planned in ways that target learning of disabled students; 46.0% thought that lessons do not encourage participation of disabled students; and 55.5% thought that teachers do not collaborate with other stakeholders in planning teaching. Parents of disabled students predominantly disagreed with all three statements (66.7%, 58.3, and 58.3%), respectively.

Table 41. Participants' responses on the planning of teaching

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Teaching is planned in a way to target the learning of disabled students.	Class teacher	Count	9	17	2	10	4	42
		Percentage	21.4%	40.5%	4.8%	23.8%	9.5%	100.0%
	Subject teacher	Count	4	6	4	6	2	22
		Percentage	18.2%	27.3%	18.2%	27.3%	9.1%	100.0%
	School counsellor	Count	0	0	0	2	1	3
		Percentage	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	3	5	3	12
		Percentage	0.0%	8.3%	25.0%	41.7%	25.0%	100.0%
Lessons encourage the participation of disabled students.	Parents of non-dis. children	Count	10	11	4	19	9	53
		Percentage	18.9%	20.8%	7.5%	35.8%	17.0%	100.0%
	TOTAL	Count	24	36	14	43	20	137
		Percentage	17.5%	26.3%	10.2%	31.4%	14.6%	100.0%
	Class teacher	Count	3	15	7	11	6	42
		Percentage	7.1%	35.7%	16.7%	26.2%	14.3%	100.0%
	Subject teacher	Count	3	7	2	4	6	22
		Percentage	13.6%	31.8%	9.1%	18.2%	27.3%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	1	1	0	1	0	3
		Percentage	33.3%	33.3%	0.0%	33.3%	0.0%	100.0%
Teachers plan, teach and review in partnership with families and other school staff.	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	2	0	3	6	1	12
		Percentage	16.7%	0.0%	25.0%	50.0%	8.3%	100.0%
	Parents of non-dis. children	Count	10	9	10	16	8	53
		Percentage	18.9%	17.0%	18.9%	30.2%	15.1%	100.0%
	TOTAL	Count	19	33	22	41	22	137
		Percentage	13.9%	24.1%	16.1%	29.9%	16.1%	100.0%
	Class teacher	Count	3	7	3	15	14	42
		Percentage	7.1%	16.7%	7.1%	35.7%	33.3%	100.0%
	Subject teacher	Count	1	2	7	6	6	22
		Percentage	4.5%	9.1%	31.8%	27.3%	27.3%	100.0%
	School counsellor	Count	1	0	0	1	1	3
		Percentage	33.3%	0.0%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	2	0	1	0	0	3
		Percentage	66.7%	0.0%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	4	4	3	12
		Percentage	0.0%	8.3%	33.3%	33.3%	25.0%	100.0%
	Parents of non-dis. children	Count	10	9	10	15	9	53
		Percentage	18.9%	17.0%	18.9%	28.3%	17.0%	100.0%
	TOTAL	Count	17	19	25	42	34	137
		Percentage	12.4%	13.9%	18.2%	30.7%	24.8%	100.0%

The next three statements presented in Table 42 aimed to collect participants' opinions about participation and learning of disabled students. Firstly, 66 out of 137 participants (48.2%) disagreed with the idea that disabled students are actively involved in their own learning. Among the school staff, only class teachers' agreement proportion (54.7%) is higher than that of disagreement (35.7%). Secondly, participants were asked if students learn collaboratively and actively in mixed ability learning groups. The disagreement rate (47.4%) was higher than the agreement rate (37.9%) among participants. However, all school administrators agreed with the statement. Four out of 12 parents of disabled students (33.3%) disagreed with the statement, whereas three of them (25.0%) agreed. The final statement asked participants whether disabled students take part in activities outside the classroom. 42.3% agreed that disabled students join these activities, whereas 37.9% disagreed. Half of the parents of disabled students agreed with the statement, while the proportion of disagreement was higher than

agreement among subject teachers (45.5%), counsellors (three out of three) and special education teachers (two out of two).

Table 42. Participants' responses on the involvement of disabled students in learning

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Disabled students are actively involved in their own learning.	Class teacher	Count	8	15	4	7	8	42
		Percentage	19.0%	35.7%	9.5%	16.7%	19.0%	100.0%
	Subject teacher	Count	2	5	5	8	2	22
		Percentage	9.1%	22.7%	22.7%	36.4%	9.1%	100.0%
	School counsellor	Count	0	0	0	2	1	3
		Percentage	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	1	1	4	2	4	12
		Percentage	8.3%	8.3%	33.3%	16.7%	33.3%	100.0%
Students learn collaboratively in active and cooperative learning groups of mixed abilities.	Parents of non-dis. children	Count	7	12	4	20	10	53
		Percentage	13.2%	22.6%	7.5%	37.7%	18.9%	100.0%
	TOTAL	Count	18	34	19	40	26	137
		Percentage	13.1%	24.8%	13.9%	29.2%	19.0%	100.0%
	Class teacher	Count	2	14	1	18	7	42
		Percentage	4.8%	33.3%	2.4%	42.9%	16.7%	100.0%
	Subject teacher	Count	3	4	9	5	1	22
		Percentage	13.6%	18.2%	40.9%	22.7%	4.5%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
Disabled students take part in activities outside the classroom	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	2	1	5	3	1	12
		Percentage	16.7%	8.3%	41.7%	25.0%	8.3%	100.0%
	Parents of non-dis. children	Count	7	15	3	20	8	53
		Percentage	13.2%	28.3%	5.7%	37.7%	15.1%	100.0%
	TOTAL	Count	15	37	20	47	22	137
		Percentage	10.9%	27.0%	14.6%	34.3%	13.1%	100.0%
Disabled students are actively involved in their own learning.	Class teacher	Count	4	19	4	5	10	42
		Percentage	9.5%	45.2%	9.5%	11.9%	23.8%	100.0%
	Subject teacher	Count	1	5	8	5	5	22
		Percentage	4.5%	13.6%	36.4%	22.7%	22.7%	100.0%
	School counsellor	Count	0	0	0	2	1	3
		Percentage	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	2	4	3	2	1	12
		Percentage	16.7%	33.3%	25.0%	16.7%	8.3%	100.0%
Students learn collaboratively in active and cooperative learning groups of mixed abilities.	Parents of non-dis. children	Count	10	12	12	13	6	53
		Percentage	18.9%	22.6%	22.6%	24.5%	11.3%	100.0%
	TOTAL	Count	18	40	27	28	24	137
		Percentage	13.1%	29.2%	19.7%	20.4%	17.5%	100.0%

Next, Table 43 presents participants' opinions on two statements about teaching and learning strategies. Firstly, the proportion of disagreement among participants (39.4%) with the idea that various classroom management strategies that are effective with disabled students are employed was higher than that of agreement (29.9%). Similarly, more participants disagreed (43.8%) than those who agreed (34.3%) with the second statement that successful learning strategies and related content material are taught to disabled students. Although these statements were about the classroom practices and mostly concerned general education teachers, class teachers (54.8% and 42.9%, respectively) and subject teachers (36.4% and 45.4%, respectively) acknowledged that classroom management strategies are not satisfactory and that learning strategies cannot be taught to disabled students expectedly.

Table 43. Participants' responses on the teaching and learning strategies used in classrooms

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Classroom management strategies (e.g. time out, point systems etc.) are employed as well as reinforcements and encouragements that are effective with disabled students	Class teacher	Count	3	15	1	16	7	42
		Percentage	7.1%	35.7%	2.4%	38.1%	16.7%	100.0%
	Subject teacher	Count	0	2	12	6	2	22
		Percentage	0.0%	9.1%	54.5%	27.3%	9.1%	100.0%
	School counsellor	Count	1	0	1	1	0	3
		Percentage	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.6%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	3	6	0	12
		Percentage	8.3%	16.7%	25.0%	50.0%	0.0%	100.0%
	Parents of non-dis. children	Count	8	7	24	10	4	53
		Percentage	15.1%	13.2%	45.3%	18.9%	7.5%	100.0%
TOTAL		Count	13	28	42	40	14	137
		Percentage	9.5%	20.4%	30.7%	29.2%	10.2%	100.0%
Successful learning strategies as well as learning material are taught to disabled students	Class teacher	Count	3	11	10	12	6	42
		Percentage	7.1%	26.2%	23.8%	28.6%	14.3%	100.0%
	Subject teacher	Count	1	4	7	7	3	22
		Percentage	4.5%	18.2%	31.8%	31.8%	13.6%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.6%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.6%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	0	3	5	3	12
		Percentage	8.3%	0.0%	25.0%	41.7%	25.0%	100.0%
	Parents of non-dis. children	Count	7	17	9	13	7	53
		Percentage	13.2%	32.1%	17.0%	24.5%	13.2%	100.0%
TOTAL		Count	12	35	30	40	20	137
		Percentage	8.8%	25.5%	21.9%	29.2%	14.6%	100.0%

In Table 44, participant opinions are presented regarding the extent to which some classroom practices achieve the purpose of including disabled students within the lesson content. First, they were asked if alternative and additional materials and resources were used in classrooms. Overall, participants' responses were slightly more favourable; 37.9% of them agreed and 35.8% disagreed with the statement. However, 21 out of 42 class teachers (50.0%) and nine out of 22 subject teachers (40.9%) disagreed with the statement. It is worthwhile to note that no parent of disabled student agreed with this statement. Secondly, participants were asked whether teaching material was presented in a variety of modalities so that all students had a chance of understanding the content. The proportion of agreement and disagreement (38.0%) was the same among overall participants, with over half of the parents of disabled students (75.0%), all special education teachers and two of the three counsellors (66.6%) being in disagreement with the statement. The final statement proposed that homework contributed to the learning of disabled students. There was more agreement (46.7%) than disagreement (35.1%) with this statement. Class teachers (45.3%), subject teachers (54.5%) and parents of disabled students (45.3%) predominantly agreed, whereas the proportion of disagreement among these participants was still considerably high.

Table 44. Participants' responses on the presentation of teaching material and homework

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Alternative and additional materials and resources for disabled students are effectively used (variety of textbooks, supplemental readers, calculators).	Class teacher	Count	6	10	5	19	2	42
		Percentage	14.3%	23.8%	11.9%	45.2%	4.8%	100.0%
	Subject teacher	Count	1	8	4	7	2	22
		Percentage	4.5%	36.4%	18.2%	31.8%	9.1%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	0	5	7	0	12
		Percentage	0.0%	0.0%	41.7%	58.3%	0.0%	100.0%
Material is presented in a variety of learning modalities within the classroom (auditory, visual, kinaesthetic, and tactile).	Class teacher	Count	7	18	19	5	4	53
		Percentage	13.2%	34.0%	35.8%	9.4%	7.5%	100.0%
	Subject teacher	Count	15	37	36	39	10	137
		Percentage	10.9%	27.0%	26.3%	28.5%	7.3%	100.0%
	School counsellor	Count	6	16	4	11	5	42
		Percentage	14.3%	38.1%	9.5%	26.2%	11.9%	100.0%
	School administrator	Count	3	6	6	5	2	22
		Percentage	13.6%	27.3%	27.3%	22.7%	9.1%	100.0%
	Special education teacher	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	Parents of disabled children	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
Homework contributes to the learning of disabled students and assignments are structured for them to be successful.	Class teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Subject teacher	Count	0	0	3	6	3	12
		Percentage	0.0%	0.0%	25.0%	50.0%	25.0%	100.0%
	School counsellor	Count	6	13	18	10	6	53
		Percentage	11.3%	24.5%	34.0%	18.9%	11.3%	100.0%
	School administrator	Count	16	36	33	34	18	137
		Percentage	11.7%	26.3%	24.1%	24.8%	13.1%	100.0%
	Special education teacher	Count	7	12	8	5	10	42
		Percentage	16.7%	28.6%	19.0%	11.9%	23.8%	100.0%
	Parents of disabled children	Count	3	9	7	1	2	22
		Percentage	13.6%	40.9%	31.8%	4.5%	9.1%	100.0%
Homework contributes to the learning of disabled students and assignments are structured for them to be successful.	Class teacher	Count	0	2	0	1	0	3
		Percentage	0.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	Subject teacher	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	School counsellor	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	School administrator	Count	2	3	3	3	1	12
		Percentage	16.7%	25.0%	25.0%	25.0%	8.3%	100.0%
	Special education teacher	Count	7	17	6	15	8	53
		Percentage	13.2%	32.1%	11.3%	28.3%	15.1%	100.0%
	Parents of disabled children	Count	20	44	25	26	22	137
		Percentage	14.6%	32.1%	18.2%	19.0%	16.1%	100.0%

The next three statements in Table 45 add to the previous items on the teaching material and homework. These statements explore whether teachers use time and strategies effectively to support disabled students within lessons. However, participants mostly disagreed with the above idea. For example, while 43.8% of the participants did not think that disabled students were given sufficient time to understand directions and other tasks, 42.4% of them thought that sufficient time was not provided to them to complete the given tasks. In addition, when disabled students needed individual instruction, 43.1% of the participants did not think that this method of instruction was provided adequately. Considerable proportions of the class teachers (50.0%, 64.3% and 45.2%, respectively) and subject teachers (50.0%, 59.1% and 50.0%, respectively), who are mainly responsible for managing time within lessons, acknowledged that they could not allocate sufficient time for disabled students to understand the directions, complete tasks and learn the curriculum content.

Table 45. Participants' responses on the teaching and monitoring of disabled students during lessons

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Sufficient time is allowed to monitor the students' understanding of directions and assigned tasks.	Class teacher	Count	6	10	5	12	9	42
		Percentage	14.3%	23.8%	11.9%	28.6%	21.4%	100.0%
	Subject teacher	Count	2	5	4	6	5	22
		Percentage	9.1%	22.7%	18.2%	27.3%	22.7%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	1	0	2	0	0	3
		Percentage	33.3%	0.0%	66.7%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	3	4	4	12
		Percentage	0.0%	8.3%	25.0%	33.3%	33.3%	100.0%
	Parents of non-dis. children	Count	14	10	11	16	2	53
		Percentage	26.4%	18.9%	20.8%	30.2%	3.8%	100.0%
TOTAL		Count	23	27	27	39	21	137
		Percentage	16.8%	19.7%	19.7%	28.5%	15.3%	100.0%
Individual instruction for disabled students as needed is provided (plan for one-to-one sessions after schools, allocate time for individual instruction during class, provide cross-age tutoring).	Class teacher	Count	4	6	5	14	13	42
		Percentage	9.5%	14.3%	11.9%	33.3%	31.0%	100.0%
	Subject teacher	Count	2	4	3	9	4	22
		Percentage	9.1%	18.2%	13.6%	40.9%	18.2%	100.0%
	School counsellor	Count	0	1	0	2	0	3
		Percentage	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	0	5	3	3	12
		Percentage	8.3%	0.0%	41.7%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	11	15	18	8	1	53
		Percentage	20.8%	28.3%	34.0%	15.1%	1.9%	100.0%
TOTAL		Count	19	27	32	37	22	137
		Percentage	13.9%	19.7%	23.4%	27.0%	16.1%	100.0%
Extra time is consciously provided as needed for disabled students to process information and complete tasks.	Class teacher	Count	5	14	4	11	8	42
		Percentage	11.9%	33.3%	9.5%	26.2%	19.0%	100.0%
	Subject teacher	Count	2	6	3	4	7	22
		Percentage	9.1%	27.3%	13.6%	18.2%	31.8%	100.0%
	School counsellor	Count	0	0	2	1	0	3
		Percentage	0.0%	0.0%	66.7%	33.3%	0.0%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	1	0	2
		Percentage	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	3	2	7	0	12
		Percentage	0.0%	25.0%	16.7%	58.3%	0.0%	100.0%
	Parents of non-dis. children	Count	7	13	15	11	7	53
		Percentage	13.2%	24.5%	28.3%	20.8%	13.2%	100.0%
TOTAL		Count	14	37	28	36	22	137
		Percentage	10.2%	27.0%	20.4%	26.3%	16.1%	100.0%

Table 46 shows participants' responses to two statements: (i) IEPs are inspired by the regular curriculum and include objectives relevant to the achievement levels of students, and (ii) responses to individual needs of disabled children are well planned and coordinated. Findings have not revealed universally positive views. 55 out of 137 participants (40.5%) disagreed and 51 (37.3%) agreed with the idea that IEPs were inspired by the regular curriculum and reflected students' levels. Seven out of 12 parents of disabled students (58.7%) also disagreed. Secondly, 61 out of 137 participants disagreed (44.6%) and 54 (39.4%) agreed with the idea that responses to disabled students' needs were well-planned and coordinated. Eight out of 12 parents of disabled students (66.7%) also disagreed with this statement.

Table 46. Participants' responses on individual education plans

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Individual education plans are inspired by the regular school curriculum and include objectives appropriate to disabled students' attainment level	Class teacher	Count	11	9	3	11	8	42
		Percentage	26.2%	21.4%	7.1%	26.2%	19.0%	100.0%
	Subject teacher	Count	3	6	5	6	2	22
		Percentage	13.6%	27.1%	22.7%	27.1%	9.1%	100.0%
	School counsellor	Count	1	1	0	0	1	3
		Percentage	33.3%	33.3%	0.0%	0.0%	33.3%	100.0%
	School administrator	Count	0	2	0	1	0	3
		Percentage	0.0%	66.6%	0.0%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	1	0	2
		Percentage	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	1	2	2	5	2	12
		Percentage	8.3%	16.7%	16.7%	41.7%	16.7%	100.0%
	Parents of non-dis. children	Count	6	9	20	4	14	53
		Percentage	11.3%	17.0%	37.5%	7.5%	26.4%	100.0%
	TOTAL	Count	22	29	31	28	27	137
		Percentage	16.1%	21.2%	22.6%	20.4%	19.7%	100.0%
Responses to the individual needs of disabled students are well planned and coordinated	Class teacher	Count	2	15	6	10	9	42
		Percentage	4.8%	35.7%	14.3%	23.8%	21.4%	100.0%
	Subject teacher	Count	2	5	4	8	3	22
		Percentage	9.1%	22.7%	18.2%	36.4%	13.6%	100.0%
	School counsellor	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	School administrator	Count	0	2	1	0	0	3
		Percentage	0.0%	66.6%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	1	3	0	5	3	12
		Percentage	8.3%	25.0%	0.0%	41.7%	25.0%	100.0%
	Parents of non-dis. children	Count	11	12	10	14	6	53
		Percentage	20.8%	22.6%	18.9%	26.4%	11.3%	100.0%
	TOTAL	Count	16	38	22	39	22	137
		Percentage	11.7%	27.7%	16.1%	28.5%	16.1%	100.0%

7.4.3 Curriculum

In this section, participants were asked to rate the extent to which the curriculum is utilized in ways to include disabled students in the educational program. Table 47 presents participants' responses to three statements in relation to curriculum.

Firstly, participants were asked if disabled students were supported to enhance their access to the curriculum. Proportions of agreement (40.1%) and disagreement (39.4%) with this statement were close among participants. However, seven out of 12 parents of disabled students (58.3%), both special education teachers and two of the three counsellors disagreed with the statement. Secondly, participants were asked to rate the statement that appropriate accommodations and adaptations were made in the curriculum to help include disabled students within the lesson content. 57 out of 137 participants (41.6%) agreed, whereas 45 participants (32.9%) disagreed with the statement. Again, half of the parents of disabled students and both special education teachers disagreed with this statement. Finally, more participants disagreed (41.6%) and less agreed (34.3%) with the statement that adaptations for disabled students were made while planning daily activities. All counsellors and both special education teachers disagreed with this statement, while seven out of 12 parents of disabled students were neutral. Looking at the three statements, the dissatisfaction of parents of disabled students, the special education teachers and school counsellors is

observable, while school administrators seem more satisfied with the current picture. Class teachers and subject teachers vary in their responses.

Table 47. Participants' responses on the utilisation of regular curriculum for disabled students

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Disabled students are supported in maximizing their access to the regular curriculum.	Class teacher	Count	5	18	7	8	4	42
		Percentage	11.9%	42.9%	16.7%	19.0%	9.5%	100.0%
	Subject teacher	Count	2	3	6	8	3	22
		Percentage	9.1%	13.6%	27.3%	36.4%	13.6%	100.0%
	School counsellor	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	2	0	3	3	4	12
		Percentage	16.7%	0.0%	33.3%	33.3%	25.0%	100.0%
	Parents of non-dis. children	Count	11	11	11	13	7	53
		Percentage	20.8%	20.8%	20.8%	24.5%	13.2%	100.0%
TOTAL	Count	21	34	28	34	20	137	
	Percentage	15.3%	24.8%	20.4%	24.8%	14.6%	100.0%	
Accommodations and adaptations to the curriculum content are made when developing long-range (yearly/unit) plans (e.g. establish realistic long- term objectives)	Class teacher	Count	8	13	6	12	3	42
		Percentage	19.0%	31.0%	14.3%	28.6%	7.1%	100.0%
	Subject teacher	Count	3	11	2	3	3	22
		Percentage	13.6%	50.0%	9.1%	13.6%	13.6%	100.0%
	School counsellor	Count	0	1	1	0	1	3
		Percentage	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
	School administrator	Count	2	1	0	0	0	3
		Percentage	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	4	2	3	3	12
		Percentage	0.0%	33.3%	16.7%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	6	8	24	10	5	53
		Percentage	11.3%	15.1%	45.3%	18.9%	9.4%	100.0%
TOTAL	Count	19	38	35	29	16	137	
	Percentage	13.9%	27.7%	25.5%	21.2%	11.7%	100.0%	
Adaptations for disabled students are made when planning daily activities, being aware of potential problems before they occur.	Class teacher	Count	9	10	8	7	8	42
		Percentage	21.4%	23.8%	19.0%	16.7%	19.0%	100.0%
	Subject teacher	Count	2	7	4	7	2	22
		Percentage	9.1%	31.8%	18.2%	31.8%	9.1%	100.0%
	School counsellor	Count	0	0	0	2	1	3
		Percentage	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	0	1	7	4	0	12
		Percentage	0.0%	8.3%	58.3%	33.3%	0.0%	100.0%
	Parents of non-dis. children	Count	7	10	13	13	10	53
		Percentage	13.2%	18.9%	24.5%	24.5%	18.9%	100.0%
TOTAL	Count	18	29	33	35	22	137	
	Percentage	13.1%	21.2%	24.1%	25.5%	16.1%	100.0%	

7.4.4 Assessment

This section presents participant views on the assessment of disabled students' progress based on the curriculum and educational content they are taught. In Table 48, participants are asked whether (i) various assessment procedures are adopted to evaluate the needs, activities and progress of disabled students, (ii) individual criteria for assessment are used, and (iii) disabled students are observed and their progress is systematically monitored and evaluated in an appropriately arranged classroom environment.

Firstly, the proportion of the participants who agreed (42.4%) with the idea that various assessment procedures were used in classrooms was higher than that of

disagreement (41.6%). However, no parent of disabled students agreed with this statement and half of the 22 subject teachers were in disagreement. Secondly, more participants disagreed (43.1%), and less agreed (37.2%) with the second statement that individual criteria were used in assessment. Half of the parents of disabled students, class teachers and subject teachers also disagreed. Finally, when it comes to observing and monitoring disabled students, participants were in more disagreement than agreement; 48.9% of them did not think that disabled students were observed individually and in groups, documenting their progress and interaction with others. Half of the parents of disabled students disagreed with this statement. The only group whose agreement proportion (two out of three) was higher was school administrators.

Table 48. Participants' responses on assessment of disabled students' learning and progress

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Various assessment procedures are adopted as needed to ensure success (oral test, open book test, shortened test, and more time for completion).	Class teacher	Count	7	13	5	12	5	42
		Percentage	16.7%	31.0%	11.9%	28.6%	11.9%	100.0%
	Subject teacher	Count	2	6	3	5	6	22
		Percentage	9.1%	27.3%	13.6%	22.7%	27.3%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	0	1	1	1	0	3
		Percentage	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
	Special education teacher	Count	0	0	1	1	0	2
		Percentage	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	0	5	7	0	12
		Percentage	0.0%	0.0%	41.7%	58.3%	0.0%	100.0%
	Parents of non-dis. children	Count	10	19	6	11	7	53
		Percentage	18.9%	35.8%	11.3%	20.8%	13.2%	100.0%
Individual criteria for student assessment are satisfactorily employed.	TOTAL	Count	19	39	22	38	19	137
		Percentage	13.9%	28.5%	16.1%	27.7%	13.9%	100.0%
	Class teacher	Count	8	10	6	11	7	42
		Percentage	19.0%	23.8%	14.3%	26.2%	16.7%	100.0%
	Subject teacher	Count	1	4	6	9	2	22
		Percentage	4.5%	18.2%	27.3%	40.9%	9.1%	100.0%
	School counsellor	Count	0	0	1	2	0	3
		Percentage	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	1	0	1	0	2
		Percentage	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
	Parents of disabled children	Count	0	3	3	3	3	12
		Percentage	0.0%	25.0%	25.0%	25.0%	25.0%	100.0%
Disabled students are observed in groups and individually, documenting progress and interaction.	Parents of non-dis. children	Count	7	14	11	14	7	53
		Percentage	13.2%	26.4%	20.8%	26.4%	13.2%	100.0%
	TOTAL	Count	17	34	27	40	19	137
		Percentage	12.4%	24.8%	19.7%	29.2%	13.9%	100.0%
	Class teacher	Count	7	10	1	14	10	42
		Percentage	16.7%	23.8%	2.4%	33.3%	23.8%	100.0%
	Subject teacher	Count	3	5	3	4	7	22
		Percentage	13.6%	22.7%	13.6%	18.2%	31.8%	100.0%
	School counsellor	Count	0	1	0	1	1	3
		Percentage	0.0%	33.3%	0.0%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Disabled students are observed in groups and individually, documenting progress and interaction.	Parents of disabled children	Count	1	2	3	3	3	12
		Percentage	8.3%	16.7%	25.0%	25.0%	25.0%	100.0%
	Parents of non-dis. children	Count	12	11	8	14	8	53
		Percentage	22.6%	20.8%	15.1%	26.4%	15.1%	100.0%
	TOTAL	Count	24	30	16	37	30	137
		Percentage	17.5%	21.9%	11.7%	27.0%	21.9%	100.0%

7.4.5 Infrastructure

In this section, participants rated the statement that teachers are comfortable with the support services provided in their classrooms. Table 49 shows that the proportion of disagreement (43.8%) is higher than that of agreement (21.4%). 12 out of 42 class teachers (28.6%), 6 out of 22 subject teachers (27.3%), two of the three counsellors, and both special education teachers did not think that teachers were comfortable with the services provided. However, two of the three administrators agreed with the statement.

Table 49. Participants' responses on the services provided for teachers in classrooms

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
Teachers are comfortable with the support services provided for their classrooms	Class teacher	Count	2	10	4	16	10	42
		Percentage	4.8%	23.8%	9.5%	38.1 %	23.8%	100.0%
	Subject teacher	Count	2	4	4	9	3	22
		Percentage	9.1%	18.2%	18.2%	40.9%	13.6%	100.0%
	School counsellor	Count	0	0	1	1	1	3
		Percentage	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
	School administrator	Count	1	1	1	0	0	3
		Percentage	33.3%	33.3%	33.3%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	0	1	1	2
		Percentage	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
	Parents of disabled children	Count	2	1	5	3	1	12
		Percentage	16.7%	8.3%	41.7%	25.0%	8.3%	100.0%
	Parents of non-dis. children	Count	9	11	19	11	3	53
		Percentage	17.0%	20.8%	35.8%	20.8%	5.7%	100.0%
	TOTAL	Count	16	27	34	41	19	137
		Percentage	11.7%	19.7%	24.8%	29.9%	13.9%	100.0%

7.4.6 Communication among institutions

The final issue pertaining to school practices is communication among institutions. In this section, participants were asked to rate the level of communication between the school and the GRC. However, Table 50 shows that more participants disagreed (43.0%) and less agreed (31.3%) with the statement that communication between the school and the GRC facilitated the process of identification and placement, and led to inclusive practices. All counsellors and administrators agreed with the statement. However, class teachers (54.7%) and parents of disabled students (50.0%) had higher proportions of disagreement with the statement.

Table 50. Participants' responses on the communication between the school and guidance and research centre

			Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree	Total
There are formal channels of communication between the school and related guidance and research centre which ensure collaboration and contribute to the referral, diagnosis and placement procedures	Class teacher	Count	3	6	10	14	9	42
		Percentage	7.2%	14.3%	23.8%	33.3 %	21.4%	100.0%
	Subject teacher	Count	2	7	6	3	4	22
		Percentage	9.1%	31.8%	27.3%	13.6%	18.2%	100.0%
	School counsellor	Count	1	2	0	0	0	3
		Percentage	33.3%	66.6%	0.0%	0.0%	0.0%	100.0%
	School administrator	Count	1	2	0	0	0	3
		Percentage	33.3%	66.6%	0.0%	0.0%	0.0%	100.0%
	Special education teacher	Count	0	0	1	0	1	2
		Percentage	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
	Parents of disabled children	Count	1	2	3	2	4	12
		Percentage	8.3%	16.7%	25.0%	16.7%	33.3%	100.0%
	Parents of non-dis. children	Count	10	6	15	15	7	53
		Percentage	18.9%	11.3%	28.3%	28.3%	13.2%	100.0%
TOTAL	Count	18	25	35	34	25	137	
	Percentage	13.1%	18.2%	25.5%	24.8%	18.2%	100.0%	

Summary of questionnaire findings regarding school practices: In this section, findings show that:

- There are negative opinions regarding the procedures of referring disabled students and identifying them at the GRC. Accuracy of these practices is contested,
- there is a higher proportion of disagreement than agreement with the idea that practices employed in the school helped to include disabled students. Participant views usually included high proportions of negative opinions,
- participants, especially parents of disabled students, disagree to a large extent with the usefulness of the teaching and learning practices employed in the school. Participants provided negative views on the adequacy of the attempts to include disabled students within the teaching content,
- the central curriculum is found to be inflexible, while over half of the participants disagreed with the efficacy of the local attempts to make the available content accessible for disabled students,
- there is disagreement with the assessment strategies used to evaluate disabled students' learning and progress,
- participants believe that available support for teachers in classrooms need improvement, and
- communication between the school and GRC is found to be ineffective.

7.5 Summary

This chapter has provided the analysis results of the questionnaire, which aimed to collect participants' views regarding the school culture, school and national policy, and school practices relevant to the inclusion of disabled students. Overall, the analysis results have not shown an image of an ideal school culture where the idea of inclusion is embraced in the school. It has been evident that there were negative attitudes towards disability and inclusion among a number of stakeholders. Analysis of the responses to inclusion policy and regulations, similarly, has shown that the local and national policy and regulations have not been fully understood, accurately implemented nor facilitated inclusive practices at school. Finally, there was considerable disagreement with the idea that the case school implemented inclusive school practices and that disabled students benefitted from the curriculum and developed a range of skills and capabilities.

The next five chapters present findings from qualitative data.

CHAPTER 8

QUALITATIVE DATA PRESENTATION:

CULTURE AT THE CASE SCHOOL

8.1 Introduction

The aim of this chapter is to present *culture at the case school*, one of the global themes derived from qualitative data, with its organizing and basic themes. It provides data from the perspective of the inclusion of disabled students in two organizing themes and eight basic themes (Table 51).

Table 51. Culture at the case school, its organizing and basic themes

<i>Global theme</i>	<i>Organizing themes</i>	<i>Basic themes</i>
<i>Culture at the case school</i>	<i>Underlying paradigms and values</i>	• <i>Attitudes, views and varying understandings of disability and inclusion</i>
		• <i>Categorisation, labelling and exclusionary views</i>
		• <i>Perceptions of diversity</i>
		• <i>Expectations for disabled students</i>
	<i>School community</i>	• <i>Welcoming people, placing disabled students and meeting expectations</i>
		• <i>Communication, collaboration and human relations</i>
		• <i>Physical conditions</i>
		• <i>Burnout, reluctance and negligence among school staff</i>

8.2 Underlying paradigms and values

Creating an inclusive school culture is a challenging task. In inclusive schools, all members of a community adopt basic values that respect diversity and disability, difference is celebrated in dignified ways, and these ideas are translated into effective school practices (Barton, 1997; Carrington, 1999). For Rouse and Florian (1996), schools that embrace diversity aim to enhance the learning of all students. Therefore, school administrators are determined to motivate all stakeholders in the school community to achieve the aim of teaching all students. In the school, the deputy principal was asked about the school's aims regarding inclusion:

Excerpt 1

Deputy school principal:
<i>Interviewer:</i> What is the short-term or long-term mission of your school regarding inclusion of disabled students? What kind of a vision is that?
<i>Deputy school principal:</i> Actually, I cannot see clearly that there is such a mission. This is not valid for this school only. I think the same for all schools. I think the mission is towards a group who is not normal. The aim is to socialise them.

As a starting point, the deputy's remarks give an impression of the extent to which a school administrator prioritizes the inclusion of disabled students as an educational aim.

Undeniably, personal and collective values and paradigms that exist in a school shape how stakeholders interact with each other and how school practices are planned and implemented. Interviews with participants, observations and analysis of documents revealed important themes about the dominant values and paradigms within the school; these are (i) attitudes, views and varying understandings of disability and inclusion, (ii) categorisation, labelling and exclusionary views shaping school discourse, (iii) perceptions of diversity, and (iv) expectations for disabled students.

8.2.1 Attitudes, views and varying understandings of disability and inclusion

To include disabled students in mainstream schools, there should be positive attitudes towards disabled students and their inclusion. The comprehensive data collected from participants, however, have not shown universal attitudes favouring disabled individuals and their inclusion in the case school, especially among school staff. For example, the historical view of considering disabled students as 'not fitting' the 'able' and 'normal' school community was obvious in the following excerpt:

Excerpt 2

Deputy school principal:
"I think they [disabled students] need something special. We already call them 'children with special needs'; but if you put them with normal individuals in the same classroom this will be a mistake. Can you place a disabled student and a normal student in the same classroom and educate them together? Even if you give them maximum care, this cannot be achieved."

The bureaucratically highest-ranking educator in the district made a similar statement. Regarding the participation of disabled students in mainstream education, the head of the local education authority said:

Excerpt 3

Head of the local education authority:
The program under implementation [meaning ‘disability inclusion’ as described by law] is not correct. It is not an appropriate method to educate together mentally disabled children and children with higher intelligence. In spite of a series of school practices and policy, these will not help disabled students to benefit from the curriculum.

In the school, there were perceptions influenced by the medical identification of disabled students. This led to thinking that some disabled students were eligible to be included and some were not. Most participants, for example the parent in the following excerpt, exemplified this:

Excerpt 4

Parent of a disabled student:
We are lucky that it is an orthopaedic difficulty and my child will be able to walk in the future. I hope my child will be a good person. There is no problem with in the brain, thank God! Otherwise we couldn’t be here [mainstream school].

In contrast to the negative views described above, some stakeholders such as the following parent of a disabled student, overwhelmingly viewed the presence of their children within the school positively, and they thought this presence enhanced development of their children:

Excerpt 5

Parent of a disabled student:
All children should go to the same school. Why? I can give the answer from my child’s case. When they are among others they can learn. Also, their behaviours and language skills are better now because they are in the normal school.

Similar to some parents, there were teachers who supported mainstream education for disabled students. The following class teacher and science teacher exemplified this:

Excerpt 6

Class teacher:
If you propose a special classroom... That is not possible. I can't accept that because students will be excluded. It is better if they learn together. It is difficult, though. I educated my disabled student with almost no support from the school but I learned a lot after many years of teaching.

Excerpt 7

Science teacher:
Inclusion is very important if we want to have disabled students in everyday life. I really believe that. If we make very small contributions and even if we cannot fulfil our tasks as teachers, we see that students socialise with each other and become part of a group. At least they have good communication with teachers. I have two inclusion students. I am happy with their development in that aspect. Can it be better? Yes it can.

Although some teachers were optimistic about inclusion, over half of the school staff approached it negatively. The following class teacher, for example, did not believe that inclusion would be an achievable goal while thinking that it should not be the job of a teacher to educate all students in mainstream classes under the current conditions.

Excerpt 8

Class teacher:
It [inclusion] will not be achieved. Even if we work for long years and a lot of effort is spent to include inclusion students, it won't happen with the current lack of available opportunities. Let's say we improve the conditions, reduce the current size of the classes as well as the intensity of the curriculum! It still seems impossible to me. If we really want to do something good for those students, we should educate them in a separate place and via individual instruction. Nobody should ask us to give them individual instruction in the mainstream class. I think they can stay in the class, integrate to the society, make friends and share experiences. They can do only this. There should be no academic education for them. They ask us to give them exams. I give them exams but the result is always obvious, it is always the same. I know these students cannot go to university eventually so I think it [inclusion] can be possible for social purposes, not for academic development.

In addition to pessimism towards inclusion, the above excerpt, as well as the following ones, reflects a very common understanding of inclusion; inclusion requires one-to-one practice. Inclusion was viewed by teachers mainly as 'teaching disabled children individually', whereas counsellors thought of it mainly as 'conducting individual therapeutic meetings/sessions with disabled children'. For example, a class teacher and a counsellor said:

Excerpt 9

Class teacher:
Only 40 minutes in a class of 40 students. Can I leave all other students and take that [disabled] student? This can't happen. I can only give them a worksheet and say 'OK, study this'. Even doing this is very difficult. For example, I give them a test but all other students are distracted when I do this. I have to explain the test to them.

Excerpt 10

Counsellor:
To be honest, I can't meet them [disabled students] frequently. Sometimes I visit their classes. I can rarely meet them in my room because the problems they experience are always similar and I can't do anything. We sit and chat friendly for a while. I try to understand their problems but these are always the same. So why do I do that? Nothing changes.

Sometimes school staff objected to the idea of including disabled students within mainstream schools, by referring to a perceived inappropriateness of disabled children to 'normal schools'. This was illustrated by the following counsellor:

Excerpt 11

Counsellor:
I think the disadvantages of inclusion are more than the advantages. Disabled children may sometimes feel excluded. Children exclude them. Inclusion students are more hyperactive and disruptive. You know, they disrupt the classes because they are usually not interested in lessons. When teachers try to do a class activity they deal with other stuff and they disturb other students.

Another phenomenon was that educating and including disabled students in mainstream schools, as described in the law and as implemented in schools in Turkey, was considered far from being beneficial for disabled students. Some participants thought that the current system was discriminative in itself. For example, the following subject teacher and counsellor said:

Excerpt 12

Subject teacher:
Why does everyone know that those students are inclusion students? Why is it known by everyone? Why are they given labels and sent to schools with these labels? This is bad. This is discrimination. Sometimes I see students who are more disabled but they are not in inclusion because they are not diagnosed.

Excerpt 13

Counsellor:
I don't think that what we call and implement as inclusion is successful. That is to say, I don't find it useful in our school because it seems to me that it is more like exclusion than inclusion. I feel that the child is excluded more.

Findings from qualitative data have shown that attitudes of a considerable number of school staff towards disabled individuals and their inclusion within the school were negative. However, parents of disabled students favoured presence of their children in the school. The majority of the school staff did not seem committed to the principles of inclusion, which consider disabled individuals as main members of the community. What is more, findings were far from showing a common understanding of inclusion around which stakeholders could unite.

8.2.2 Categorisation, labelling and exclusionary views

The data presented above indicate that professional attitudes and opinions can be inspired by discriminatory ideas when it comes to disability and shape practices within the school. The following parent explained an example of this:

Excerpt 14

Parent of a disabled student:
My child is very reserved. I wanted to send them to a painting course which was opened in the school. Do you know what the art teacher said to them? The teacher said: 'Go and don't come back!' My child's painting is actually excellent. You can see that. But instead of teaching them...My child never went back to the course, never took a crayon again and never did painting.

Another parent of a disabled student mentions how classes and students were categorized in homogeneous groups where disabled students and low achieving students were less included within the lesson content.

Excerpt 15

Parent of a disabled student:
This is a class where elected students stay. Teachers prepare other students for national examinations; so those students progressed a lot. They are advanced in the curriculum now. Others are left out. My child is quite behind. They are not progressing equally. My child is now doing 1 st grade activities whereas others are at the 7 th grade. We are aware of this.

As illustrated earlier, disabled students were often identified within a medical terminology and categorical groups in the case school. Often called as ‘inclusion students’, the diagnostic labels played an important role in their recognition. This was common especially among school staff. However, labelling sometimes led to exclusionary views about disabled students. It was common to think that students who are not able to adapt should be excluded from the school. The following excerpt of a counsellor illustrates this:

Excerpt 16

Counsellor:
I think such a program [inclusion] should not be implemented. It is more appropriate for them [disabled students] to stay with their peers who are at the same level. Actually students in special schools are happier. I see that communication among them is better. I see that inclusion students are unhappy here. Take X [a disabled student living at the childcare unit]! The student has psychiatric problems and cannot adapt to school at all. Sometimes the student does not take the prescribed drugs, is violent and disturbs other students. The student has to stay in the psychiatric department until getting better off. For example, the student comes to school for two weeks and then does not come for another couple of weeks. I cannot understand how that student was placed in this school.

Though a minority, there were school staff who rejected labelling and called for considering disabled students’ conditions carefully before making judgements about them. The following teacher referred to the case of the student mentioned in the earlier excerpt:

Excerpt 17

Subject teacher:
I think we have to pay attention to how they [disabled student] become part of us here in the school, not to how well they perform in the exams. We can’t help them achieve academically unless they are part of us. It is compulsory to communicate well with them. They already come to school with problems and difficulties. Some of them are nervous, some are reserved. This may lead to communication problems with their peers. For example, I did not know the serious problems X was having before coming to the school. The student lived in the childcare unit and needed support. Many teachers did not know that. The counsellors learned that after me. We have to recognize the child; not with their difficulties but with what makes them human and students. We have to assess their conditions universally. We have to help them become friends with their peers. For that, we need plans and programs. At this point, I think there is something missing. Yes these children are diagnosed by the GRC, hospitals and psychiatrists and then sent to schools. But this is all they do. There is no cooperation and support.

However, the dominant view in the school was that disabled students could not benefit from mainstream education; therefore, they had to be placed either in separate schools or classes. One of the deputy school principals exemplified a view that favours special classes within mainstream schools:

Excerpt 18

Deputy school principal:
If students with impairments are educated with their normal peers...I don't know. If they are educated in special classes with their disabled peers, but still in mainstream schools, this will be appropriate. Otherwise, how can the teacher deal with disabled students in crowded mainstream classrooms? Can the teacher devote enough time to that student? That is a disadvantage. Educating them in special classrooms of mainstream schools will help them see their healthy peers during breaks and meet non-disabled people occasionally.

8.2.3 Perceptions of diversity

Similar to the majority of the opinions indicated above, diversity and difference were viewed by the school staff mostly as a disadvantage. Some staff thought that learner diversity was a difficulty in a school in which necessary resources were unavailable in order to realize inclusion. The following class teacher illustrated this thinking:

Excerpt 19

Class teacher:
My feeling of competence is decreasing. I am losing the feeling that I influence my students. Classes are so mixed that students who can take 100 over 100, those who can cleverly understand all jokes and those who cannot even understand which page to open the book at are in the same class. In that sense, I believe the mixture in the school environment prevents my development. I can't succeed. It makes me very uneasy that a disabled student and a non-disabled student are at the same class. If only they were in separate classes! This is something we can only dream about. Would it be better to place successful students in a class and those with lower achievement levels in another class? Yes. Then I could teach for one and only one level. This is my dream.

Another phenomenon emerging from some teachers' opinions was that diversity was viewed as a condition for which disabled individuals were pitied due to their impairments and were perceived as secondary to 'ordinary individuals' of the school community. The following remark exemplifies this:

Excerpt 20

Subject teacher:
I don't really think they [disabled student] learn here. However, I think they should be here. I feel sorry for them. They are in bad conditions. Some do not have families. I can see feelings of sorrow among other students as well. I think they approach them [disabled student] with pity.

Perceiving diversity in negative terms concerning disabled as well as low achieving students was not common only to the school staff. Although some parents of non-disabled students viewed diversity positively, some were not happy with the fact that disabled students were educated in the same classes with their children. The following two parents illustrate two different views:

Excerpt 21

Parent of a non-disabled student:
I think all students can go to the same school; but teachers don't want this. I understand teachers. It is difficult to teach everyone. But I think our children should see each other. If my child doesn't see a different student they cannot live in a society. They cannot learn what life is.

Excerpt 22

Parent of a non-disabled student:
I think these schools are for healthy students. There are schools for them [disabled students] as well. Each student group has a school. My relative has a daughter with a learning difficulty. The child is in a special school. I heard that there are schools for blind students, for example. When you bring those students in, how can healthy students learn?

Resenting the negative views towards diversity, parents of disabled students had a common view that diversity of learners was beneficial not only for their children but also for non-disabled students. One of these parents said:

Excerpt 23

Parent of a disabled student:
My child is a slow learner. Some parents don't want them because of this. They want to remove their own children from that class because of my child. They think their children are slowed down. Teachers always take care of their children. But I think our children are good friends. I always see that other students help my child during breaks. No one loses, according to me.

8.2.4 Expectations for disabled students

Inclusive school cultures are usually associated with high and realistic expectations held by stakeholders towards the school, students, staff, and families.

Ideally, aims and expectations regarding disabled students are inspired by commitment to enhancing their capabilities in various life domains. In the case school, however, expectations for disabled students were low. This was evident from the following excerpt:

Excerpt 24

Deputy school principal:
Our aim is to socialise them. Inclusion might help them to socialise a little bit. However I don't think we should spend hours on IEPs. The aim is not that their talents are discovered or they gain awareness of their own. They cannot say: 'Yes, I can do that!' I don't think there are such specific aims.

Similar to the school administrator who prioritised socialisation, and considered other areas of development as far from being achievable by disabled students, most teachers expected less from disabled students than non-disabled students. Referring to the policy as a reason for low expectations, the following teacher said:

Excerpt 25

Subject teacher:
The expectation of the Ministry from disabled students is not academic achievement. They want us to integrate them [disabled students] with their peers. That is what we do. Sometimes, we favour them without bothering other students. We do this in our dialogues. For example, I say: 'my dear daughter, you are the student I like most'. We motivate them and this makes them happy. We see that. When it comes to the difficulties: The Ministry expects the lowest in terms of academic success and we design the simplest objectives for them. Also, there are not high expectations concerning educational achievement from the family. However, we still find it difficult to prepare extra documents. To be honest, we don't know if we are doing right or wrong. That is your area of expertise.

Although the above teacher refers to the policy as not requiring higher attainment from disabled students, an analysis of the related policy does not indicate a specific statement in relation to the level of objectives to be determined for disabled students. It is stated in the policy that 'students follow the educational program applied in their schools and classrooms, and their yearly progress and exam performance is assessed according to the requirements of this program; however, the IEPs of these students are considered while assessing their learning' (MEB, 2010b, p. 6).

Staying in line with the regular curriculum, the above statement in the policy gives the IEP team the right and responsibility to prepare IEPs, which fit best the students' needs, rather than preparing IEPs containing simple, non-significant and non-realistic objectives.

Underestimation of the performance of disabled students and low expectations in relation to this were observable during lessons. An observation note from a second-grade class is presented in Table 52:

Table 52. Observation note indicating exclusion from a classroom activity

Time and place	Activity	Comment
Time 1 (40 minutes) in the classroom	-In this 'life science' class, the topic has been defined as 'professions'. -The student has been given flash cards with a one-minute instruction by the teacher at the beginning of the lesson. The flash cards include letters. The student has been taught to memorise the letters. -Throughout the lesson (around 35 minutes), the student was not included within the discussion in the class via any method (e.g. questioning, group-making etc.). The student often followed the discussion in the class and reacted with facial expressions (e.g. smiling etc.). -Towards the end of the lesson, the teacher spent about three minutes with the student individually, mentioning the flash cards given to the student.	-There is a quite high emphasis on literacy in the student's IEP, and it seems that the in-class activities are organised in relation to this emphasis. -It is evident that the student had the capability of joining the discussion in the class; or at least there could be spent some effort to include the student to the discussion. This seems to be an underestimation of the student's performance both in lesson and IEP planning and classroom practice.

The above data show that the primary expectation of teachers and administrators from disabled students is that they gain some social skills that will support them in integrating to the school community. On the other hand, parents of disabled students had low expectations from the school, too, as the case of the following parent shows:

Excerpt 26

Parent of a disabled student:
I am not given sufficient support. I actually don't mind that, really. If my child enters their environment that is enough. Let the teacher do nothing. I don't mind that. If my child is among them, is not discriminated against and is not labelled, the rest is not important at all.

The overall data presented above show that expectations for disabled students were low; they were often expected to carry out activities associated with simple objectives although related national policy provides the freedom to adjust the level of objectives within the IEPs. Similarly, expectations of the families of disabled students from the school regarding the education of their children were low, too. They were happy with that their children were in a mainstream classroom, socialising in a diverse group of learners. However, there were rarely further expectations regarding the quality of education and enhanced levels of learning.

8.3 School community

This section provides data about the school community; presenting (i) the ways people are welcomed, disabled students are placed and expectations are met; (ii) collaboration and communication among stakeholders, (iii) the physical environment, and (iv) cases of emotional difficulties experienced by school staff.

8.3.1 Welcoming people, placing disabled students and meeting expectations

One of the points explored in the case school was how/whether the community (in most cases families of disabled students and other related community members) were welcomed to the school and their expectations were met. At first sight, it seemed that the school had an open door policy and families could enter the school at any time and meet the person they wanted to. The school principal said:

Excerpt 27

School principal:
Everyone can enter the school. We don't have closed doors. They [parents] come and meet me, my assistants and other staff. We try to help them as much as we can.

Having observed the school multiple times, I witnessed the entrance of parents to the school without restriction. Parents were able to meet administrators when they were available, hold short meetings with teachers at break times and meet counsellors at previously appointed times. However, the extent to which parents

left the school in a satisfied manner was questionable. The following remarks of two parents of disabled students indicate that the level of satisfaction was low:

Excerpt 28

Parent of a disabled student:
Parent: It is better in the normal school. Our biggest problem is that there is no lift in the school and the classroom is on the third floor. We carry X up the stairs and take them home on our backs. If the classroom was at the ground floor the problem of carrying on the back would disappear.
Interviewer: Did you report or make a complaint about that to the administration?
Parent: Yes we did. They said the classroom arrangement had been made in a certain way and they couldn't change that way.
Interviewer: Have you reported the case to a higher authority?
Parent: No we didn't. We only talked to the principal and the deputy. They didn't do anything.

Excerpt 29

Parent of a disabled student:
We are not neglectful. If only there was something more serious! A better education in the school, planned for my child, at least one hour for my child... Can you understand? There is not a teacher working for my child or motivating them now. The school administration meets the school counsellor once a year. Nothing else. I am aware of these. I sometimes come to the school, look for the counsellor, cannot find them. This is not to blame them. They are here for signing papers. This is not counselling and guidance. What I know should happen is that the student is followed up individually once a week, once in ten days or fifteen days. If they say: 'This is the situation of your child. Let's do these for them', I will do it. I am open to that. My spouse is open too. But I haven't seen it at all.

Welcoming people into the school and meeting their expectations is not a formally assigned task to the school. However, placing disabled students into the school is an obligation for schools if 'The Committee of Special Education Services', a branch in the local education authority, takes such a decision. The policy states: 'The Committee of Special Education Services places the disabled individual in an appropriate educational institution under guidance of the report of the special education evaluation committee' (MEB, 2010b, p. 5). Therefore, the school does not have the jurisdiction to reject a student even when school members think the school does not have the resources to accommodate disabled students.

8.3.2 Communication, collaboration and human relations

Inclusive school cultures are usually characterised by a school community where there are constructive communication and collaboration among stakeholders and

institutions (Rouse & Florian, 1997). Data from interviews and observations in the case school have revealed various patterns of communication and collaboration. The policy includes clear statements about several forms of communication. Concerning parent engagement, it says: ‘parent opinions must be collected, schools must collaborate with families and parent participation in meetings must be ensured while planning and implementing educational services and making employment considerations for students’ (MEB, 2010b, p. 26). However, in the case school, it was difficult to observe communication between families and the school that led to successful collaboration. School staff mostly blamed families. For example, the following deputy school principal thinks that the school values children as long as families value their own children:

Excerpt 30

Deputy school principal:
Families don’t help. They bring their children to the school and that’s all. They claim they have problems and therefore don’t take care of their children well. The teacher who observes this situation does not deal with the child, either. They react negatively to the child. Lack of value to be given to the child by the family leads to a segregation of the child by the teacher. It leads to lack of value to the child by us. However, if the family makes us feel that they value their children, we will do the same. I am sure the value we give to the children is much more than that given by their own families. The families just leave them here and go.

A parent of a disabled student shed light on an issue regarding the extent to which the child benefits from family engagement with their children’s education. While the above school members resent families for not helping, the following parent claims that the school does not take parents of disabled students into consideration:

Excerpt 31

Parent of a disabled student:
Well, they [parent meetings] are not useful to me. They are for other students. I can’t position myself there. I can’t position myself within those families exactly. The teacher looks after those families because my child is in inclusion. Not like other children. Other students take exams, they study various things. I don’t know! I don’t expect too much from those meetings.

The remark shows that families of disabled students can sometimes feel excluded from the community of parents. However, there were staff with opinions that conflicted with those of parents about family engagement; some teachers referred to a lack of interest among families towards the school. The following teacher

thinks that parents lack sensitivity, knowledge and resources to contribute to the education of their disabled children:

Excerpt 32

Class teacher:
Some parents rarely come. As I said earlier, the community is not conscious enough. In addition, some parents are rebellious. They are rebellious to God and ask why they have a disabled child. They ask ‘why me?’ and it is usually marriage between relatives. In this region, this kind of marriage is common. Parents are already unconscious of the situation. Their educational level is too low. Therefore, we can’t communicate with parents as much as we can. Even if we can communicate, we can’t see support from their families.

Having presented the arguments of both parents and school staff, it is worth quoting a statement from MEB (2010b), reporting that ‘there is a huge responsibility to be assumed by families and teachers who have inclusion students in their classes. At the core of the problems regarding inclusive practices, there is lack of knowledge and positive attitudes among teachers and families as well as lack of a map concerning inclusive education’ (p. vi).

In Turkish schools, the regulation (No: 28199, enacted on 9/2/2012) requires that a union between the school and families (school-home union) should be established. The regulation specifies the role of this union as (i) facilitating communication between families and schools, (ii) establishing collaboration between parents and schools, (iii) supporting activities that aim to improve teaching and learning, and (iv) meeting compulsory educational needs of students who are financially unable to do so. Although such a union seems to have an important role in schools, detailed observation and participant opinions showed that this union was not functioning at the case school. For example, a counsellor and a parent said:

Excerpt 33

Counsellor:
I really don’t know that person [head of the school-home union]. We have never met. They don’t join meetings at all. However, after meetings, one of the deputies calls that person, who comes to the school, signs and leaves. That is all. There is such a union only because there has to be.

Excerpt 34

Parent of a disabled student:
That is a money issue. We haven't seen such people and such a union. The only activity they do is to ask for money. When we give the money, this means their task is completed.

By law, state schools in Turkey cannot have their own budgets except that a school-home union is established and generates income for the purposes mentioned above. In the case school, this testimony suggests that extra income was the primary reason for the establishment of the school-home union, and members of this union do not touch upon other educational issues.

In addition to communication with families, the relationship between professionals and disabled students was also investigated in this study. Generally, communication of the school staff with disabled students was positive and it varied depending on the age group. From my observations, more inclusive interaction with disabled students was observed at younger ages than older ages. Table 53 presents observation of a disabled student at the seventh grade (age 14):

Table 53. Observation note indicating relationships between disabled students, their peers and their teachers

Time and place	Activity	Comment
<i>Time 1 (40 minutes) classroom</i>	-In this science class, the student is sitting with a friend, chatting before the teacher enters the class. -The teacher is using a friendly language, making jokes, approaching the student in a friendly manner. -The teacher is asking a question to the student. No answer was given. -During the lesson, the teacher has repeated the student's name several times within instructional sentences such as 'X! Are you ready' or 'Are you OK with that X?'	- There is an indication that the student is maintaining communication with friends and teachers. - A random/unstructured question was asked to the student which was followed by failure to answer it and disappointment by the teacher, student and classmates. - The teacher intends to maintain the student's motivation. However, repeating the disabled student's name frequently evokes the feeling that the student is in constant need of help, which is a form of shaping the communication in relation to disability and presenting it to the class.
<i>Time 2 (20 minutes) playground</i>	-The student is in the corridor, attempting to join some friends. -There was some physical molestation by a student; jumping on the student's back. -The student attempts to join a group of football players. After a while of refusal, he/she was made the goalkeeper.	- Physically, the student is heavier than others and this was abused by some peers. There was no supervision by anyone at that time. - The student finds it difficult to be admitted to play groups. When he/she does that, the role is passive, requiring minimum activity.

Another aspect of the communication in the case school was the relationships between the school and other institutions. Communication between the school, the GRC and the childcare unit lacked frequency, planning and a shared mission. A counsellor illustrated this:

Excerpt 35

Counsellor:
There is a disconnection. We refer them [disabled students] to the Guidance and Research Centre. They diagnose. They give a report but the connection is cut after that. No information, no following up. We should be in permanent connection. We should come together and think what can be done.

Similarly, the head of the GRC pointed to the difficulties in maintaining communication with schools while implying that schools are less eager to do that:

Excerpt 36

Head of the guidance and research centre:
Since I was appointed to head, I have seen the lack of connection between us and schools. Schools are expected to contact us but they don't so we have started school visits since March to provide information to counsellors and special education teachers in schools. Schools are very reserved. They don't share; they don't ask although they need to.

In the case school, it was common to hear complaints about the ineffective communication between the school and the childcare unit. Although some disabled students lived in the childcare unit and received supportive education there, these two systems of education seemed to lack connection, which could endanger the outcomes for disabled children. A teacher in the childcare unit said:

Excerpt 37

Teacher in the childcare unit:
When we contact the school they always have excuses and complaints. This endangers cooperation. We almost have no communication. We need more than that. There is no connection with the guidance and research centre, as well. We design our own educational program and the centre proposes its own. These are very different. There must be collaboration within the triangle of the school, the centre and us. A group must be established, come together routinely and supervised by the governorship.

An important factor that helps a school include disabled students is collaboration among school staff (Hunt, 2011). The nature of collaboration about the inclusion of disabled students within the case school was observed, and staff's opinions concerning this were collected. Regarding the formation and functioning of the IEP team, which is based on collaboration of members from several professions, the counsellor said:

Excerpt 38

Counsellor:
My only role in the IEP issue is to guide. IEP is a thing that must be prepared by the class teacher or all related teachers who educate the child. However, teachers always say they don't want to do it and object to me when I remind them about the job. The result is that I prepare the IEP or it is not prepared. However, this is not ethical, I shouldn't do that. Because of this, the IEP team was not established.

The above counsellor expressed resentment towards teachers for not carrying out their tasks in terms of planning and implementing inclusive practices. On the

other hand, the teachers blamed counsellors for not guiding them properly in issues about inclusion.

Excerpt 39

Subject teacher:
The document was prepared late, in November. However, we were advised to sign as if it had been done in September, when the school starts. It was very late. I said to the counsellor that I lacked knowledge of planning IEP. I asked to prepare the plan together. I wanted information about what I should do, what a student of that age could do and about disabled students. What I want is that plans should not remain on paper. Unfortunately, everything is on paper here.

A parent of a disabled student who witnessed the disagreement of the school staff said:

Excerpt 40

Parent of a disabled student:
Three years ago they called us for a meeting. After that we were never called. In that meeting, the teachers started to argue harshly and then we had to leave. No one was accepting to assume responsibility. It was an issue of money. Teachers were asking if they would be paid for educating inclusion students. When the administrators could not answer, the teacher said 'I can't do this' and there was a quarrel after that. They left the room. The guest was in but the host left.

Findings of the quantitative data as well as observations in the school showed that formal and informal channels of communication hardly led to collaboration among school staff except daily meetings. However, these meetings were places where decisions about issues other than inclusion and disabled students were made. The education and inclusion of disabled students, therefore, depended on a map that did not exist in the school. The overall image was that school staff acted independently, rather than collaboratively, and this led to a piecemeal way of implementing inclusion.

8.3.3 Physical conditions

Recently, modification of the physical learning environments of Turkish schools in line with inclusive principles has become an important issue (Erkiliç & Durak, 2013). For example, there is an emphasis on accessibility modification in the Special Education Services Regulation, Article 88 (MEB, 2010b). Examples of these include wheelchair ramps, handles and sound insulation for students with

hearing impairment. The regulation also necessitates physical environments in schools such as individual education rooms, rest rooms, playrooms, family training rooms, guidance and counselling services rooms, indoor and outdoor garden, theatre halls and ateliers, visual arts and music rooms, monitoring rooms, hydrotherapy pools, multipurpose rooms, resource rooms, medical treatment rooms, practice rooms, libraries and physical education halls. In 2009, the 'Inclusion Module' was published and included more descriptive requirements regarding the school environment (Erkılıç & Durak, 2013). It was emphasized in this module that it was necessary to adapt physical education environments in accordance with students' special needs to enable them to participate in educational activities easily.

However, observation of the physical environment of the case school at multiple times revealed that the school lacked a physical environment in which disabled students could have their individual needs met and their participation in educational processes facilitated. I observed that:

- One of the two buildings does not have a disabled ramp, and classrooms of two students with walking difficulties are in that building,
- one of the two buildings has a lift which does not work. Classrooms of both students are on the third floor, making it impossible for one student and very difficult for the other to access their classrooms and enjoy the playground at breaks,
- during data collection, two serious incidences took place around the school entrance, which resulted in serious injuries. Some students were involved in and some other witnessed the instances. No security was available,
- the corridors and stairs are very narrow. They get too crowded at break times and disabled and younger students are likely to have physical injuries,
- classrooms are too small and desks are not adequate. At the primary phase (grade 1-4), three students share one desk. It gets very difficult for especially students with orthopaedic difficulties to move comfortably. Classroom sizes do not allow any activity (group, play etc.) except didactic instruction, to take place,

- the heating system is not sufficient. Classrooms and other rooms are cold in winter. There are some portable electrical heating devices in some classrooms which increases the probability of electricity-related accidents,
- there are no toilets for disabled use. One student with total loss of walking ability has to be carried home for use of toilet, and
- although the main garden is large enough to accommodate large student groups, it is not arranged in ways that make possible different activities to take place. The ground is concrete. The green area is surrounded by wires. No entry is possible.

8.3.4 Burnout, reluctance and negligence among school staff

Professionals working in mainstream schools are prone to professional difficulties; some may find it emotionally difficult to maintain professional tasks, and others may feel resistant for reasons of attitude or belief (Knight, 2003). Indications of these phenomena have been observed in the case school and professionals reported views confirming these observations. Some professionals have remained hesitant in implementing practices relevant to inclusion, claiming lack of support structures and overwork of their roles. The following remarks illustrate this:

Excerpt 41

Counsellor:
But we have problems with teachers of disabled students. We insist but they don't do anything to help us. They don't want to do anything related to disabled students. We want to help them but they think we always have to be their assistants and we are the main responsible body to teach disabled students. When we don't help them they feel isolated and withdraw themselves.

Apart from obligatory tasks, the deputy school principal stressed how staff were reluctant to assume voluntary tasks:

Excerpt 42

Deputy school principal:
We couldn't make any visits to disabled students' homes. There must be a teacher in the visiting group but no teacher volunteered to join.

While the majority of the criticisms addressed teachers, other school staff were thought to lack motivation and passion to work.

Excerpt 43

Class teacher:

I feel the lack of passion in myself since I came here. How can I do everything myself? Counsellors and deputy Mr. X lead meetings which don't help at all. They don't want to assume the burden. You can always see them sitting in their rooms when you enter.

The above data represent the extent of the difficulties experienced by school staff and show how professional practice is affected by these difficulties. The outcome of these problems is often detrimental to inclusion.

8.4 Summary

In summary, data on the school culture yielded the following outcomes:

- The data as a whole have not shown universal attitudes and beliefs shared by the majority of school staff favouring the inclusion of disabled students.
- There was a perception that disabled students were unable to integrate to the school community that consisted of 'normal' individuals. Therefore, expectations for them were usually low.
- Disabled students were identified and recognized mainly by their impairments.
- Diversity and difference were viewed as sources of educational difficulties.
- The school had an open-door policy; however, the extent to which expectations of families and students were met was questionable.
- It was difficult to observe communication between families and staff, as well as among the staff members, that led to collaboration in inclusion-related issues.
- There was an emphasis on the physical conditions in the school; however, key facilities such as wheelchair ramps, lifts and accessible toilets were unavailable.
- School staff reported personal problems stemming from professional difficulties; some found it emotionally difficult to maintain professional tasks, and some felt resistant for reasons of attitude or belief.

The next chapter presents qualitative findings related to the policy and decision-making at the case school.

CHAPTER 9

QUALITATIVE DATA PRESENTATION:

POLICY AND DECISION-MAKING AT THE CASE SCHOOL

9.1 Introduction

This chapter presents *policy and decision-making at the case school*, the second global theme. It provides qualitative data about how policy and decisions are made in the school, and the extent to which these contribute to the inclusion of disabled students. The chapter contains two organizing themes and eight basic themes (Table 54).

Table 54. Policy and decision-making at the case school, its organizing and basic themes

<i>Global theme</i>	<i>Organizing themes</i>	<i>Basic themes</i>
<i>Policy and decision-making at the case school</i>	<i>Priorities of school policy and decisions</i>	• <i>Achievement and score based decision-making</i>
		• <i>Perfunctory thinking, one-way decision making and sketchy reporting</i>
		• <i>Person-based and branch-based (categorical) task assignment</i>
		• <i>School administration and bureaucracy</i>
	<i>Support for diversity</i>	• <i>Discriminative thinking shaping decision-making</i>
		• <i>Standardized planning</i>
		• <i>Punishment-based disciplinary coordination</i>

In Turkey, national policy establishes broad guidelines within which schools should act in the process of educating and including disabled students. However, schools are given the freedom to plan and implement inclusive practices. School administrators primarily manage these practices, and commitment to implement these practices may differ from one school to another.

Below, I present the findings in two broad sections. Firstly, I explore the priorities of the school policy and decisions, and then, I investigate the extent to which these render support for diversity.

9.2 Priorities of school policy and decisions

The activity of policy and decision-making in a school is heavily inspired by the culture of the school. In the case school, the examined school policy and decisions

seemed to prioritize elements that did not fully support the inclusion of disabled students and develop commitment towards it. In this section, I will discuss these elements under three basic themes: (i) achievement and score-based thinking, (ii) perfunctory thinking, one-way decision-making and sketchy reporting, and (iii) person-based and branch-based (categorical) task assignment.

9.2.1 Achievement and score based decision-making

In decisions taken about students, it was seen that there was a high focus on examination achievement and competition, which may increase tension particularly in respect of questions of equitable resourcing and the commitment of schools to notions of equality and entitlement (Dyson, Millward, & Skidmore, 1994). A deputy school principal gave an example:

Excerpt 44

Deputy school principal:
We have a tendency to prepare only some students for the national examination and not others. We provide free weekend courses for high achievers because they save the reputation of the school and increase its ranking. In such a climate, I cannot say we work sufficiently for inclusion students.

The above remarks confirm the observation that the weekend course was initiated by the school administration to address the needs of only high achieving students.

I investigated the meetings where important decisions (e.g., the weekend course) were made, and documentation regarding these meetings showed limited attention to disabled students, their parents and teachers. One parent said:

Excerpt 45

Parent of a disabled student:
My child is not in their consideration at all. School administrators link school success with doing well with national examinations. Disabled students are therefore left aside.

These remarks provide evidence to argue that resources were mainly utilised to support the standards agenda, to the detriment of all but the most able students. The priority in the school was often given to the preparation of high achievers for

examinations. There was a lack of satisfactory effort to teach disabled students as well as those with average or low achievement levels.

In the school, there was a generalised tendency to devote little space for the consideration of the needs of disabled students during decision-making processes. There were occasions where some activities were carried out apparently for the benefit of disabled students. For example, there were a few occasions when class teachers included disabled students within classroom examinations and counsellors provided individual tutoring sessions for them. However, the thinking behind these decisions and their reporting and implementation seemed to be perfunctory, that is, to fulfil a requirement and not to enhance the quality of services offered to disabled students. I provide data on this in the next section.

9.2.2 Perfunctory thinking, one-way decision making and sketchy reporting

The observations regarding school practices as well as participant opinions have shown that there was a lack of commitment by decision makers to generate local guidelines to contribute to the inclusion of disabled students. Starting from the head of the local education authority, administrators thought that the issue of inclusion was not as significant as other educational concerns:

Excerpt 46

Head of the local education authority:
We use more resources to renew the special education school located in our district. It is more urgent! Students learn better there with their peers. Our emphasis is on there.

Similarly, the school principal's opinions below reflected that things to be done for disabled children were considered less important than what teachers do for 'other' students.

Excerpt 47

School principal:
Teachers prepare plans for them [disabled students] and this takes a lot of time. They are already very busy and they have to prepare exams for other students. Okay! There should be separate exams prepared for disabled students but they have no time to do that. Frankly, I cannot expect that from them [teachers]. This will be an extra burden on their shoulders.

Analysis of documentation regarding disabled students showed that there was a standard way of thinking about them. For example, reports of two meetings about disabled students conducted within one educational year were identical. What differed were the dates, names and signatures. When it comes to the content, neither educational nor personal issues of any disabled student were on the agenda; issues such as ‘making student files ready for inspection’ and ‘reminder of the responsibilities of teachers regarding preparation of the IEPs’ seemed to be discussed. An action plan towards enhancing the quality of education and services was not observed to exist. A typical agenda in a meeting is in Table 55.

Table 55. A typical agenda in an IEP meeting

THE SCHOOL OF... 2013/2014 EDUCATIONAL YEAR, 2ND SEMESTER PSYCHOLOGICAL COUNSELLING AND GUIDANCE SERVICES COMMITTEE MEETING 29/01/2014	
Agenda:	1- Opening 2- Opening talk by the school principal 3- Selection of the committee members 4- Reading the role definitions of the committee members 5- Reading the responsibilities of the school principal, teachers and counsellors regarding the delivery of the counselling services 6- Checking the documents in student files and making them ready for inspection 7- Wishes and demands

An additional outcome of the analysis of meeting minutes and observations indicated limited participation and contribution of teachers, students and parents. Indeed, attendance of disabled students and their parents in their children’s IEP meetings had not been realized on many occasions although the policy states that the family ‘presents the requirements of their child and actively participates in the process of IEP design’, and the student ‘states his/her needs and demands and actively joins while the IEP is prepared’ (MEB, 2010a, p. 69). The parent of a disabled student mentioned this:

Excerpt 48

Parent of a disabled student:
They don’t call me because of my child’s situation. I have never joined any of the meetings about my child. They never invite me. They think the situation is desperate and nothing can be done; so they don’t bother.

The fact that there was limited participation of students, parents and teachers, shows that there was usually one-way decision making by school administrators with occasional contribution of school counsellors. These led to a method of taking decisions and preparing reports and IEPs that do not realistically reflect teachers' and students' needs.

9.2.3 Person-based and branch-based (categorical) task assignment

In the case school, it was seen that tasks were assigned to certain people from certain branches while some professionals were excluded from the process, reflecting a lack of collaborative approach regarding inclusion. Inclusion was rarely regarded as a process where a 'group' of professionals and families need to be involved, as the following remarks indicate:

Excerpt 49

Class teacher:
Meetings must not include only counsellors. Then counsellors come and tell us what each teacher must do. There are separate things being done. Last year, there was a person coming from the GRC but they came in May, close to the end of the academic year. This is ridiculous. I would like practical gathering. I would like to hear what parents ask from us. I would like to tell parents what I want from them.

Another example of the branch-based task assignment was that special education teachers were only given the task of educating students in the special education class although the policy obliges that they must be included within the process of inclusion in mainstream schools. One of them said:

Excerpt 50

Special education teacher:
We have not contributed because we have never been asked to. We know many things about disabled students but nobody asked. Nobody asked what our opinion was.

The above data reflect a lack of effective administration. However, it was also seen that school administrators were occupied with heavy tasks that included huge paperwork, meetings and other tasks related to running the school.

9.2.4 School administration and bureaucracy

Observation of the administrators as well as their statements showed that there were tasks that distracted them from concentrating on educational issues and problems in the school. The school principal said:

Excerpt 51

School principal:
We assume the burden of running the school. We have to deal with a broken heating system for a week. We did this last week. There are more things. It is like running a business... I rarely come to my room. The new change in the governorship is taking too much time. It has been the 6 th meeting this month. If you ask what will happen, I can say 'nothing'.

In addition to the case described above, administrators stated that meetings normally included discussion about paperwork or similar issues, leaving little space for discussing issues regarding disabled students.

9.3 Support for diversity

Another aspect of the school's policy and decision-making was the extent to which this supported diversity at the school, specifically from the perspective of disabled students. Inevitably, attitudes of school staff, especially administrators, influenced the way diversity was reflected in the school's regulations and decisions. One of the observable attitudes was discrimination against disabled students.

9.3.1 Discriminative thinking shaping decision-making

Discrimination in the coordination of school practices was reflected in several decisions taken at the school. For example, 'if there are disabled students who will enter the national examination, the school has to refer parents of these students to related guidance and research centre, and follow whether the necessary information has been entered to the student system' (MEB, 2013, p. 7). However, this was not done in the school, as stated by the following deputy school principal:

Excerpt 52

Deputy school principal:
We have a student at the 8 th grade. They had to enter the national exam without assistance because their information of being medically reported and needing assistance was not processed into the system. I am not sure but maybe this is our fault. We did not think the student would want to join the exam, to be honest. You can guess. What can change even if they take the exam?

Disabled students in the case school were associated mostly with activities regarding their physical integration. Administrators did not usually think it was disabled students' right to benefit equally from the opportunities and resources offered. The following excerpt illustrates this:

Excerpt 53

School principal:
These [disabled] children must be educated by expert teachers in separate classes. I can't say IEPs are implemented satisfactorily. There are no IEPs especially in the pre-secondary phase because teachers are very busy dealing with other children. We do our best. We try to keep them with their peers as much as possible.

Considering disabled students and their needs as secondary seems to have led to a patchy implementation in the school. This was evident looking at the reports and plans about disabled students.

9.3.2 Standardized planning

While planning curricular arrangements and accommodations for meeting the needs of disabled students, it was seen that these were rarely individualised for disabled students. However, the reason for not individualizing the content of the program and student needs was not to 'shift the focus from one that is concerned with only those individuals who have been identified as having additional needs to the learning of all children in the community of the classroom' (Florian & Black-Hawkins, 2011, p. 818). It was done because all disabled students were perceived as at the same level of dis/ability, and therefore, similar (if not identical) plans were prepared for them. For example, unreliable sources from the Internet, which outline 'general characteristics of students with mental impairment', were taken as a basis for assessment instead of conducting realistic assessment of student performance and needs. In addition to the analysis of the IEPs, the following remarks of the deputy school principal reflected how this was done:

Excerpt 54

Deputy school principal:
The problem of that child is already known. It can't be changed. I always tell teachers to keep it simple. Just a few objectives. They started to download IEP templates from the internet and adapt it to children so it gets simple, just a few minutes to prepare it.

In addition, planning the education and inclusion of disabled students lacked methods of supporting disabled students to cope with the difficulties they experience. An example of this was how the issue of behaviour management was understood and practiced.

9.3.3 Punishment-based disciplinary coordination

Problems related to behaviours of disabled students were rarely approached with constructive and calming resolution strategies. In most cases, the problems were referred to school counsellors and school administrators. Later, these two bodies were expected to give a decision about the student, like the following:

Excerpt 55

Counsellor:
X [a disabled student] disturbs all their friends in the class. Sometimes this turns out to be violence. Then, we send the student for a while and ask the caregivers to keep them away. They take medicine as far as I know. After a week or two they come back to the school.

The policy (MEB, 2014b) states that ‘the activity of rewarding students for behaviours, and following up, evaluating and developing their behaviours must be carried out cooperatively by the student, parent, teacher/counsellor and administrator’ (p. 12) and ‘guidance and research centres as well as other related institutions can be consulted to learn the reason for a particular behaviour’ (p. 12). In addition, the policy proposes three types of punishment in case students do not obey rules. These are ‘notice-giving’, ‘condemnation’ and ‘changing school’. However, it was learned in the school that:

- Students and parents were rarely included within the decision making process about managing behaviours and their consequences.

- There was not an individual behaviour management/development plan for a specific student or a general plan that could act as a school policy for behaviour management and development.
- The school staff applied one of the three types of punishments, rather than methods for evaluating, regulating and developing behaviours. What is more, exclusion of students from the school, as the case in Excerpt 55 illustrates, was the most common method.

9.4 Summary

In summary, data on the policy and decision-making at the case school yielded the following outcomes:

- In decisions taken about students, it was seen that there was a high focus on examination achievement and competition.
- Resources were mainly utilised to support the standards agenda, to the detriment of all but the most able students.
- There was limited participation of students, parents and staff in the decision-making process, leading to one-way decision making.
- Tasks were assigned to certain people from certain branches while some professionals such as special education teachers were excluded from the process of inclusion.
- School administrators were occupied with time-consuming tasks that included huge paperwork, meetings and other tasks related to running the school.
- All disabled students were often considered to possess the same level of dis/ability, and this led to making similar (if not identical) curricular arrangements and accommodations for meeting their needs.
- Behaviour management and development was approached mostly individually; however, plans for individual cases and school wide initiatives were non-existent.

The next chapter presents qualitative data on school practices from the perspective of the inclusion of disabled students.

CHAPTER 10

QUALITATIVE DATA PRESENTATION:

PRACTICES AT THE CASE SCHOOL

10.1 Introduction

This chapter presents data on the *practices at the case school*, the third global theme emerging out of qualitative data analysis. This global theme includes 10 organizing themes and 19 basic themes (Table 56).

Table 56. Practices at the case school, its organizing and basic themes

<i>Global theme</i>	<i>Organizing themes</i>	<i>Basic themes</i>
<i>Practices at the case school</i>	<i>Identification</i>	• <i>Early identification and referral at school</i>
		• <i>Labelling as a formal practice</i>
	<i>Mobilizing resources</i>	• <i>Human resources</i>
		• <i>Meeting individual (personal) needs</i>
		• <i>Structural and financial factors</i>
	<i>Teaching and learning</i>	• <i>Special education class and parallel systems of educating disabled students</i>
		• <i>Pedagogical strategies used in mainstream classrooms</i>
		• <i>Curricular exclusion</i>
		• <i>Individual education planning</i>
		• <i>Professional competence</i>
	<i>Assessment</i>	• <i>Assessing progress and individual education plans</i>
	<i>Curriculum</i>	• <i>The role of curriculum in learning and development</i>
	<i>Counselling</i>	• <i>Impact of counselling services</i>
	<i>Behaviour management and development</i>	• <i>Planning and implementing behaviour management and development</i>
	<i>Practice monitoring and evaluation</i>	• <i>Implementation, monitoring and evaluation of practices</i>
		• <i>Inspection and supervision</i>
		• <i>Transition outcomes</i>
	<i>Management and leadership</i>	• <i>Administrator support and involvement in disability inclusion</i>
	<i>Integration</i>	• <i>Integration of children and families</i>

10.2 Identification

In Turkey, early identification of students' difficulties at school is the beginning of the process of educating disabled students in mainstream schools. This practice is often carried out in cooperation between teachers and school counsellors to discover whether the student's difficulty fits in a medical impairment category. The next phase of this process is either referral to the related GRC for further diagnosis and placement, or no action taken. However, observation of the practice of identification, related documents and interviews showed that this practice was not without problems.

10.2.1 Early identification and referral at school

The first and most notable aspect of early identification at school was that it attempted to place the student's difficulty into an impairment category and take a referral decision to the GRC. This highly medicalized system that inspired diagnosis as the first attempt provided little opportunity to take early measures to overcome the perceived difficulty. A counsellor from the GRC said:

Excerpt 56

A counsellor in the guidance and research centre:
Children are sent us carelessly. We send many of them back to schools because there is nothing serious. They are not impaired.

In addition, the competence of the school counsellors in managing the process of early identification and referral was under criticism, as the following parent said:

Excerpt 57

Parent of a disabled student:
It is not about their [school counsellors] personality. There are sociologists who work as counsellors. They don't know the job, I think.

In addition to the emphasis on lack of competence, the above parent sheds light on a controversial step taken by MEB a few years ago. Employment of sociology and philosophy graduates as school counsellors was debated at length. The public did not believe that this could be an effective and ethical step.

No statistical information regarding the number and content of student identification and referral at the school counselling office was available at the case school. However, an observation of a number of identification and referral cases was made and data regarding this is presented in Table 57⁴.

Table 57. Counselling practice regarding referral

<i>Case No</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Grade (Class)</i>	1	1	1	2	3	4	5
<i>Reason for referral to the school counselling unit by the teacher</i>	Hyperactivity	Inability to adapt to the class	Reluctance to come to the school	Stuttering	Too introvert	Low ability of comprehension	Feeling alone
<i>Content of first assessment</i>	Face to face communication, drawing practice	Face to face communication	Face to face communication, questioning	Face to face communication, speech practice	Face to face communication	Mathematics and reading tasks	Face to face communication, literacy practice
<i>Approximate duration of assessment (minutes)</i>	10	15	10	15	15	20	15
<i>Was family involved?</i>	No	At the stage of referral to GRC	At the stage of referral to GRC	At the stage of referral to GRC	No	At the stage of referral to GRC	No
<i>Were other professionals involved?</i>	No	No	No	No	No	No	No
<i>Outcome of the school counselling unit assessment</i>	No referral	Referral to the GRC with suspicion of mental retardation	Referral to the GRC with suspicion of mental retardation	Referral to the GRC with suspicion of language disorder	No referral	Referral to the GRC with suspicion of mental retardation	No referral
<i>Outcome of the GRC assessment</i>	-	Identification with 'normal intelligence' and continuation at the same class	Identification with 'normal intelligence' and continuation at the same class	Identification with 'speech and language disorder' and entitlement with inclusion at the same class	-	Identification with 'mild mental retardation' and entitlement with inclusion at the same class	-

It is evident from Table 57 that there was no involvement by families and other school staff, and decisions to refer for diagnosis in the GRC were taken without sufficient assessment and evaluation. Parents were only invited to the school to be advised to take their children to the GRC because parental consent is compulsory to do that. In most cases, parents were not given sufficient information about what the difficulty was, and they were only told to go to the GRC to learn what the problem was. When students were not referred to the GRC, the school rarely took a further step to plan and implement measures to overcome the perceived difficulty.

10.2.2 Labelling as a formal practice

In the case school, I observed that decisions of early assessment at the counselling office mainly aimed to identify the presence or absence of impairment. This

⁴ Data were collected via discussions with school counsellors, and analysis of related school documentation (collected after the formal consent of the school administration).

practice of either diagnosing or not, seemed to have prevented other likely efforts to help students with their difficulties. For example, a parent said:

Excerpt 58

Parent of a disabled student:
It would be better if my child was not sent to the guidance [guidance and research centre]. Nothing was done at school. They were given a label and then everyone started to see my child differently. I am not happy about this.

Although some parents disagreed with the idea of labelling, counsellors as well as some other professionals believed that it was necessary to have diagnostic labels to work with students, as illustrated in the following:

Excerpt 59

Counsellor:
The medical identification is needed otherwise there are difficulties in their education. Teachers do not know how to approach them.

Currently, the general picture shows that students are diagnosed and sent back to the school with an identification of ‘inclusion student’. The next section presents data regarding how resources at the case school are mobilised in relation to the efforts to realize the inclusion of disabled students.

10.3 Mobilizing resources

The issue of resources has long been debated in relation to the inclusion of disabled students. Three basic themes emerged in this issue: (i) human resources and how they were utilised, (ii) the ways in which the school used existing resources to meet the needs of disabled students, and (iii) structural and financial resources available to the school.

10.3.1 Human resources

The available workforce in the case school consisted of 81 teachers from various departments, three school counsellors, three service delivery staff, two school deputies and a school principal. Two of the teachers were special education teachers, specifically trained to work with disabled students. As mentioned before,

these teachers were not included into the process of inclusion although national policy requires this, and were limited to working in the special education classroom. Despite this, however, many of the school staff, as well as administrators, thought that disabled students in mainstream classes needed specialist expertise:

Excerpt 60

School principal:
In my opinion, expert teachers must educate these children because current teachers can't educate them as they are not expert in that area.

A special education teacher resented this situation, saying:

Excerpt 61

Special education teacher:
Definitely, we want to join the process [inclusion]. They say they need experts of special education.
There are two of us in the school but no chance is given to us to help.

The issue of unutilized workforce concerned not only special education teachers but also other school staff, especially school counsellors. A longitudinal observation of the school counselling office revealed that the three counsellors spent a long time engaging with issues unrelated to counselling during working hours. Use of the counselling office for such issues was frequent. One teacher said:

Excerpt 62

Class teacher:
They [counsellors] can do more than what they always do. It should be more than withdrawing to the office and advising children to like each other. I don't know if I should say this! Their breakfast and coffee sessions during working hours are known by everyone. They last for hours. Deputies join them. We see that.

In addition to how human resources are utilised, the quality of these resources was scrutinized at the case school. Some professionals perceived that they were not competent enough to engage in the process of inclusion.

Excerpt 63

Class teacher:
After working for 30 years as a teacher, I was given a disabled student to educate. I try to do my best but that is not sufficient. How can I do that with the existing conditions?

A deputy school principal shed light on the conditions of teachers, including their lack of competence in the issue of disability, saying:

Excerpt 64

Deputy school principal:
Teachers are not educated well in teacher education faculties. They take only one course or two.
These are too theoretical. How can they teach disabled students with that?

In summary, it seemed that professional practice at the case school needed improvement to be effective in the process of inclusion. Problems regarding competence, commitment and professional training seemed to make difficult the full utilization of existing human resources.

10.3.2 Meeting individual (personal) needs

In an inclusive school, all students are treated as main members of the school community while there is an additional effort to meet the individual needs of disabled students (Booth & Ainscow, 2002). In the case school, there was recognition that needs of disabled students should be met. For example, a teacher said:

Excerpt 65

Class teacher:
As their teacher, I know what they need. I try to help them as much as I can. I am aware that I have to do it. I cannot accept if they are placed in a separate classroom.

However, when it came to practice, it was seen that the school needed to take more steps in providing sufficient support to meet the needs of disabled students. The needs varied from accessibility to educational needs. Table 58 presents details of students' needs and the school's position towards these needs⁵.

⁵ Students' needs were decided upon extensive longitudinal observation and discussion with counsellors, teachers and parents.

Table 58. School plan and practice to meet personal needs of disabled students

Case No	Child's difficulty and personal need	Is any measure planned on IEP or another arrangement?	Steps taken to meet the personal need
1	Studies at the 7 th grade; lives in the childcare; performs violent behaviour; total isolation from lessons; needs guidance, psychosocial and academic support.	The medical identification exists on the IEP. There is no plan addressing the personal need.	The student is usually sent off either to receive medication at the hospital or stay at the childcare. The agreed-upon (non-recorded) reaction to the behaviour by the school staff is to leave him/her to himself/herself.
2	Studies at the 8 th grade; has divorced parents; experiences longitudinal isolation from friendships, classes and family; needs guidance, psychosocial and academic support.	The medical identification exists on the IEP. There is no plan or a meeting report addressing the stated personal need.	There is no step targeting the personal needs except that some teachers try to reach the academic objectives written on the IEP.
3	Studies at the 2 nd grade; has total loss of walking ability; needs personal care and an accessible learning environment.	The medical identification exists on the IEP. There is no plan addressing the stated personal need.	No step has been taken to meet the personal need of the student. Parents carry the student to the school and to the second floor where the classroom is. There is no ramp, lift and wheelchair.
4	Studies at the 4 th grade; has partial walking difficulty; needs personal care and an accessible learning environment.	The medical identification exists on the IEP. There is no plan addressing the stated personal need.	No step has been taken to meet the personal need of the student. Parents carry the student to the school and to the third floor where the classroom is. There is no ramp, lift and wheelchair.

The above observation as well as other evidence indicated that there was little satisfactory effort by administrators, counsellors and teachers to meet the needs of disabled students. The following parent's comment was in line:

Excerpt 66

Parent of a disabled student: My child needs emotional care. I requested the teacher to approach them more intimately if possible because this is how my child gets happy. There was no return from the teacher at all. Actually, we do whatever the schools asks us to do but there is no return from the school to our requests.

The above data present a lack of success in meeting the personal needs of disabled students, which is necessary for their inclusion within the school. Statements of some administrators were opposite to each other, as in the following:

Excerpt 67

School principal:
We spend the resources and services of this school for them [disabled students]. The municipality provides food for students in the special education classroom. We do our best for all. Parents can visit us whenever they want. This is good enough I think, isn't it?

Excerpt 68

Deputy school principal:
Let me tell this please: I am affected too much by an incidence. I will tell you the story of a physically impaired student. I think they are in the 2 nd grade now. There is total loss in the walking ability. The mother carries the child on her back every day. I saw that one day and I was emotionally demolished. I blamed myself because we cannot do anything about that.

Statements of the administrators indicate a lack of agreement as to whether students' needs are met. Administrators and other staff addressed structural and financial problems as the reason for the inability to cope with the requirements of inclusion.

10.3.3 Structural and financial factors

Administrators and some other staff expressed the existence of structural and financial problems as influencing the school's attempts to include disabled students. For example, the head of the local education authority mentioned a lack of a general infrastructure:

Excerpt 69

Head of the local education authority:
The reality is that this [inclusion] was not built on a carefully established infrastructure. Efforts of schools, therefore, cannot work to achieve this. It is difficult.

Technological innovations play an important role in education, and the case school seemed to lack a sufficient technological structure. A teacher said:

Excerpt 70

Subject teacher:
We, as teachers, need to learn how to use technology but we also need technological infrastructure at school. For example, there is limited access to the laboratory and not all my students understand what it is for.

In the case school, there were limited options for teachers to make information accessible to all students. In most cases, education was maintained on a basis arranged according to non-disabled students. When asked about this, administrators often pointed to the financial issues:

Excerpt 71

Deputy school principal:
There are great ideas but we need to be allocated enough money to realise them. We have to make the limited money available for many things. Disabled students unfortunately cannot benefit enough. Financial power means a lot for us.

Regarding the physical conditions of the school, almost all participants mentioned school and class size as a big barrier to the inclusion of disabled students. Although there has been a huge increase in the number of schools and classrooms in recent years in Turkey, the increase in the schooling rate of both disabled and non-disabled students indicates a continuous need to accelerate this trend. In the case school, the average class size was 36 for the primary phase and 33 for the pre-secondary phase. A single teacher served the whole class.

To conclude, data about the mobilisation of resources in the case school have shown that difficulties are experienced in reaching the resources and utilising them in ways that contribute to the inclusion of disabled students. It was seen that disabled students had difficulties benefitting from resources in terms of both having full access to the school and fully participating in a classroom where they could achieve their learning potential. In the next section, I present data about the teaching and learning practices in the case school.

10.4 Teaching and learning

In this study, understanding the issue of inclusion as one that goes beyond physical integration required me to investigate the processes of teaching and learning carefully. The outcome of this investigation contained five basic themes that characterised teaching and learning in terms of disabled students. Firstly, I present data showing how different systems of educating disabled students existed in one school and influenced the process of inclusion.

10.4.1 Special education class and parallel systems of educating disabled students

The case school contained a special education class of eight students with varying physical impairments and difficulties. The existence of this class at a school where ‘other disabled students’ are in mainstream classrooms led to a dual system of educating disabled students. Observation showed that this dual education system created a conceptual and practical confusion among stakeholders. First, there was questioning of this system by some parents, like the following:

Excerpt 72

Parent of a disabled student:
I would like them [disabled children in the special education class] to be with others [disabled students in mainstream classrooms]. I don't know why they are in different places.

The existence of a special education class has also led to questioning of the placement criteria of the GRC. For example, a special education teacher said:

Excerpt 73

Special education teacher:
I am not sure how accurately they place them [disabled students]. I have a few students who can go to mainstream classes. But I also know some students who can come here [special education class]. They have more severe impairments.

The dual system in the case school seemed to have created a barrier to the practices of mainstream teachers. Some teachers, like the following, approved of the special education class for disabled students:

Excerpt 74

Subject teacher:
It is obvious. I can't teach them [disabled students] here [mainstream class]. To me, it [special education class] seems as a more appropriate place for all of them. How can I teach a child with mental problem here? I don't think I have that capability.

It was observed that there was a more properly organized instructional plan for students at the special education class, whereas disabled students in mainstream classes lacked such planning and implementation. The special education class had two special education teachers for eight students, and this automatically created

confusion among stakeholders regarding the quality of education in mainstream classrooms.

In the case school, it was observed that there was permeability between the two systems of educating disabled students. Two disabled students, who had been in the inclusion program, were sent to the special education class for ‘not showing any learning and developmental progress’, whereas one disabled student at the special education class was found ‘eligible’ to maintain education at the mainstream class.

10.4.2 Pedagogical strategies used in mainstream classrooms

The Turkish policy (MEB, 2010a) requires that the education offered to disabled students in mainstream schools and classrooms should not be different from the content offered to non-disabled students. However, schools must prepare IEPs for disabled students, and their education should be maintained in line with the objectives written on their IEPs. To achieve this task, educators need to employ various pedagogical strategies.

Detailed observation of 40 lessons in mainstream classes and interviews generated data about the pedagogical strategies used in the case school. Table 59 illustrates some teacher-led interventions directed specifically at disabled students⁶:

Table 59. Teaching techniques used with disabled students in mainstream classrooms

Teaching method	Class 1		Class 2		Class 3		Class 4		Class 5	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Individual instruction</i>	13	36.4	15	43.5	10	26	7	19.6	11	31.9
<i>Differentiating instruction with the same content</i>	1	2.8	3	8.7	0	0	3	8.4	0	0
<i>Learning in groups</i>	0	0	0	0	2	5.2	2	5.6	0	0
<i>Peer tutoring</i>	0	0	0	0	0	0	0	0	2	5.8
<i>Recalling and memorizing</i>	6	16.8	5	14.5	5	13	5	14	4	11.6
<i>Scaffolding</i>	2	5.6	2	5.8	0	0	0	0	3	8.7
<i>Addressing different modalities (e.g., visual, tactile)</i>	2	5.6	3	8.7	1	2.6	4	11.2	3	8.7
<i>Giving homework</i>	4	12.2	1	2.9	8	20.8	7	19.6	6	17.4
TOTAL	28	100	29	100	26	100	28	100	29	100

⁶ *n* is the number of a particular method used, and % is the percentage of a particular methods used among the whole methods. 40 observations in total were carried out, with eight observations in each class. Each observation lasted 40 minutes. Observations in Class 1, Class 3 and Class 5 were conducted in the presence of the same class teacher, while observations in Class 2 and Class 4 were conducted in the presence of three and four different teachers, respectively.

First, Table 59 shows that there was a heavy emphasis on teaching disabled students individually. This was the most common option chosen by teachers. Actually, there was an agreed-upon assumption by many teachers and counsellors that it was possible to teach disabled students only individually.

Excerpt 75

Subject teacher:
I cannot say we achieve the objectives with them [disabled students] because there is no time to study individually.

This understanding seemed to be heavily related to the nature of objectives written on the IEPs of the students. It was seen on the IEPs and observed in lessons that the majority of the objectives were quite distinct from the topic of the particular lessons studied on a particular day. It was also seen that objectives for disabled students differed from the main class program in all lessons. That is to say, although there were topics that disabled students could join, they were expected to study different topics or subjects.

Another finding was that instruction based on recalling and memorisation was dominant among teachers in mainstream schools. Often operationalised through didactic questioning, disabled students were expected to recall or memorize a piece of information they were exposed to. When the homework was analysed, it was seen that it contained a considerable number of recall and memorization tasks.

It was interesting to observe that teachers rarely implemented methods involving scaffolding (e.g., ‘showing and telling’, ‘tapping into prior knowledge’, ‘using visual aids’), interaction and group work. One teacher justified this observation with the following comment:

Excerpt 76

Subject teacher:
No, I cannot teach them in groups because the content is not appropriate to that method. It is difficult to ensure that everyone learns in a group. I think they learn better individually.

The reactions of disabled students to the pedagogical methods employed by teachers were observed. It was generally seen that there was minimal inclusion,

and therefore, low levels of participation of disabled students within ongoing lessons. It was observed that only a few disabled students attempted to answer questions, raised hands and were involved in tasks.

Looking at the general level of the participation of disabled students in lessons, the above data indicate low levels of success in implementing inclusive pedagogical approaches in the case school. This seemed to have led to a distinct form of exclusion, which relates to the curriculum and classroom practices.

10.4.3 Curricular exclusion

The lack of successful attempts to include disabled students within the curriculum and lesson content is observable within data about professional attitudes and practices. There were acknowledgements confirming this:

Excerpt 77

Class teacher:
What I do is easy. If I am teaching some maths to the class, I give the [disabled] student another task which is not related to maths. Something easy. It is better when they do this because I know maths is not for them. If I devote time to them does not that mean I neglect others?

The above comment shows the assumptions that the mainstream educational content is difficult to present to disabled students, and that disabled students do not have sufficient ability to benefit from this content. In addition, there was difficulty in the inclusion of disabled students within groups in the classrooms. A counsellor exemplified this:

Excerpt 78

Counsellor:
I met an inclusion student a few days ago. The student said they were not included within a group of some friends. Others rejected them. I guess it was a study group. These are common cases.

Previously presented statements of some parents of disabled students showed that few parents believed that the school could include their children within the lesson content. However, they were aware of the problems regarding this:

Excerpt 79

Parent of a disabled student:
There is no study targeting my child, everybody is chasing procedures. I tell all of them that my child is not learning. They have left out my child in lessons and anywhere else.

The above comments are in line with the lesson observations that noted only minor attempts to make the educational content and psychosocial environment of the classroom accessible for disabled students. As said earlier, the IEPs had little potential to prompt further progress in this area. The next section presents data regarding the issue of IEP.

10.4.4 Individual education planning

In the case school, detailed observation, school records and interviews indicated a common belief that IEP was the main and only method of educating disabled students. For example, a deputy said:

Excerpt 80

Deputy school principal:
I think it [IEP] has a huge role. It will be enough if teachers attempt to implement even a part of it. It is a map in their hand and they can't go anywhere without that.

Although there was a big emphasis on the IEPs as the main method of educating disabled students, and IEPs often replaced almost all educational arrangements, it was also frequent that these plans were either not prepared or not implemented. It was seen that five out of 12 students did not have updated IEPs in any of the courses. What is more, no student had an IEP that was prepared in all required courses. However, the school principal said:

Excerpt 81

School principal:
There are no IEPs especially at the second level because teachers are very busy dealing with other children.

It was surprising to hear that IEPs were not prepared for some students and that this was seen as a legitimate act within the school although the policy says 'an individual education plan must be prepared along with their [disabled students] performance levels and needs' (MEB, 2010b, p. 9).

When it comes to the content of the IEPs, it was seen that IEPs contained too few and simple objectives which rarely had connection with the content under study. What is more, out of the seven updated and five previously prepared (12 in total) IEPs, only two included the students' current performance. However, the quality of the assessment and the details were debatable. The following IEP of a disabled student shows that (i) the IEP does not contain any information related to timing, methodology of instruction/teaching and assessment, and (ii) the plan is not rich enough to represent a systematic planning of an eight grader's one-year educational studies. The overall expectations for the student were low (Table 60).

Table 60. An example individual education plan

Student name: Course: Mathematics Grade: 8			
<i>Topic: Rhythmic counting</i>	<i>Topic: Numbers</i>	<i>Topic: Sets</i>	<i>Topic: Calculations</i>
Long-term objectives	Long-term objectives	Long-term objectives	Long-term objectives
• Can count, read and write rhythmically till 100.	• Comprehends natural numbers	• Comprehends sets	• Can do addition and subtraction
Short-term objectives	Short-term objectives	Short-term objectives	Short-term objectives
• Counts by one rhythmically • Counts by five rhythmically • Counts by ten rhythmically	• Comprehends one digit natural numbers • Comprehends two digit natural numbers • Comprehends three digit natural numbers	• Comprehends null sets • Comprehends equal sets	• Can do addition without carry • Can do addition with carry • Can do subtraction without carry

10.4.5 Professional competence

The difficulties experienced in planning and implementing inclusive teaching and learning strategies brought the issue of professional competence to the agenda. Some school staff discussed this issue:

Excerpt 82

Subject teacher:
Educating disabled students in a normal class is difficult; it requires competence. If you ask me whether I am that competent to do that I could say 'no'.

In addition, a special education teacher mentioned some reasons for the current situation:

Excerpt 83

Special education teacher:
Current teachers and disabled students only look at each other in the class [meaning nothing is done].
Teachers don't know the pedagogy. Teachers don't know who disabled people are and what can be done for them. They don't receive education regarding disabled students. When they don't know this, I think it is wrong to expect them to implement inclusion.

As presented earlier, employment of professionals from some subjects (e.g., sociology) to different positions (counsellor) by MEB has been a debated issue in Turkey, and it is consistent with the discussion about professional competency. Sociologists have been certified as school counsellors in Turkey in recent years, and two of the three counsellors at the case school were sociology graduates who had not received any education on counselling, psychology, disability or inclusion. In summary, the above information has shown that teaching and learning in mainstream classrooms in the case school lacked organization and quality in terms of the education and inclusion of disabled students. The data presented have implications for the procedures regarding assessing the progress of disabled students, which is the topic of the next section.

10.5 Assessment

Assessment of disabled students' performance, progress and learning in mainstream schools entails use of several systems to carry out this task. In this section, I provide data about the attempts made at the case school to conduct assessment regarding the inclusion of disabled students.

10.5.1 Assessing progress and individual education plans

Investigating the issue of how learning, progress and development of disabled students were assessed at the case school led to collection of a comprehensive set of data. The first outcome was related to the method of assessment. Table 61 presents a summary of the assessment methods used in the school⁷:

⁷ The methods of assessment either addressed only disabled students or were used in ways to include them within the whole class. In interviews, *n* is the number of teachers using a particular method and % is percentage of use among all methods. In observations, *n* is the number of observed method and % is the percentage of usage among all methods.

Table 61. Assessment practices aiming at disabled students

Types of assessment	Learned upon asking in interviews (9 teachers)		Observed during lessons (54 lessons)	
	<i>n</i>	%	<i>n</i>	%
- Formative assessment				
• Check for understanding	7	22.6	28	21.1
• Reflective questioning	3	9.7	11	8.3
• Homework	8	25.8	37	27.8
• Quiz	2	6.5	5	3.8
• Reading performance	5	16.1	27	20.3
• Writing performance	6	19.4	25	18.8
• Total	31	100	133	100
- Summative assessment				
• Written exam	8	57.1	8	40
• Verbal exam	5	35.7	7	35
• Project/poster	1	7.1	5	25
• Total	14	100	20	100

Interviews and observations show that homework was the most favoured formative assessment method, whereas written examination was the most used summative assessment method by teachers. In addition, measuring literacy performance was one of the common assessment methods. However, the overall impression obtained from the observations and interviews was that these methods offered little space to be applied in classrooms because disabled students could not adequately participate in the lesson and curriculum content to assess their progress and learning. When it comes to the quality of the assessment methods, analysis of related documents and participant opinions, like the following counsellor, imply that these methods are not satisfactorily arranged to carry out accurate assessment:

Excerpt 84

Counsellor:

All the exams are the same. I have not seen till today that a specifically arranged exam has been administered to a disabled student. But surprisingly, I have seen 1 or 2 succeeding in these exams. There are students who leave the class saying they cannot do anything on the exam. There are also students wandering around during the class.

Although observations confirmed the counsellor's comment, there were teachers who aimed to make realistic assessment. One of these teachers said:

Excerpt 85

Subject teacher:
Here, I consider children with learning difficulties. I cannot expect the same performance from everyone. I assess their ability level firstly, and expect from them in line with this level.

This teacher gives an example of performance assessment involving initial assessment of the child's dis/ability level, and subsequent examination to assess learning based on that level. However, this approach was rarely applied in the school.

Another controversial issue was the extent to which IEP objectives were taken into account while preparing assessment tools for disabled students. As said earlier, although IEPs are considered as the most important guide to educate disabled students, they are rarely taken into account when it comes to practice. Especially while using projects, examinations and homework as methods of assessment, the majority of the teachers rarely kept in mind the objectives written on the IEPs. One class teacher confirmed this by saying:

Excerpt 86

Class teacher:
I give all students tasks to do at home. I give X [a disabled student] the same task as well. However, I keep my expectation too low because I am aware of the level that student can perform.

Theoretically, the above remark of the teacher can be considered as inclusive, as it aims to keep the student focused on the same teaching content. However, in practice, the teacher rarely made the content available during the class for the student. Therefore, the meaningfulness of the task was questionable from the perspective of that particular student.

In the case school, it was previously documented that implementation of the IEPs was not a satisfactorily achieved task in an environment where some disabled students do not have any kind of educational planning and arrangements. Meetings with staff, and analysis of IEPs and student briefs did not indicate any document (test result, performance assessment etc.) showing that IEPs underwent evaluation. Although the policy says that 'the objectives and behaviours in an IEP are considered during progress assessment' (MEB, 2010b, p. 16) such an

evaluation was non-existent at the school. The following teacher and parent comments support this finding:

Excerpt 87

Subject teacher:
To be honest we cannot implement IEPs as we would like to. Conditions do not let us, you see. When I cannot teach them [disabled students] I can't find anything to assess. The counsellors and the school administration understand this and they keep it easy for us. We are not required to justify if we implement the plan [IEP].

Excerpt 88

Parent of a disabled student:
I don't know what my child is doing at school. I don't know whether they are learning or not.

The above comments show that a satisfactory system of assessing student learning and progress, involving families in this process and designing future objectives based on such assessment did not exist in the case school, and that the administrative body approved of this activity.

10.6 Curriculum

The issues of IEP and assessment presented previously are closely linked to this section in which I present data about the perceptions and observations regarding the implementation of the national curriculum in Turkey.

10.6.1 The role of curriculum in learning and development

In Turkey, the inclusion of disabled students within mainstream schools requires that schools should take necessary measures to include them within the regular curriculum. In the case school, although the attempts by school staff and administrators seemed to be insufficient, they believed that the curriculum had a role in the inefficiency of their practices. Many of them thought that the content was difficult and dense; this made it difficult to adjust the content for disabled students and those with low ability levels. For example, the head of the local education authority said:

Excerpt 89

Head of the local education authority:
I don't expect the policies and practices to work as long as we have this curriculum. It won't let children in need of special education benefit from the educational program.

A teacher presented a more detailed opinion:

Excerpt 90

Subject teacher:
The social science curriculum is very dense. The course book is too detailed. We are required to realise learning objectives in 40 minutes. There is too much information. We try to focus on the curriculum in the given limited time but we cannot allocate time to inclusion students. We neglect them. I neglect them. This is very obvious.

Another support to the idea illustrated above came from the music teacher, arguing that the curriculum provides little space for art and similar subjects:

Excerpt 91

Music teacher:
Music has a great role in a system where competition has an utmost importance. Otherwise, how can they think we can ease students' souls and release their stress? They give me 40 minutes a week and 40 students in a class. What I can do remains at minimal level.

In addition to the academic content, some participants criticized MEB and said that the curriculum had to focus on students' development in various areas at younger ages:

Excerpt 92

Teacher in the childcare unit:
I don't think children can gain from the Ministry [public schools]. Schools should focus on ethics, morals, personality and mental development in early ages. Students should not touch pencil and paper in the first two years of schooling. They try to teach disabled students meaningless stuff. Our education is much more meaningful.

There were few teachers; however, who thought that the curriculum reform initiated by MEB a few years ago has helped them to make some progress. Following is an example:

Excerpt 93

Class teacher:

In 2004, the Ministry piloted the new curriculum and later it was implemented everywhere. They reduced the number of topics and simplified them. Previously, the content was at the high school level so students had difficulty. Now it is easier to help children comprehend the content. Personally, the curriculum change has helped me.

In addition to the above comments, observation of lessons and analysis of teaching plans and content material helped to deduce the following points:

- Although the new curriculum has been simplified in content, dissatisfaction of teachers continues. The majority of school staff declared negative opinions regarding the heavy load in the curriculum. It has to be implemented by law, so there is not an alternative program that can be offered to students.
- Teachers have difficulty in making the curricular content available for disabled students, especially at the pre-secondary phase. At the primary phase, students have more chance to join the curriculum because the content is simpler.
- A considerable part of the curriculum still contains outdated information. Current school practices do not confirm that the curriculum serves the needs of a modern and dynamic society. For example, school staff mentioned outdated science skills, inadequate content of contemporary history, and insufficient local and foreign language content. In addition, there were not enough opportunities for learning to take place out in the real world, with children given the chance to work within the local community alongside professionals and experts in order to enhance and enrich children's learning. Disabled students were rarely included within the available content and opportunities of this sort.
- The curriculum is far from reflecting the needs of disabled students. Skills that were emphasized were always limited to simple life skills. The most academically emphasized content was literacy and basic calculation, which lasted a few years for some students, and dominated a considerable proportion of the educational objectives designed for them.
- Although some content could have been adapted to the IEPs of disabled students, the IEP team rarely benefitted from this opportunity. Within the IEP objectives, there was lack of continuity of learning and development.

The above data show that the national curriculum is under criticism in the case school. The next section describes the counselling services offered at the case school from the perspective of their contribution to disability inclusion.

10.7 Counselling

In Turkey, the policy that defines the scope of the roles of school counsellors is the Regulation of Guidance and Psychological Counselling Services. The role of psychological counsellors concerning disability inclusion is defined in the Regulation of Special Education Services as ‘(i) providing guidance and psychological counselling for inclusion students and their families, (ii) cooperating with the IEP team, teachers and related staff in preparing forms for the evaluation of individual development of disabled children, (iii) cooperating with teachers and families for preparing individual development reports for students, and (iv) cooperating with the committee of guidance and psychological counselling services, the IEP team and teachers for meeting the individual needs of students’ (MEB, 2001, p. 23). Data collection yielded information regarding the extent to which the work of school counsellors in the case school contributed to the process of inclusion.

10.7.1 Impact of counselling services

In the case school, various stakeholders commented on the work of school counsellors, and detailed observation was carried out regarding the services they provided. First, school counsellors were confident in the positive impact they made on disabled students and their parents:

Excerpt 94

Counsellor:
We have very good relations with them [disabled students]. We can set good communication with their parents, too. We try to see them quite often and they are happy about this.

While emphasizing their competence, school counsellors referred to the lack of competence among teachers concerning inclusion:

Excerpt 95

Counsellor:
If only they [teachers] knew as much as we did! They don't know what inclusion involves. They think counsellors are responsible for everything.

Unlike school counsellors, parents of disabled students provided mainly negative views on the school counselling services. The following parent mentioned lack of support from school counsellors:

Excerpt 96

Parent of a disabled student:
I have seen the counsellor only once until now. I don't know if they help at all. Whenever I come to the school, they are absent.

Similarly, another parent was not satisfied with the impact that school counselling services had on their children:

Excerpt 97

Parent of a disabled student:
I don't think my child gets much from them [counsellors]. Maybe they have problems. I know it is not only my child with whom they deal. Maybe this is a normal thing.

Similar to parents, some teachers were not satisfied with the level of support provided by school counsellors. For example, the following subject teacher said:

Excerpt 98

Subject teacher:
I know this will be a criticism to them [school counsellors]. They do not inform us about inclusion and disabled students. I am a new teacher here. It was several months before I learned that there were inclusion students in the class. They should have told me.

Considering the importance of the role they assume and the time provided to them, perceptions of other stakeholders rarely favoured the idea that counsellors made positive impact on the inclusion of disabled students. I present observation notes regarding their practice below:

- Although expectations for counsellors in the issue of inclusion were high, they lacked an organized working plan to contribute to this process. There was haphazard assignment of tasks and a sketchy way of doing them.
- Counsellors often assumed an individualistic role in many aspects of working with disabled students. They needed to establish effective collaboration with other stakeholders.
- The services provided to disabled students were often limited to having a short session in which daily issues were discussed and advice was given in issues such as literacy, concentration and time management. These maybe significant functionings for some students; however, opportunities to utilise small group, big group or school-wide activities/programs were not utilized.
- Counsellors needed improvement in their time management strategies. Although they were expected to work six hours a day, the average working hours for the three counsellors (within 50 working days) were 5.35 hours, 5.10 hours and 5.05 hours. During the day, it was observed that some tasks were postponed or forgotten.
- Counsellors rarely preferred to go deeply into the issue of inclusion and share the responsibility with teachers by either providing effective psycho-educational support to the family and student or engaging in more effective collaboration with teachers.

10.8 Behaviour management and development

While investigating the practices regarding the inclusion of disabled students, there were comments regarding the behaviour of some disabled students. This section provides data about the approach adopted in the school in relation to the issue of behaviour management and development.

10.8.1 Planning and implementing behaviour management and development

In the case school, the staff reported problems related to behaviours of some disabled students. For example, the following counsellor said:

Excerpt 99

Counsellor:
They [disabled students] influence their peers negatively. They exhibit aggressive behaviour.

In addition to the school counsellor, a deputy stated that disabled students had behavioural problems:

Excerpt 100

Deputy school principal:
Many of them experience behaviour problems. Most of them do not want to come to the school.

However, not all staff in the school shared the ideas presented above. A subject teacher was in disagreement:

Excerpt 101

Subject teacher:
These [disabled] students cannot disrupt the lessons. They have limited educational success and they cannot join the content, so they cannot challenge the teacher's authority. As teachers, we don't really experience such problems with them.

A parent of a disabled student expressed another problem. This parent claimed that their child had been abused in the school. However, the strategy to resolve the problem was debatable:

Excerpt 102

Parent of a disabled student:
One student was abusing my child. The student was older than my child and was stealing money from them and taking their stuff. The teacher noticed this and punished the student.

One disabled student, who lived at the childcare unit, was perceived in the school as exhibiting violent behaviour and as the source of many complaints made by school staff, like the teacher in the following:

Excerpt 103

Subject teacher:
It is difficult to manage the class with them. Seeing them, other students also start to imitate them and disrupt. When the student takes drugs they sleep in the class. Otherwise, this is unbearable.

Besides participant comments, observation of disabled students resulted in the following information regarding the issue of behaviour:

- Observation of disabled students rarely revealed frequently experienced behavioural problems, at least not as much as expressed by the school staff.
- It was seen that some behaviours of the disabled student who lived in the childcare unit and who was reported to exhibit violent behaviour were generalized to almost all disabled students. In the minds of school staff, disability was often associated with the notion of disruptive behaviour.
- Despite complaints about the behaviours of disabled students, there was not a plan that could act as school policy to manage and develop student behaviour. In fact, the policy (MEB, 2001) requires that students must be monitored in terms of their psychosocial and educational development even if there are no behaviour problems. However, such a plan does not exist at the case school.
- It was learned and observed that IEPs did not contain sufficient objectives about the psychosocial and emotional development of disabled students. A counsellor confirmed this:

Excerpt 104

Counsellor:
Interviewer: What do the educational plans of students include? How do you plan their social-emotional development?
Counsellor: Such things are not focused on, to be honest. The objectives are perceived as they must be only academic. Social skills are not focused on.

- The main measure taken to overcome undesirable behaviour was to send the student to the counselling office for a short therapeutic session.

10.9 Practice monitoring and evaluation

Monitoring inclusive practices and evaluating their outcomes is an indispensable aspect of the process of inclusion. In this section, three basic themes are presented: (i) implementation, monitoring and evaluation of school practices, (ii) supervising and inspecting professionals' work, and (iii) outcomes for disabled students.

10.9.1 Implementation, monitoring and evaluation of practices

The majority of the data presented in previous sections have pointed to the difficulties experienced in planning practices relevant to inclusion. Data also imply that there were problems regarding the implementation, monitoring and evaluation of these practices. This was obvious in the following parent comment:

Excerpt 105

Parent of a disabled student:
What I know is only that my child is an inclusion student. I don't know anything else. My child has been in this school for seven years. There is only showing-off. The school gives them a pass report at the end of the year although there is no learning. That is all.

Previously, it was shown that the education of disabled students was based on their IEPs. However, these plans have not been implemented and evaluated in the school satisfactorily. The school principal said:

Excerpt 106

School principal:
They [disabled students] already pass the class every year. This is what the policy entails. We can't fail them so teachers are lenient with them, I think.

This expression, and the corresponding law statement which says 'disabled students who are in the inclusion program cannot be asked to repeat the class due to their failures' (MEB, 2010b, p. 14), revealed that teachers might not conduct realistic and rigorous evaluation regarding disabled students' learning and development.

Overall, I have observed that the practice of monitoring and evaluation was not given sufficient importance when it came to the education and inclusion of disabled students. Formative meetings were rarely held to monitor the practices because school administrators did not hold the school staff accountable for providing an account of their practices. This leads to questions about inspection and supervision, another theme presented below.

10.9.2 Inspection and supervision

The supervision and inspection of the school staff is carried out internally by the school administration and externally by the inspectors recruited by the local education authority and MEB. GRCs can provide supervision for administrators, teachers and school counsellors in inclusion-related issues. However, data showed that these practices were not carried out satisfactorily. For example, the head of the GRC said:

Excerpt 107

Head of the guidance and research centre:
Formally, we are not their heads so they [schools] don't give account of what they do. We can't collect IEP implementation and evaluation reports. We attempt to go to schools and do this but there are many schools. We don't have enough staff and time to do that.

Although, by law, there must be ongoing communication between school counsellors and the GRC for supervision, especially about IEP implementation and evaluation, no planning and action regarding this issue was observed in the case school. In addition, administrators did not inspect practices of school staff regarding inclusion. They often assumed that inclusion is an extra burden on teachers' and counsellors' shoulders. The following administrator's excerpt confirms this:

Excerpt 108

School principal:
There are no IEPs especially at the second level because teachers are very busy dealing with other children.

Similarly, a counsellor confirmed the above-mentioned attitude:

Excerpt 109

Counsellor:
The administration is always supportive. They never object to what we say... We always insist on teachers to prepare things and bring them to us. They rarely do them. They only print out some stuff and bring them to us when there will be central inspection.

This statement points to the issue of central inspection carried out by inspectors appointed by the local authority and MEB. However, school staff criticized the quality and organization of these inspections:

Excerpt 110

Class teacher:
I think good inspection keeps us active and prepared but you can believe that I have not undergone inspection for three years. I visited an inspector in their institution. I went to get some advice but they knew nothing, my God! What they said was 'Well, do keep it very simple'. That is not helpful.

In addition to the above statement, a deputy principal reflected on the content of supervisions:

Excerpt 111

Deputy school principal:
Once they [inspectors] came and punished me only for not having a class list. They always deal with paperwork.

The overall comments confirm the observations regarding supervision and inspection. Although a central inspection was not carried out during fieldwork, comments show that these are not perceived to be carried out in ways that promote effective teaching and learning in the school.

10.9.3 Outcomes for disabled students

While investigating outcomes in education, there might be various indicators to look at. Documents, observations and interviews provided data regarding various outcomes of being educated in the case school from the perspective of disabled students. This theme mainly included data about what people think they have achieved and what the impact on disabled students, their peers, the whole school and the community is. Acknowledgments that success has been limited were dominant. For example, two heads said:

Excerpt 112

Head of the local education authority:
If we evaluate inclusion as a whole, I can say that our success rate is fifty per cent.

Excerpt 113

School principal:
I know what we can't do but this is actually what we can do with available opportunities.

Despite problems, parents were happy that their disabled children were in a mainstream environment. Two parents said:

Excerpt 114

Parent of a disabled student:
I check whether my child can speak more fluently. Yes. Their language is now better because they were with normal peers. I am not very happy with teachers but being here is good, I think.

Excerpt 115

Parent of a disabled student:
It gives my child confidence. This is good. At least, they do not feel they are excluded.

In the case school, many school staff and parents were concerned about how meaningful the education was. School staff were not confident with the usefulness of the education provided, and parents thought it was not meaningful to their children:

Excerpt 116

Counsellor:
There is a focus on what information can be given to the student but it is debatable how useful this is. Maybe teachers know better than me.

Excerpt 117

Parent of a disabled student:
If only there was better education! A better education for my child...It would help. Half an hour a day would be enough.

In this study, transition outcomes were investigated from the perspective of further education and employment. Emphasis was made on the extent to which education in the case school ensured transition to a further stage of life (Castley & Stowell, 2012; Foster, 2012). Table 62 provides educational and employment

information about the situation over seven years of disabled students who studied in mainstream classes in the case school⁸.

Table 62. Outcomes regarding further education and employment of disabled students in the case school

<i>Current status of the student</i>	<i>Number (n)</i>	<i>Percentage (%)</i>
<i>Drop-out before primary school graduation</i>	9	15.5
<i>Drop-out before pre-secondary school graduation</i>	25	43.1
<i>Primary school graduate</i>	49	84.5
<i>Pre-secondary school graduate</i>	33	56.9
<i>Registered to a mainstream high school</i>	4	6.8
<i>Registered to a mainstream vocational high school</i>	5	8.6
<i>Currently unemployed and not receiving education of any sort</i>	38	65.5
<i>Currently employed and possessing life insurance</i>	3	5.2
<i>Currently employed and not possessing life insurance</i>	6	10.4
<i>Dead</i>	2	3.4

The above data show the low percentage of disabled students who pursue further education, the high rate of dropouts, the low percentage of employment and the reality that some disabled people are employed with no security in predominantly manual jobs. In the case school, it was almost taken for granted that disabled students could not progress to higher education or be employed. The central examination system was seen as a barrier to further education and employment of disabled individuals.

Inevitably, there are other factors embedded in different layers of the ecology, influencing the outcomes gained and not gained by disabled students. However, the above data confirm earlier data that centred on the insufficiency of school practices to focus on learning and development of disabled students in ways that enhance their capabilities in various life domains, and facilitate their transition to after school-life.

⁸ In total, data about 58 disabled students who were educated in the case school within the last seven years was collected via school records, statistical records in the local education authority, and the national student system (<https://e-okul.meb.gov.tr/>). *n* is the number and % is the percentage of disabled students belonging to each category within the whole sample of 58 students. Some students belonged to more than one category so the total number of students in each category may exceed 58, the number of the whole sample.

10.10 Management and leadership

In the case school, the school principal and two deputies assume the entire administrative and leadership roles. Participants in the study mentioned the efficiency of these roles.

10.10.1 Administrator support and involvement in disability inclusion

One issue was the extent to which administrators supported school staff. For example, counsellors were usually happy that they were provided with enough freedom to act, whereas teachers and parents thought that they required more administrative support to contribute to the inclusion of disabled children. The following remarks show this:

Excerpt 118

Counsellor:
We don't have problems with the administrative section but I think they should sometimes enter classes to see what teachers do.

Excerpt 119

Subject teacher:
In the issue of IEP, the counselling unit and the school administration did not support us at all.

When it comes to the quality of the leadership they assume, administrators were criticized for their practices, such as the following:

Excerpt 120

Class teacher:
They [administrators] should receive training on inclusion. How can they lead us when they don't know what the issue is? They don't place inclusion students equally in classes. I have two students whereas a colleague does not have any in his/her class.

Observation of school administrators' practice regarding inclusion proved that they were not involved sufficiently, and they usually recruited counsellors and teachers for this practice, as the following parent said:

Excerpt 121

Parent of a disabled student:
I am thankful to the administration because at least they don't exclude my child but when I ask them something they rarely care. They refer me to the counsellor or they say 'go and talk to the teacher'. The teacher says the same. This makes difficulty, sometimes.

Combined with observations, the above comments indicate a lack of administrative involvement and leadership in the organization and implementation of the inclusion of disabled students. In such an environment, families and children strove more to be part of the school.

10.11 Integration

Previously presented data included information addressing integration, rather than inclusion, as the primary aim of the school when it comes to the education of disabled students. That is to say, the main expectation was that students integrate into the school and not the other way around. In addition, physical integration was considered as a sufficient activity rather than an attempt to realize inclusion in every aspect of the school life. The expectation of the following teacher is an example of this:

Excerpt 122

Subject teacher:
I always tell my students. 'Your friend is an inclusion student; so don't laugh at the answers they give to me. It is enough if they raise their hands'.

10.11.1 Integration of children and families

In the case school, there were not universal attitudes favouring the inclusion of disabled students and, therefore, it seemed that children and their families spent more effort to integrate into the school. Generally, children and parents were expected to be part of the school. For example, the deputy school principal said:

Excerpt 123

Deputy school principal:
We can't be successful unless parents show themselves to us. To be honest, teachers give up when they don't see parents. Parents must work harder. However, when the student has a limited capacity, even parent involvement might not work.

A counsellor made a similar comment:

Excerpt 124

Counsellor:
The family was very interested. Also, there was great effort by the child. We could see that. The child had a mild impairment. Despite that, they did not have difficulty finding friends. As I said, the family was interested in their child. This is an exceptional case, however.

These comments show that students are expected to reach a certain capacity and the family should take the first step for the school to get involved in the education of disabled students. However, some parents thought that even when they took the first step the school was unable to respond:

Excerpt 125

Parent of a disabled student:
They usually call us to sign documents. I always come when they call, so does my spouse. But we want more from them. I don't want to come to school just for documents.

Observation in the school showed that interaction between the school and families was not established in ways that produce a shared contribution to the inclusion of disabled students. Rather, the staff considered the activity of placing disabled students in the school as sufficient. The school aimed to go further on the conditions that (i) families do the best they can, and (ii) students have the capacity to be part of the ongoing school life.

10.12 Summary

In summary, data on the school practices yielded the following outcomes:

- The first activity carried out by the school in case of suspicion of a difficulty experienced by a student was to give a medical name to the difficulty and take a referral decision. Diagnosis, as the most immediate attempt, provided little opportunity to take early measures to overcome the perceived difficulty.
- There were difficulties in utilising the existing human, financial and material resources in ways that meet the needs of disabled students and empower them to have full access to the school.

- The existence of a special education class led to a dual system of educating disabled students in the same school.
- It was seen that there was minimal inclusion, and therefore, low levels of participation of disabled students within ongoing lessons.
- IEPs replaced almost all educational arrangements. However, these plans were either not prepared or not implemented properly.
- A satisfactory system of assessing student outcomes, involving families in this process and designing future objectives based on such assessment, was not observed in the case school. The administrative body approved of this practice.
- The majority of the interviewed school staff and parents thought that the curriculum content was difficult and dense, making it difficult to adjust the content for disabled students and those with low ability levels.
- Counsellors were criticized for their practice; they rarely chose to share responsibilities with teachers or used their time efficiently to implement effective counselling services.
- The quality and organization of local and national inspections was found to be poor by school staff.
- School administrators' practice regarding inclusion showed that they were not involved sufficiently, and they usually recruited counsellors for this practice.
- A common view shared in the school was that students and families should integrate into the school and not the other way around.

The next chapter presents qualitative data on the Turkish education system.

CHAPTER 11

QUALITATIVE DATA PRESENTATION: THE TURKISH EDUCATION SYSTEM

11.1 Introduction

This chapter provides the fourth global theme of this study, *the Turkish education system*, from the perspective of the inclusion of disabled students. This global theme includes seven organizing themes and 11 basic themes (Table 63).

Data presented in previous chapters conveyed comments, observation notes and policy statements about the case school culture, policy and practices in ways that relate to the inclusion of disabled students. I should emphasize that the aim of this chapter is not to generalise to the Turkish education system, but to refer to the related aspects of the system highlighted within the data.

Table 63. The Turkish education system, its organizing and basic themes

<i>Global theme</i>	<i>Organizing themes</i>	<i>Basic themes</i>
<i>The Turkish education system</i>	<i>Professional development</i>	• <i>Bachelors training</i>
		• <i>In-service training and staff development</i>
		• <i>Burnout, reluctance and negligence</i>
	<i>National curriculum</i>	• <i>Localizing centralized curriculum</i>
	<i>Education policy</i>	• <i>New policy initiatives</i>
		• <i>Top-down policy-making strategy</i>
	<i>Quality of education</i>	• <i>Quality and meaningfulness of education</i>
	<i>Central examinations</i>	• <i>Centralized standards and externally determined objectives</i>
	<i>Competition</i>	• <i>Over-emphasis on some courses and underestimation of others</i>
		• <i>Private tutoring and examination-based thinking</i>
	<i>Rehabilitation centres</i>	• <i>A parallel system of educating disabled students</i>

11.2 Professional development

One of the issues discussed by the participants was the extent to which the education system promotes development of professionals in ways that facilitate the inclusion of disabled students in the school. Themes pertaining to professional development were (i) bachelors training, (ii) in-service training and staff development, and (iii) burnout, reluctance and negligence.

11.2.1 Bachelor's training

Almost all participants who expressed their views on the issue of bachelor's training said that they were not adequately prepared to include disabled students in the school. They said they did not receive knowledge of disability and inclusion during their bachelor's training. For example, the music teacher said:

Excerpt 126

Music teacher:
In my bachelor's curriculum, there was nothing to help me to teach music to disabled students. No, internship, no experience with disabled students. I learned something while working in a special school.

When it comes to other professions, it was seen that principles of inclusive education such as participation and skill development were hardly visible in thinking and practice, leading to a conclusion that the teacher training curricula needed to be updated in the light of these principles. The following teacher mentioned how the traditional way of training teachers and other school staff shapes the bachelor's training:

Excerpt 127

Class teacher:
I think we need a different system at universities. Nothing has changed since I was a student. Inclusion is something new but it does not shape teacher education in our country.

Besides the quality of the bachelor's training, school staff also commented on the lack of opportunities and resources for their professional development.

11.2.2 In-service training and staff development

Participants emphasized three main points in relation to in-service training and staff development. First, individual schools and institutions that were supervised by MEB did not have enough resources to use for enhancing their staff's professional development. Second, although there has been a recent trend to provide more development opportunities for professionals, these were still inadequate to enhance knowledge and awareness about disability inclusion. Third, the available opportunities for professionals lacked quality.

In-service training opportunities in Turkey are provided directly by MEB, and this rarely allows individual institutions to develop in the direction of their assessed needs. For example, the head of the GRC said:

Excerpt 128

Head of the guidance and research centre:
I always let my personnel benefit from every opportunity provided by the Ministry. These are not adequate and useful. The thing is you cannot decide what you will learn.

There was an emphasis by MEB on enhancing the opportunities for professional development, usually through seminars. However, these either lacked quality or were far from attracting professionals' interests. A class teacher said:

Excerpt 129

Class teacher:
I joined some seminars about inclusion. I cannot say they were useful. They were not taken seriously by teachers.

In summary, participants' comments showed a general dissatisfaction with the available developmental opportunities, leading to further statements and observations about professional problems, such as burnout, reluctance and negligence.

11.2.3 Burnout, reluctance and negligence

Although this theme was presented earlier (Section 8.3.4), it relates to the professional development in the case school and might have relevance to professionals in other schools. According to the staff, instances of burnout, reluctance and negligence seemed to be related to the lack of professional support and development, as the following teacher and parent said:

Excerpt 130

Class teacher:
It seems to me that they educated us in a certain way via the traditional teacher training system and this continued for ages. Many of us seem tired of the profession. We do not have ideals any more. It seems to me that many of us don't want to work anymore.

Excerpt 131

Parent of a disabled student:
I am also a teacher. I understand. I see that teachers in X's school can't improve themselves and they have serious problems. Especially class teachers are alienated from education. They are away from technology. They have family problems and can't update themselves. They can't help students; both disabled students and others.

These remarks and other similar opinions emphasize that school staff need more professional development, and schools need to be provided with more support to offer more opportunities to the staff.

11.3 National curriculum

Earlier, I presented data regarding the difficulties experienced in making use of the national curriculum to meet the educational needs of disabled students. The majority of the objection was towards the inflexibility and density of the national curriculum and its compulsory use.

11.3.1 Localizing centralized curriculum

Previous studies (e.g., Diker & Türkün, 2013) have shown that the national curriculum in Turkey provides little chance for disabled students to participate and benefit from its content. The head of the GRC mentioned a common dilemma:

Excerpt 132

Head of the guidance and research centre:
Saying that 'teach disabled students the normal curriculum' means nothing. Needs and characteristics of disabled students are not reflected even in the curriculum implemented in special schools. In mainstream schools; not at all!

The head of the GRC points to the difficulty in making the curriculum a useful learning tool for disabled students. The school principal, similarly, expressed the discrepancy between the content of the national curriculum and the characteristics and needs of the students in their school:

Excerpt 133

School principal:
The curriculum is not according to what students can do. It contains useless knowledge. For example, they ask the teacher to do an activity; but we don't have the laboratory for that. It is difficult to include normal students, let aside disabled students.

The overall data show that individual schools have difficulty in utilising the national curriculum. The next section presents data regarding policy making at the national level.

11.4 Education policy

The national policy on the education and inclusion of disabled students is presented in Appendix I. In this section, I convey how participants at the case school understand the policy. It was observed that this political issue did not attract interest among the majority of stakeholders. However, there were comments regarding the new policy initiatives and the way policy is made.

11.4.1 New policy initiatives

The last few years in Turkey included intensive policy-making activities on the inclusion of disabled students within mainstream schools. Recently, the government has aimed to establish barrier-free schools where everyone could join mainstream schools. However, this brings new responsibilities for schools and staff. Seemingly, staff were not happy with this. For example:

Excerpt 134

Deputy school principal:
I haven't seen the draft policy but I heard that they want to reduce the number of special education classrooms located in mainstream schools. To be honest, we are not ready for that.

The new policy initiative aims to increase the working hours of school counsellors from six to eight, which is the same as other school staff. In addition, they are required to join some classes. There were reactions to this:

Excerpt 135

Counsellor:
Changing our working schedule is not just. We have worked six hours forever. We are not regular public servants. We are not teachers.

Although the draft policy is not under implementation currently, it has created tension at the case school. One of the reasons for such tension is the way policy is made.

11.4.2 Top-down policy making strategy

According to many participants, their experiences and views are not taken into account when policy is centrally drawn up. For example, the school principal expressed opinions about how policy makers viewed schools:

Excerpt 136

School principal:
They don't understand us and the difficulties we experience. They can't help by looking top-down.

Another point was that policy makers usually neglected the real cases and focused on what politically they were required to do. This included missing the basic human rights perspective in the policies. The deputy school principal said:

Excerpt 137

Deputy school principal:
The vision should not change as governments change. They should see education from a universal point of view and focus on human rights.

11.5 Quality of education

Findings in this study have shown that many participants did not think that the quality and meaningfulness of education was useful in enhancing learning, capabilities and development of disabled students.

11.5.1 Quality and meaningfulness of education

As presented earlier, the low expectations for disabled students and the difficulties experienced in including them within the curriculum have made the

meaningfulness of the education questionable. Parents were satisfied with the presence of their students in the school, but not with the level of their participation in and benefit from the education offered. School staff often considered disabled students as ‘unable’ to reach a certain learning threshold. In addition, there was not a universal commitment to the idea of inclusive education that enhanced development of disabled students in multiple aspects. Rather, the standard expectations for disabled students in the case school were to socialise and gain literacy and basic calculation skills. Although these have their place, education should produce other outcomes in line with students’ capabilities and choices.

Similarly, some parents complained about the fact that their children had limited opportunities that could be utilised for pursuing a career they preferred.

Excerpt 138

Parent of a disabled student:
The destiny of our children is determined. They are not given any chance. I know it [education] will end here; but I would really like this [primary phase] to be useful for something. Maybe for a job...But it is not. Our children are not given a chance for employment.

The parent’s comments show the lack of conditions that allow their children’s capabilities to be recognized, enhanced and utilised to live a life that they could choose.

11.6 Central examinations

Central examinations in Turkey start soon after the primary phase, and determine the schools and universities to study, and the public institutions to work in. Students are required to meet externally defined standards and objectives in order to be successful in these examinations. In addition, they compete with each other to gain entry to one of a limited number of places.

11.6.1 Centralized standards and externally determined objectives

In a system where all students, regardless of their different achievement levels and characteristics, are expected to compete for limited opportunities, disabled students can be disadvantaged. A parent stated one reason:

Excerpt 139

Parent of a disabled student:
My child is sent home when national examinations take place. Teachers told me 'this student can't do well even if they enter the exam'. They teach my child and other children different things.

Not entering central (general) examinations, as the case of the above student, deprives the student from the chance of making a desired school choice. In addition, these students are not provided with the entire educational experiences provided for students who are not disabled. Despite this, teachers in the case school often stated that they tried to cover the whole program as students could be required to answer questions on a wide range of topics:

Excerpt 140

Subject teacher:
On one hand, we aim to teach students all subjects because these are asked in examinations. On the other hand, we are responsible for disabled students. Time is not enough.

The external pressure on school staff and parents in relation to the national examinations seems to have created different reactions. Parents, like the following, often resented the competitive environment created by the examination system:

Excerpt 141

Parent of a disabled student:
The current education system looks at students' exam scores and grades them. In this examination system, students with low scores are not accepted; they are excluded. They are not wanted in the competitive system.

11.7 Competition

The competitiveness of the Turkish education system seemed to have created a hierarchy of courses as well as a separate education sector based on institutional and individual private tutoring.

11.7.1 Over-emphasis on some courses and underestimation of others

The national examinations in Turkey include questions from basic courses such as mathematics, science and literature. An art teacher illustrated the focus on such courses and the subordination of others:

Excerpt 142

Art teacher:
The biggest reason for being contacted by other teachers is that they ask me to take my course and study maths or science in my course. They say 'we have to finish the topics'. This is as if mine is not a course and I am not a teacher, like them but when I look at the system I can't blame them that much.

This kind of thinking existed not only among school staff but also among administrators and parents, which is related to the emergence of a big private tutoring sector often because there is not enough time to teach 'key courses' in public schools satisfactorily.

11.7.2 Private tutoring and examination-based thinking

Although recent legislation (No: 6528, enacted on 1/3/2014) obliges that all private tutoring institutions (Turkish: Dershane) will be closed by the end of 2015, the thinking and practices regarding the perceived role of these institutions remain. In addition to these institutions, individual private tutoring is also dominant in Turkey. One parent said:

Excerpt 143

Parent of a disabled student:
My child did not learn in the school; so they studied with a private tutor. The tutor taught them maths and some basic courses. This was very expensive because we have three more children and limited income. We took them to the 'dersane' [private tutoring institution] but they said 'this student cannot do well in the examination anyway; so do not waste your money'.

Within this system, parents were often uneasy about the emphasis placed on examinations, standards and the fact that students could not opt out of this system. The lack of opportunity of many disabled students to take part in the examination system is another form of exclusion. This makes it more difficult for schools to include disabled students.

11.8 Rehabilitation centres

Previously, it was stated that there were multiple systems of educating disabled students in Turkey. One of these systems was education in special education and rehabilitation centres. These centres are expected by law to reduce the impairment or diminish its influence on the individual. These centres provide special

education individually and in groups. They do not charge families for this education; they receive funding from the government in return for the service they offer.

11.8.1 A parallel system of educating disabled children

The majority of the participants expressed negative opinions regarding the aim of these centres, the quality of education they provided and the way they operated. First, the head of the local education authority mentioned the aim of establishing a rehabilitation centre:

Excerpt 144

Head of the local education authority:
Rehabilitation centres are totally obsolete. They are established for profit because they are companies. Look at their funders. They are people who don't know anything about education; but they became millionaires. It is a big sector now and difficult for the government to take a measure against them.

Comments of the head indicate an uncontrollable system that is not open to inspection. In the school, there was reaction to these centres. For example, a parent of a disabled student said:

Excerpt 145

Parent of a disabled student:
I took X there [rehabilitation center] for two years. I never knew what was happening behind closed doors. Then I realized my child was psychologically getting worse. After we quit I learned that they copied my signature to show that my child was still there. They did this to take money.

The above parent's remarks indicate that these centres may include not only ineffective but also illegal practice. Further, the following teacher stated that these centres fell short of reducing the impact of impairment on students' lives.

Excerpt 146

Subject teacher:
If you go to those institutions... I do not know. They are called rehabilitation centres. You will see how useless they are. We have no contact with them. When I ask my inclusion students about what they do there, they learn handcraft only, or simple painting. Totally unrelated to what we do. They only think how they can make more money.

The above comments indicate the dissatisfaction with rehabilitation centres that have little connection with schools. No participant in the case school provided a positive opinion about these centres. It was surprising that no parent of a disabled student regarded them positively although they were supposed to provide ‘free education’ to their children.

11.9 Summary

In summary, participant views and documents about the Turkish education system yielded the following outcomes:

- A considerable number of the school staff stated that the bachelor’s training they received as well as the available development opportunities did not prepare them adequately for inclusion. However, they reported satisfaction with the trend to improve the opportunities for professional development.
- It was reported that the national curriculum in Turkey provides little chance for disabled students to participate and benefit from its content.
- Recently, the government has produced draft policy to establish barrier-free schools. However, some members of staff reported dissatisfaction with the new responsibilities that the new policy may bring about.
- Participants reported that their experiences and views were not taken into account when policy was centrally drawn up.
- Parents were satisfied with the presence of their students in the school, but not with the level of their participation in and benefit from the education offered.
- The external pressure on school staff and parents in relation to the national examinations seemed to have created uneasiness about the emphasis placed on examinations, standards and the fact that students could not opt out of this system.
- There was dissatisfaction among school staff and parents with rehabilitation centres due to their perceived inefficiency and the little connection they have with schools.

The next chapter presents data on the community in relation to the inclusion of disabled students.

CHAPTER 12

QUALITATIVE DATA PRESENTATION:

THE COMMUNITY

12.1 Introduction

This chapter presents the final global theme emerging from qualitative data analysis. It presents the global theme of *the community* as well as its three organizing themes and four basic themes from the perspective of the inclusion of disabled students (Table 64).

Table 64. The community, its organizing and basic themes

<i>Global theme</i>	<i>Organizing themes</i>	<i>Basic themes</i>
<i>The community</i>	<i>Values in the community</i>	• <i>Discriminatory views and practices</i>
	<i>Understanding and knowledge of disability and inclusion</i>	• <i>Differences in the understandings and knowledge of inclusion and disability</i>
	<i>Family socioeconomic status (SES) and relationships with children</i>	• <i>Family SES and support for disabled children</i>
		• <i>Family-child relationships</i>

Recurring statements by families, staff and administrators in the case school and related institutions as well as elements from related social and educational policy resulted in the generation of this theme. However, the aim is not to generalise the findings to Turkish society but to highlight the relations between the case school and the related aspects of the community.

12.2 Values in the community

Recent national policy (e.g., the Disability Law enacted in 2005) in Turkey has aimed at combating discriminatory attitudes and practices posed by individual, institutional and organizational barriers. This has had positive impact on the access and participation of disabled students within various areas of life such as education, employment and health (Diker & Türkün, 2013). However, discrimination is still in place in some domains of life.

12.2.1 Discriminatory views and practices

Although many of the participants' responses focused on the case of disabled students in the school, there were some comments highlighting the dynamics in the community, especially as related to the disabled students living in the childcare unit. For example, the following teacher in the childcare unit stated:

Excerpt 147

Teacher in the childcare unit: What if they leave after 18? They will be very vulnerable, and they are. They cannot find any support. Society is very biased. If they are without families they are losers in society. People still want them to be perfect. They are abused, too. This is another issue.

The above teacher, who follows up children after they leave the childcare unit at the age of 18, points to the limited extent of respecting disadvantaged people and including them within the community. This issue is often associated with the lack of clarity in the understanding of the issue of disability inclusion, which is a new phenomenon in Turkish society.

12.3 Understanding and knowledge of disability and inclusion

Participants in this study reported that the extent to which understandings of disability and inclusion facilitate the process of disability inclusion in schools is questionable. Similar to the various views among school staff, participants indicated that there was uncertainty within the community about what it meant, including a lack of sympathy for educating disabled students in mainstream schools.

12.3.1 Differences in the understandings and knowledge of inclusion and disability

One of the recurring issues mentioned by participants was the lack of sensitivity within the community regarding disability, and exclusionary family views that still existed. These views did not favour the participation of disabled individuals within society. For example, the deputy school principal said:

Excerpt 148

Deputy school principal:
Most people think that disability is something to be ashamed about. They do not even think disabled people should go out, let alone be educated.

A parent of a non-disabled student considered the inclusion of disabled individuals as potentially harmful to other individuals:

Excerpt 149

Parent of a non-disabled student:
Actually I don't know too much about how teachers educate them [disabled students] here. Previously, these children were at home but now they are out. But it is not good for other students. They can hurt others.

In the case school, the community was regarded as potentially in need of training and awareness in the issues of disability and inclusion. However, other professionals and parents also referred to a similar need among school staff and administrators. This was evident when the head of the GRC said:

Excerpt 150

Head of the guidance and research centre:
I can clearly say that it [inclusion] is an issue where administrators can really do a lot. If they remove the barriers to their own thinking and learn more, schools can achieve a lot. I believe that a principal can do a lot. But when they don't, their staff don't perform well, either.

Overall, the data showed that participants had differential understandings of disability and inclusion, and that there was discussion about the difficulty of realizing inclusion of disabled students in mainstream schools. This indicated a lack of shared values in the school community towards the inclusion of disabled students. However, while making such comments about the community, other factors were considered to influence the way people thought. One of them was the SES of families.

12.4 Family socioeconomic status (SES)

Socioeconomic disadvantage is often considered as a barrier to the participation of disabled individuals within schools (Tikly, & Barrett, 2011). In most cases, interaction of disability and low SES undermines the level of participation and the

benefits from mainstream education. In the case school, there were opinions and observations confirming this view.

12.4.1 Family SES and support for disabled children

The SES of families seemed to influence the perceptions and practices of both families and professionals. First, school staff perceived low SES as undermining the effort spent by families. For example, a teacher said:

Excerpt 151

Class teacher:
It depends on how educated parents are. When they are, our impact gets bigger. Some parents are more conscious; they are more open to learn and to support us.

In addition to this perception, conditions of some families seemed to limit their influence on the education of their children. The following parent said:

Excerpt 152

Parent of a disabled student:
I have three more children and my mother in-law lives with us so I can't say I can adequately spend time with my child. I left the issue of education with the school, to be honest.

A subject teacher gave a similar example:

Excerpt 153

Subject teacher:
It might be related to the situation of the family. I have not seen many of them here yet. I think they cannot take care of their children well. Maybe they don't have time. Maybe they can't empathize with their children.

As an example, the above excerpts show that family conditions might affect inclusion. However, this does not indicate a cause-effect relationship between the two elements. On the other hand, some parents, such as the following, provided more insight to the issue, by saying that their own SES influenced how school staff viewed and behaved.

Excerpt 154

Parent of a disabled student:
Some parents can donate more and they are more respected by the school. The school calls them and takes more care. For example, we are not able to contribute so much. When my child doesn't take the donation to the school, they make my child feel guilty.

The data presented above suggest that low SES might be a disadvantage for the level of participation of disabled students in education, and that professional views might change according to the level of family SES. Some of these views were related to the relationships between children and their families, which is presented in the following section.

12.4.2 Family-child relationships

In this study, participants reported that the nature of the communication between families and their disabled children had an impact on the process of inclusion. School staff were usually dissatisfied with the effort of the families, while parents stated that they tried their best within given constraints.

Some school staff expressed the necessity of family support in terms of having good relations with their disabled children. For example, a counsellor said:

Excerpt 155

Counsellor:
We have good relations with them [parents]. However, I think they don't have good relations with their children. Unfortunately, some parents discriminate against their disabled children. They don't have any expectations for them.

This comment shows that school staff perceive families as unhelpful or reluctant to establish supportive relations with their children. However, detailed observations and interviews with school staff have not revealed a plan to support families in this issue. Some parents admitted the difficulties they experienced in acknowledging their children's difficulties and communicating with them constructively. However, some of them, like the following, stated that they utilised their potential and resources for their disabled child:

Excerpt 156

Parent of a disabled student:
We need to do more, I know. But we all struggle for them [a disabled child]. They might sometimes be aggressive because of their difficulty. Their brother and we always try to make them happy. They are happy at home and in the school. We spend more on them despite our limited income.

Although the data presented above cannot offer exhaustive coverage of diverse ideas and opinions, some comments indicate conflicting views and perceptions regarding family-child relationships.

12.5 Summary

In summary, data about the community yielded the following outcomes:

- The recent national policy that combats discriminatory attitudes and practices has had positive impact on the access and participation of disabled students within various areas of life such as education, employment and health. However, participants in the school reported that the community had little respect for disabled people.
- Most participants stated that the community did not have an understanding of disability that could help include disabled individuals within the community.
- Data suggested that low SES could be a disadvantage for the level of participation of disabled students in education, and some professional views might be less favourable towards families of low SES.
- Regarding communication between families and their disabled children, school staff were usually dissatisfied with the effort of the families, while parents said they tried their best within given constraints.

The next chapter presents a comprehensive discussion of the findings from quantitative and qualitative data analysis.

CHAPTER 13

DISCUSSION

13.1 Introduction

The aim of this chapter is to discuss the research findings in relation to the study aims and conceptualization. The chapter is organized into three main sections. Following this introduction, I present the elements associated with the inclusion of disabled students as they are embedded within four ecological levels: (i) individual, (ii) family and community, (iii) school, and (iv) society and social policy. In the final section, I provide a contribution to the practice of inclusion at the school level by bringing to light a working model of inclusion that I believe will be worthwhile for the case school as well as other schools in Turkey that may find relevance.

So far in the thesis, I have set out with a broad research question and asked:

RQ: What are the factors associated with the inclusion of disabled students in a mainstream public school in Turkey and how do these factors affect the process of inclusion?

In the study, I have illustrated different perspectives towards looking into disability, such as how disability is constructed and how the notion of impairment is interpreted within the educational context. I showed that the definition of disability of the ICF emphasizes the relationship and interdependence between the ability of the individual and the environment, referring to the fact that the nature of disability consists of a continuum and is often unspecific. I have conceptualized the issues of disability and inclusion whilst providing data on how these concepts have been translated into the context of a public mainstream school in Turkey.

In this study, conceptual and philosophical frameworks guided research design, data collection, data analysis and discussion. These frameworks contained some approaches and theories as well as the researcher's intellectual background and values. Conceptually, the Ecological Systems Theory (Bronfenbrenner, 1979,

2005) and the Index for Inclusion (Booth & Ainscow, 2002) contributed to a combined perspective to look into the schools' culture, policy and practices as well as the role of national policy, community and associated institutions regarding the inclusion of disabled students. In evaluating the design of the social and institutional arrangements from a perspective of social justice and meaningful education, I benefitted from the Human Capabilities Approach (Sen, 1992) at the theoretical, practical and political level of analysis.

Philosophically, I adopted a pragmatic perspective (Teddlie & Tashakkori, 2009) with a predominantly interpretivist-constructivist paradigm, supported by a post-positivist paradigm. The interpretivist-constructivist paradigm involved qualitative methods - interview, observation and documents. The post-positivist paradigm involved a quantitative method – questionnaire.

In this chapter, as I did throughout the thesis, I have employed a critical perspective through which I evaluate the findings in relation to the factors interacting with educational practices, organisational forms and interventions, and socio-political contexts. Recently, Dyson (2014) was critical of inclusion research, stating that 'in a young field where inclusive practices were challenged on every side, researchers were less concerned to add to the challenge' and 'the purpose of the research was not so much evaluative as descriptive, celebratory and exhortatory' (p. 282). In this study, I took care to avoid this trap by employing a critical perspective throughout the thesis.

Data analyses have shown that factors associated with the inclusion of disabled students are located at different levels of the ecological system and these levels are inter-connected with bi-directional relationships. While emphasizing this connection, I have designed the following part of the chapter in a way that highlights these levels identified as: (1) the *individual*, which contains the intrapersonal dynamics (development, learning, skills and knowledge) of the disabled student, (2) the *family and community*, which encompasses the environment in which disabled students live, (3) the *school*, in which disabled students receive mainstream education, and (4) the *society and social policy*, which contains broad political, societal and legislative environments (Figure 13). I

organize the levels as pertaining to an ecological system that interoperate and cooperate (Palmer, 2011).

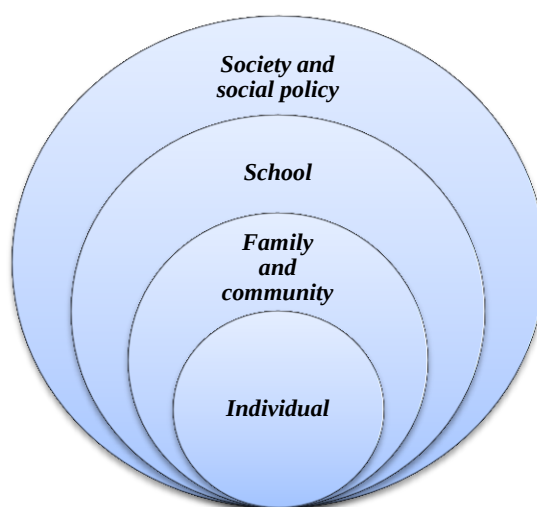


Figure 13. Ecological levels in which factors influencing disability inclusion are embedded

13.2 Individual

The global commitment to inclusion is rising. Now it is agreed that ‘wherever possible, children living with disability should ... receive education in inclusive schools, with added support in terms of health care and learning’ (UNESCO, 2015, p. 58). According to Miller (2000), including disabled students in schools largely depends on inclusive policies, inclusive school practices, and engagement with the community in which positive attitudes are in place.

Inclusion is proposed to support individuals to use their abilities and potential whilst developing capabilities ultimately to achieve personal autonomy, sustainable employment and meaning in life (Sen, 1993; Terzi, 2008). Within inclusive schools and societies, disabled individuals can construct their future with an emphasis on practicality by rechanneling their interests and skills to enhance their capabilities of any sort (e.g., educational, practical, intellectual, vocational).

In this section, I present four sub-sections to discuss the situation of the disabled students in the case school, and the various factors associated with their experiences. First, I look at the benefits gained by students and then discuss how

their experiences are situated within a process of meaning-making. Then I discuss how the concepts of 'care' and 'needs' are conceived and operationalised within the school. Finally, I critically discuss the issue of behaviour management and development.

13.2.1 Benefits for students

The main goal of inclusion is to achieve equitable education of good quality (UNESCO, 2015). Providing education of good quality to disabled students entails that school practices go beyond physical and social mainstreaming and facilitate academic development, enhance learning and equip students with skills for transition to adult life (e.g., Brigharm, Morocco, Clay, & Zigmond, 2006; Harrower, 1999; Scruggs, Mastropieri, & Mcduffi, 2007). However, findings of this research showed that the school's attempts to provide quality education to disabled students need considerable improvement. Learning and development in several areas (e.g., academic, cognitive and psychosocial) were usually perceived as inadequate by many school staff and parents. In addition, school records of disabled students showed poor achievement in examinations and attainment of educational objectives, insufficient career opportunities for disabled students, and lack of progress to higher education and employment.

Some participants in this study believed that inclusion had positive impact on the social-emotional skills of disabled students. Parents highlighted the development in their children after being placed in mainstream schools following a period of education in special schools and classrooms. This is in line with previous research indicating that disabled students who are placed in mainstream schools develop social-emotional skills (Abell et al., 2005; Black-Hawkins et al., 2007; Burstein et al., 2004; Rea et al., 2002). Although this is a positive step, one may accept at face value that social-emotional skills develop when students are placed in mainstream schools after having been educated in segregated environments. Therefore, enhancement of social-emotional skills may not necessarily indicate inclusion within all aspects of the school and community.

Williams and Reisberg (2003) indicate the necessity of promoting social-emotional skills as an integral part of daily instruction within an integrated

approach to curriculum. In the case school, however, there was not a systematic curricular approach towards developing social-emotional skills of disabled students. Their IEPs rarely contained objectives concerning social-emotional development. However, these objectives were often standardized and aimed to socialize all disabled students according to a set of desirable behaviours. However, educating disabled students in mainstream schools 'is about fitting schools to pupils, not socializing pupils to pre-set norms of learning and behaviour' (Hegarty, 1991, p. 90).

In the school, while aiming to include disabled students, there were attempts to implement the practice of providing disabled students with educational content that contained limiting and limited skills. This practice seemed to result in homogenizing skills through standardized planning and inflexible teaching. Hegarty (1991) considers this as a deficient model of education which is 'organized on a crude categorical basis: children with certain characteristics, sometimes of a physical or medical nature, are grouped together for educational purposes and, by implication, treated as if their educational needs are similar' (p. 91). This implies a definite need to understand the richness and diversity of individuals' learning processes (Hegarty, 1991).

One reason for keeping expectations for disabled students low could be the assumption that disabled students are unable to reach a certain developmental threshold due to impairment (Burstein et al., 2004). However, Hegarty (1993) reports that 'it is widely accepted now that students' difficulties in learning and coping in school result from an interaction between factors within the individual and environmental factors, especially school-based ones' (p. 194). Therefore, needs and strengths of each disabled student should be viewed individually and supported with appropriate planning. Today's education systems and school practices need to take into account the ecological influences surrounding students. These may include students' background (culture, language, and socioeconomic status etc.), the circumstances of their families and their connections with schools, available human, financial and material resources in schools, and students' abilities, strengths and difficulties (Mittler, 2005).

The quality of education offered to disabled students is closely associated with how diversity is perceived by stakeholders (Forlin, 2010). In the school, few participants embraced basic principles of inclusive education, such as ‘education for all’ and human rights that were stated in recent national policy documents (MEB, 2010a). Over half of the school staff thought that inclusion was not a good choice and it was inapplicable to the mainstream schools in Turkey. Interviews revealed that diversity, inclusion and disability were always associated with difficulty and seen as a problem. The majority of parents of disabled students in the study have not redefined the school’s culture and practices to ensure access to the school and provide quality education. The overall perception was that the school was far from following an approach that aimed to improve students’ learning outcomes in various domains of learning and development (e.g., academic achievement, personal development, social and practical skills). This shows that the school needs improvement in developing inclusive practices.

Finnan and Swanson (2000) believe that when student differences are not recognized and accepted, most educators feel overwhelmed by the diverse needs of students, and therefore, they lack the skills to create learning environments in which students of all ability levels can achieve their potentials. In inclusive schools, diversity is seen as a resource to enhance the richness of the cultures and practices of the school (Booth & Ainscow, 2002). Upon quality education, disabled students can expand their knowledge and capabilities while they have their needs recognized and met (Terzi, 2008).

Recently, UNESCO (2015) has expanded the meaning of quality education as ‘more than learning outcomes as measured by international, regional and national assessments’ and including ‘trained teachers, improved learning materials available to all learners, school time in which teachers and pupils are actively engaged in learning activities, inclusive and relevant curricula, pedagogical renewal, more welcoming learning environments and better school management’ (p. 217). In line with this expanded definition, this chapter highlights various dimensions of quality education throughout the chapter.

13.2.2 Experiences of students

Inclusive schools emphasize that students must be admitted unconditionally and well-accommodated within schools (Winzer & Mazurek, 2002). In Turkey, admission of disabled students into mainstream schools is compulsory as long as GRCs decide that students must be placed in mainstream schools. Schools can make decisions to ensure full attendance of students and maintain their voluntary engagement.

Placement of disabled students in the case school, therefore, was carried out with no obvious barrier after the decision of the GRC. However, the negative influence of medical identification was still observable in the school culture and practices, which is a common phenomenon observed in mainstream schools around the world (Thomas & Loxley, 2001). In the school, disabled students were identified with the difficulties they experienced and the medical labels they were given. Either their identity was constructed based on the medical diagnosis attached to them or they were placed in invented categories, such as ‘inclusion student’. The medical categories through which students were identified led to low expectations, perceptions of desperateness and less positive attitudes. Shakespeare (1993) rejects segregation of disabled students based on their characteristics and supports that their own identity should be recognized in order to eradicate any discrimination in their relationships with others.

Medical diagnosis assumes that locating the cause of the child’s problems (often considered as impairment) is necessary to determine an appropriate response. However, the above case shows that medical diagnosis may create attitudinal bias and barriers in schools, enhancing the likelihood of exclusion from mainstream schools. Indeed, the diagnostic approach has not produced much evidence that interventions were differentially effective with different categories of learners (Keogh & MacMillan, 1996). Ainscow (1999) acknowledges that individual differences of children might influence their progress within the curriculum. However, difficulties in learning may occur because of the decisions professionals make, the tasks they present, the resources they provide and the ways in which classrooms are organized.

An effective way of eliminating discrimination and facilitating social interaction in schools is to develop a positive school climate in which interactions between peers, school staff and other stakeholders are based on equal school membership. This can be achieved when there is a whole school commitment to developing positive communication among peer groups (Vislie, 2003).

In this study, there were channels of communication between disabled students and their peers. Especially at the primary phase, observations showed that non-disabled students attempted to take care of their disabled peers and aimed to support them. This finding is in line with Odom et al. (2004) who argue that there is less developmental and social-emotional discrepancy between disabled children and their same-age peers at younger ages. However, these behaviours were rarely transformed into cooperative group work, teaming and lessons in which disabled students participated as active members of the team and classroom community. Moreover, observations in the playground as well as parent reports indicated occurrences of physically and emotionally abusive demeanour towards disabled students at the pre-secondary phase.

The aim of inclusive education is not to maintain segregative and discriminative attitudes and practices. Rather, inclusion assumes that impairment and disability are part of human diversity, thus attitudes and relationships with disabled people as well as the language used in a setting should not exclude disabled people (Armstrong, 2003). Inclusion aims to direct disabled students' potentials and energies towards long-term life goals by eliminating discrimination, empowering individuals and providing personal assistance when needed (Slee, 2005).

13.2.3 Culture, care and needs

Establishment of an inclusive and caring school culture depends on the translation of positive views into effective practice of meeting the needs of disabled students in mainstream schools (Tjernberg & Mattson, 2014). A caring school culture in this study is defined as one that recognizes the social and institutional barriers and considers the needs of disabled students that may be associated with their impairments (Shakespeare, 1993).

In the process of disability inclusion, provision of educational support services and children's access to them is important (Mitchell, 2005). However, in this study, it was difficult to observe a school culture committed to meeting the individual needs of disabled students and take care of them satisfactorily. As reported by the Education Reform Initiative in Turkey (2011), arrangement and delivery of the school practices lacked adequate consideration of the needs and expectations of disabled students and their families. In the school, there were barriers regarding accessibility and participation of disabled students. This led to a lack of success in including disabled students and created the sense that impairments were the sole reason for underachievement.

Even though some school staff and administrators acknowledged the need to create a caring environment in the school, there was not strong dedication to realise this because the school lacked shared strategies that could be put into practice. However, Skrtic (1995) emphasizes the need to have shared goals and effective school-wide strategies to realize institutional aims. Some practices in the case school such as open-door policy facilitated access of parents into the school, and disabled students were often included within some activities such as short trips. However, this was not sufficient to meet their educational and personal needs because of a lack of school-wide approach towards inclusion (Sapon-Shevin, 2007). For example, the level of support from the counselling unit as well as school administration usually remained low and often tended to focus on remedying students' impairments, rather than providing services that could enhance their capabilities. The data reflected that disabled students were not supported adequately in areas such as educational transition, peer relations, academic improvement, and social-emotional development.

In the case school, disabled students were often perceived as 'already unable' and in need of constant support. They were seen as people who cannot achieve, often without necessarily knowing whether, how or to what extent impairment caused difficulty in the achievement of a task. This seemed to have led to minimized expectations of any kind. However, including disabled students is difficult when teachers have biased assumptions which emphasize that disabled students can be taught via only specialized ways of teaching (Lambe & Bones, 2006) and that

they are not able to make progress within the mainstream curriculum (Sharma, Forlin, & Loreman, 2008).

The issue of how individual needs of disabled individuals should be met while at the same time their independence is facilitated is a controversial phenomenon. Looking to the social model, it minimizes individual needs and emphasizes the removal of barriers to independence of disabled students (Oliver, 2004). Moving beyond this, a model of interdependence is now proposed, which balances independence and the reality of needing support. According to Shakespeare (2000), the reality of support needs should not lead to a permanent individualizing and excluding language as well as practices based on dependency. Instead, this issue should be recognized as a basic social condition of interdependence. Interdependence assumes reciprocity as a basic element of depending on each other and highlights that there is value in such relationships even when the first impression might show the relationship as one-sided. This kind of relationship focuses on positive relationships, rewarding positive and appropriate behaviour among individuals (Rohrer, 2005).

13.2.4 Behaviour

According to Marston (1979), professionals aiming to develop behavioural skills of students need to consider the multiple complex systems surrounding the child in any decision they take. Two issues arose in the case school regarding this. Firstly, there was a misconception that disabled students were in need of behaviour management because they were perceived as causes for potential disruptive behaviour. Secondly, a plan, decision or regulation for behaviour management and development was non-existent, both for individuals with difficulties and for the whole school. School counsellors thought that behaviour modification and development is possible through brief therapy sessions only, often ignoring other factors that might cause the behaviour. However, Hernández and Seem (2004) think that school counsellors can help to establish a safe school climate by employing a systemic approach to understand the context, psychosocial variables and school behaviours.

Regarding the construction of disruptive behaviour, Graham (2008) thinks that the schooling process itself, as well as too much emphasis on parental practices and disciplinary strategies might affect the constitution of ‘disorderly behaviour’ (p. 7). Therefore, the issue of how behaviour can be managed and developed should be considered within the ecological system (Marston, 1979). At each level of the system, behaviour development should be treated differently. For example, there might be a need to provide counselling and support to students encountering particular difficulties in their studies. However, comprehensive strategies aiming at the well-being and development of the whole school need to be prioritized. In any level, development and management of the focal behaviour requires careful arrangements of the elements in the system surrounding it. Schools need to consider the applicability of any strategy based on individual needs, considering the danger of excluding disabled students with too much focus on therapy and counselling (Dyson et al., 2004).

13.3 Family and community

Close support from the family and community is crucial for the inclusion of disabled children in mainstream schools. In this research, the role of the family and community in the education and inclusion of disabled students was a recurring issue. I present discussion on the elements of this level in three sub-sections: (i) family support, (ii) home-school communication, and (iii) community involvement in education.

13.3.1 Family support

In the lives of disabled individuals, relationships with the family and the support to be obtained from them are crucial. The family or main caregivers are often within the closest ecology surrounding the disabled individual, and they both influence and are influenced by the experience of disability (Chang & McConkey, 2008; Wilgosh, 1990). The quality of these relationships has a big impact on future developments on the lives of disabled people. Attitudes and values of the family, the level and quality of the emotional and psychological support, and the available resources can accelerate or limit preparedness for educational life,

development and learning. Participants in this research constantly stated the need for family contribution to the education and inclusion of their disabled children.

Altinkurt (2008) and Gökcan (2013) state that most families in Turkey are reluctant and lack knowledge to join the educational processes of their disabled children. In this study, several reasons accounted for the lack of support from families. Among the most cited factors by participants were poor socioeconomic conditions, lack of awareness and positive attitudes amongst families regarding the inclusion of their children, lack of effort by the school to include families in the process of educating their children, and lack of communication and collaboration with the childcare unit where some disabled students are placed due to family problems.

The issue of family involvement should be considered as an interactive process between the school and family. Fulcher (1989) differentiates between involvement and participation and says that involvement refers to a power imbalance between the school and family. Therefore, what is needed is active participation of families in all aspects of their children's educational journey. Similarly, Giangreco (2000) states that schools, students and families need to benefit from each other's experiences to prepare and implement effective and inclusive educational programmes. The importance of parents' participation in the education of their disabled children is important because parents are the ones who spend the most time with their children, know them most, and therefore can support the school in planning and implementing practices for their children (Mittler, 1993). Bronfenbrenner (1979) believes that the role played by parents is essential because the education provided in schools needs to be integrated with all daily activities that are mostly managed by the family.

13.3.2 Home-school communication

Views of families about the schools of their disabled children can be important in the extent they participate in the processes of the education of their children. In this study, findings showed that a big portion of parents of disabled students perceived and agreed that disabled children were not valued and respected in the school as main members of the school community. They usually thought that their

students were ‘tolerated’ in the school, and this often made them feel excluded from the school community, especially because of the conditions of their children.

Perceptions of exclusion among families due to the disability of their children are common in Turkey (Bumin, 2008), and elsewhere in the world (e.g., Wilgosh, 1990; Chang & McConkey, 2008). Slee and Allan (2001) argue that the condition of being ‘tolerated’ creates lack of confidence among parents of disabled students about whether the school could go beyond physical integration, meet their children’s educational needs and include them within the curriculum.

On the other hand, some other families reported that they felt excluded from the process because they were considered by the school as ‘unable to join’ due to being less educated and socioeconomically disadvantaged. They stated that they needed more support and knowledge as to how they could contribute to the process of inclusion. In addition, parents stated that they did not feel well-informed about the extent to which the school was supporting their children, and their children were developing and learning. Crosnoe (2004) reports that when schools possess negative perceptions towards the educational attainment and social status of families, interaction between schools and families is weakened. Negative perceptions of schools can get even stronger when impairment accompanies low SES.

Most parents in the school constantly stated that they approached the school but their concerns and expectations regarding their children were not met satisfactorily. This confirms that what is needed is a two-way communication between parents and the school (Beveridge, 2005), which is built on unconditional positive regard and empathy. According to Bronfenbrenner (1979), this is necessary for the transition from home-based learning to the practices of formal schooling, which is essential for children’s development.

The quality of the communication and collaboration between schools and families matters and is expected to create positive results in terms of learning (Mittler, 2012). The overall findings in this study have shown that there was communication between parents of disabled students and the school. However,

this was far from producing effective outcomes. Most parents stated that they were interested in their children's education; however only a small percentage of them thought that the school took their concerns seriously. It was also observed that the traditional method of parent engagement was still in place; parents were given passive roles and the meetings were teacher-led. These meetings turned out to be sessions in which parents were listened to but their views were rarely taken into account in the process of decision-making. Such a tendency to underestimate parents' contribution but to blame them for the educational problems experienced by their children is common (Soodak, 1998).

The ideal situation according to Clough and Barton (1995) is to actively cooperate with families and take their views seriously because they are the ultimate users of the process of schooling, and the most effective steps taken in the process of inclusion are those negotiated and determined with the family. Although most parents do not possess sufficient academic knowledge to judge the educational content, they have sufficient background to comment on the effectiveness of the educational delivery, development and learning (Clough & Barton, 1995).

13.3.3 Community involvement in education

For the establishment of inclusive schools, there is a need to increase ownership at the local and community level (UNESCO, 2015). It is acknowledged that inclusion of disabled students in mainstream schools is related to how principles of inclusion, equality, and anti-discrimination are addressed within the community (Ekins & Grimes, 2009). In this study, formal and informal channels of communication hardly allowed for the community to get involved in the way the school plans and implements practices regarding the inclusion of disabled students. Therefore, the community's contribution to the school practices seemed to be limited. However, reports of the school staff included dissatisfaction with the level of involvement by the community and referred to lack of sensitivity on families' part as a reason for this. Similarly, Vuran and Yücesoy (2003) report that school practices in Turkey are impacted by the negative beliefs of the community towards education and employment of disabled people as well as their participation in social life.

Even if there is a global acknowledgement of inclusion within societies, inclusion is perceived as a relatively new movement, and it is not easy to integrate its principles within everyday practices of schools. This is partly because communities do not often adopt basic values of inclusive education such as meaningful – rather than competitive - education, and equity. With this in mind, Weick (1984) believes that enhancing the level of awareness within the community and then embarking on practical measures that can work in mainstream schools may help contribute to the educational and social experiences of disabled students.

Each school has a unique culture, and thus has to strive to find its own way of implementing practices that facilitate inclusion. There is not an example of an internationally accepted inclusion model upon which to draw. This is a reason for relying on the schools' existing strength, structures and community power in order to realize change (Ainscow, 2005).

13.4 School

This section presents discussion on the case school. It represents the ecological level in which the student develops through education and social interaction, and contains the educational processes, social environment and institutional arrangements.

Recently, a global aim targeted by international actors and many education systems has been to create inclusive schools that nurture learning for all children, regardless of disability status (Thomas, Walker, & Webb, 2001; UNESCO, 2015). In this study, creating barrier free schools to include disabled students both physically and educationally seemed to be grounded in four elements that are discussed in this section. These are (i) understandings of inclusion among school staff, (ii) professional opinions and attitudes, (iii) relationships among professionals, and (iv) management and implementation of school practices.

13.4.1 Understandings of inclusion: physical integration or beyond?

Findings in this research have shown that there were varied understandings of inclusion among stakeholders. However, inclusion was mainly understood as a process of placing disabled students in mainstream schools and expecting them to integrate to the school community. In the case school, a negotiated understanding of inclusion upon which a working map can be built has not yet been developed among school staff and administrators.

In Turkey, the most common understanding of inclusion in Turkey is a system in which disabled students and their peers learn together in general education contexts in their local community (Diker & Türkün, 2013). However, this system has often referred to a process of normalization and integration where the majority of the responsibility has been placed on the shoulders of disabled individuals and their families. For example, it was stated by MEB (2010a) that ‘inclusion education increases the level of student’s function, so they can integrate to their environment. Students who can use their abilities at maximum levels will ultimately be exempt from being labelled as inadequate, defective...’ (p. 17). Inclusion, therefore, is not defined as a reciprocal process where the school and other educational institutions play a role in empowering disabled individuals and accelerating their participation in mainstream education. Schools, GRCs and local education authorities, on the other hand, may prefer to displace students from mainstream schools if they cannot progress satisfactorily.

13.4.2 Professional opinions and attitudes

Creating inclusive schools requires that disabled students should be viewed as equal members of the school and addressed respectfully (Booth & Ainscow, 2002). In the case school, positive and supportive attitudes have not developed universally among school administrators, school staff and the local education authority. There were negative views regarding the education and inclusion of disabled students. For example, two thirds of the teachers disagreed with the idea that disabled students should spend the entire day in mainstream classes. There were some positive views favouring inclusion and disabled students conceptually; however these were not universal among the school staff.

In the case school, in cases where professionals held positive views, they rarely thought this movement could go beyond enrolment and reach inclusion within all aspects of the school. Realizing inclusion was often viewed as a utopia. Some also thought it was unnecessary to assume such a difficult task because investment in disabled people would not return effective outcomes. These findings confirm Smagulova (2009) and Rakap and Kaczmarek (2010) who reported that educational institutions in Turkey for the most part contain negative views towards the inclusion of disabled students and ignore their potential.

The negative attitudes observable in the case school and in the Turkish literature are also common internationally. For example, de Boer, Pijl, and Minnaert (2011) reviewed 26 studies and found that the majority of professionals held neutral or negative attitudes towards the inclusion of disabled students in mainstream education. In the cited Turkish and international studies, the most common variables concerning negative professional attitudes are training, experience with inclusion, type of impairment, and lack of school cultures that foster inclusion and participation of disabled students.

Today, one of the most common uses of inclusion refers to its understanding as an intervention that can be ‘done’ (Singal & Rouse, 2003). It was this understanding that surrounded the case school and created a group of ‘inclusion students’, a team of ‘inclusion teachers’ and a community of ‘inclusion parents’. Teachers declared that their school was ‘doing inclusion’ by placing disabled students in mainstream schools. Fulcher (1989) once reminded the academic community that the concept of ‘integration children’ produced a new form of exclusion due to the role of discourse in educational practice. This practice is in place in the case school, in national policy in Turkey (e.g., MEB, 2010a), and in many other countries around the world. Children are given identities around the difficulties they experience. However, the actual aim of inclusion is to establish a school community where students are known by their names, and not the impairments associated with them.

In the case school, professionals’ views regarding disabled students primarily focused on their impairments. Many staff linked perceptions of inability and desperation with disabled students. Indeed, Gündüz (2007) reported that disabled

people in Turkey face discriminative attitudes and are perceived as unproductive in society. According to Slee and Allan (2001), such perceptions are based upon ‘a medical model of individual pathological defectiveness and essentialising views of normality and abnormality’ (p. 179). It can be argued that the medical practices in hospitals and GRCs are translated into the educational contexts and shape people’s perceptions negatively towards disability.

The official diagnosis carried out by the GRCs and hospitals in Turkey has a role in the emergence of the above perceptions. Research in Turkey has shown that the current implementation of the diagnosis processes is problematic and not in line with inclusive principles (Ministry of Family and Social Policy, 2013; Tiryakioglu & Avcioğlu, 2013), and these practices affect professional attitudes negatively in mainstream schools (Yıldız, Yıldırım, Ateş, & Rasinski, 2012). These processes have created a category where students with physical, educational and behavioural difficulties were lumped together. In the case school, disabled students were often placed in a category of ‘inclusion students’, which was believed to contain ‘less-able’ or ‘non-able’ children.

Lack of respect and perceptions of being categorized seemed to have brought about feelings of hopelessness and powerlessness among disabled children and their parents in the school. This is often because school staff and administrators hold positions involving power and responsibility (Barton & Slee, 1999). Disabled children and their families, therefore, may think that negative perceptions towards them will never end because perceptions of the staff and administrators will never change (Wedell, 2008). However, educators who are responsible for all students need to establish a climate of respect, which is one of the basic values underpinning inclusive education (Thomas, 1999).

The fact that professionals viewed disabled students as possessing low learning potentials was seen to influence the processes of including disabled students into the lesson content, teaching them, and implementing curricular accommodations. According to Karasu (2014), one implication of categorizing and disabling views in Turkish schools is that they shape the way services for disabled students are

determined and provided. Services are currently offered on the condition of being diagnosed (Tiryakioğlu & Avcioğlu, 2013).

In Turkey, the growing number of disabled students in mainstream schools requires that they should be treated with full respect and value whilst their potential is utilised to its maximum. Recent thinking on inclusion requires that all students should be acknowledged as equal, without any classification among them, and they have full and equal access to basic education of good quality (UNESCO, 2009).

It should be recognized that disabled students are known as able to learn and achieve in schools while they can obtain and maintain employment. For example, Avcioğlu (2012) shows that disabled students in Turkey can learn and improve a variety of skills when their capabilities and preferences are targeted. Disabled students can be successful in schools and become productive when there are positive attitudes towards their potential, when they are provided with reasonable accommodations and given the chance to enhance their capabilities (Bozkurt, 2001). Due to a great variation in their characteristics and ability levels, they can perform a vast array of tasks. This is possible in a school culture where staff avoid viewing students as having fixed dis/ability levels and students are made to feel that they attend a school in which achievement is possible (Tanti Burlò, 2010). It is a requirement that disabled students should be valued, respected and accepted if schools want to develop inclusive classrooms in which positive learning environments are constructed (Stainback & Stainback, 1992).

13.4.3 Relationships among professionals

The data as a whole have indicated that professionals in the school rarely chose to engage in teamwork, collaboration and communication, all of which can facilitate planning and teaching effectively (Sapon-Shevin, 2007). However, school staff reported that they lacked sufficient time to collaborate with one another during school hours. There were administrators who corroborated this by saying that they did not have time to discuss with other professionals the ways to enhance teaching methods to support the learning of disabled students. The task of including disabled students, however, is difficult to achieve without collaboration between

professionals because mutual support is a requirement for professionals who work together in order to improve learning in a school (Graden & Bauer, 1991).

In the case school, there was an assumption that physical conditions of disabled students would not allow them to benefit from mainstream education. This seemed to undermine the commitment to educate all students together supported by collaborative practice. Attitudes and perceptions of administrators towards students have an impact on staff attempts to communicate and cooperate (Baker & Donnelly, 2001). In a school where responsibilities for all students are shared, it is easier for students and other stakeholders to internalize these values (Giangreco, et al., 1993).

Studies conducted in Turkey have continuously shown that professionals in mainstream schools need to collaborate effectively in issues of identification, placement, assessment, IEP planning and implementation, in-service, professional and family training, vocational education, employment, public awareness, and legislation regarding the education of disabled students (Altinkurt, 2008; Baykoç-Dönmez & Şahin, 2011). However, these studies have also reported that effective collaboration in schools has not been achieved yet.

Findings in this research indicate the need to create an education system as well as school cultures that regard collaboration, rather than individualization and competition, as an indispensable element of education (Carrington, 1999). Findings also advocate that these elements can affect the process of inclusion in schools. Muijs et al. (2011) suggest that successful collaboration requires time, empowerment of stakeholders, and commitment by all professionals. Ownership and empowerment need to be promoted by shared decision-making under effective leadership. In practice, this means being part of a team that can make a difference to practice in inclusive education.

Increasingly diverse groups of students in schools and unsteady developments in education necessitate use of multi-functional expertise of teams for addressing a range of challenges to inclusion (e.g., attitudes, infrastructure) (Florian & Black-Hawkins, 2011). Distribution of local expertise through constant collaboration

may help apply the knowledge of good educational practices to the reality of heterogeneous classrooms including disabled and non-disabled students (Vuran, 2000).

13.4.4 School practices

School practice is a comprehensive concept. Following this brief introduction, I present discussion in eight sections: (i) holistic approach to practice, (ii) management and leadership, (iii) professional thinking, practice and development, (iv) curriculum, (v) individual planning and implementation, (vi) teaching, (vii) assessment, and (viii) school counselling.

Practices in schools have a determinant role in the extent to which disabled individuals are included. In this study, the majority of the school staff and parents thought that more effective school practices were needed to contribute to the process of inclusion. When interviewed and observed, parents, students, administrators, teachers and counsellors were far from demonstrating satisfaction with the way practices were planned, implemented and evaluated. There were a few examples of positive practice that often remained at the individual level. There was a lack of collective attempt to enhance learning of both disabled and non-disabled students by working supportively and collaboratively.

Judging from the data on the case school, it is difficult to claim that the school's practices reflect fundamental principles of inclusion, except that students with different ability levels were placed in the same classroom. For example, not all students in a class in the school seemed to have equal access to the curriculum, nor did the pedagogy demonstrated satisfactory planning, accommodations, adaptations and differentiated instruction when necessary. However, inclusion as a set of practices goes far beyond placement, and inclusive practices are reflected in other classroom activities (UNESCO, 2001).

13.4.4.1 Holistic approach to practice

Inclusion needs to be viewed as a holistic approach in which all elements interact and influence each other to reflect the change needed by the increasingly diverse

structure of society in Turkey (Altinkurt, 2008; Sarac & Colak, 2012). Similarly, evaluation of school practices needs to be done in association with the school culture and relevant local and national policy (Ainscow, 1999).

Achieving a holistic approach to school practices needs an inclusive school culture as a starting point (Carrington, 1999). However, the majority of educators and administrators in the school thought that disabled students belonged in special and segregated units. They considered that problems are located solely within students and that it is mainly their impairments that create barriers to their inclusion. Not many among the participants thought that there was a drawback with the educational system that did not expect schools to treat disabled students with respect, high expectations, dignity, and as equal members of the school community. However, Swain et al. (2004) argue that institutional arrangements and public attitudes can be as disabling as impairments.

A close look into the school practices has not revealed a whole-school approach towards including disabled students. For example, in-school decisions about the placement of students in mainstream classes, the procedures of instructional and personal planning, the coordination and bringing together of teachers, counsellors, students and parents, have not reflected shared aims and approaches. It was evident that the school implemented a fragmented approach, with the school management being involved mostly in bureaucratic (running of the school) issues and leaving to other professionals the task of planning and implementing educational activities. Administrators relied on central policy and guidelines and preferred not to take initiative for forming new approaches to enhance participation and collaboration in the school, a case encountered elsewhere in the world (Ainscow, 1991; Dyson & Millward, 2000).

In Turkey, the national policy and guidelines on education have not yet proved to be a strong supporter of schools in their requirements to realize inclusion (Sakız & Woods, 2015). In the case school, current responses to meet the diverse needs of disabled students needed improvement and these responses were far from being embedded within the ongoing formal and informal educational practices of the school. However, a holistic approach to inclusion means that schools are not left

alone; ongoing policy and other actors, such as non-governmental organizations and families, support schools to meet the needs of disabled and non-disabled students through appropriate responses (Booth, Ainscow, & Kingston, 2006).

Findings in this study refer to the importance of inclusion as a tool concerned with combating all forms of exclusion and discrimination, and making the school a place for the learning and development of everyone (Armstrong & Barton, 1999; Slee, 2010). This requires that the mission of the school regarding disabled students should be intrinsically connected with the values, philosophy and practices of that school. Actually, in an approach where the responsibility for the learning of all students is prioritized and shared, all students' learning difficulties can be addressed within the classroom (Frederick, 2005). This is only possible under effective school management and leadership.

13.4.4.2 Management and leadership

Inclusive schools are those in which educational administrators are committed to inclusive values (Dyson & Millward, 2000). In this study, the head of the local education authority was against the education of disabled students in mainstream schools, and the principal of the case school did not believe that disability inclusion could be achieved due to the impairments of disabled students. Previously, Akkoyun (2007) and Uzun (2009) had reported that educational administrators in Turkey had negative opinions on disability and inclusion, which are concepts recently introduced to the mainstream education of Turkey. Indeed, administrators in most countries experience controversy due to the facts that (i) the policies and programmes are rooted in the medical model, (ii) inclusive education, special education and semi-integrated education coexist, and therefore (iii) available policies are contradictory (UNESCO, 2015).

In the case school, there was effort to place disabled students either to the special education classroom located within the school or to special education schools in the district. Many administrators attempted to maintain previous special educational practices, with segregated placement being the response often resorted to. They constantly made the point that disabled students should be placed in schools that are ready to provide inclusive education in terms of human and

physical resources (Kavale, 2002; Meral, 2015). However, underpinning this claim is a view of inclusion as an end in itself, rather than the notion of inclusion favoured by some proponents of inclusion in Turkey (e.g., Erkılıç & Durak, 2013) and elsewhere (e.g., Sindelar, Shearer, Yendol-Hoppey, & Liebert, 2006), which sees it as a process of school improvement and reform, and ultimately aims to create an inclusive society.

Seemingly, lack of commitment and belief towards inclusion has been reflected in the management strategies employed in the case school. School administrators usually determined the way decisions were made and this was often carried out in a top-down strategy, leaving little space for shared decision-making (Scott, 2003). What is more, there was not an indication of a plan for regular and frequent meetings where professionals and parents could assist each other in determining the best possible situation for each individual disabled student.

There were reasons for the above findings, with some of them noted by participants and some observed. Administrators referred to the current school structures that leave no space to take on an effective leadership role. They addressed extensive paper work, irrelevant tasks, and lack of time and motivation to gather professionals and parents to ensure their active participation in the process. They also referred to the lack of knowledge and experience in the field of disability inclusion as part of the reason. Other participants corroborated this view. For example, while teachers reported that they had additional responsibilities to teach disabled students in their classrooms, they felt that their contribution to decision-making and the support they received from the school administration to assist with resources and instruction was not effective enough to reach all students.

Part of the reasons mentioned above by the participants is corroborated by the literature on the management of Turkish schools. For example, a study conducted by Silman and Simsek (2009) showed that in Turkish schools, school management practices were found to be ineffective mainly due to the centralized system, lack of communication among the staff, limited in-service training options for the school staff, and limited school budgets. On the other hand, effective management practices are often found to be related to a school's decentralized structure,

participatory understanding among the school staff, effective communication strategies of the principal, and various options of in-service training offered to the school staff (Silman & Simsek, 2009; Zanten & Robert, 2000).

Educational administrators in Turkey officially lead and have a big impact on their institutions based on the jurisdiction and power they are given, which is an opportunity for management (Gokçe, 2009). However, usage of this power requires skill and competence. Tanti Burlò (2010) believes that school administrators can utilise their power to create a school community that includes inclusive classrooms and a positive atmosphere in which effective work and learning are maximized. The transition towards inclusion in Turkey is still ongoing and segregated educational practices still shape discourse and practice in schools (Saraç & Çolak, 2012; Smagulova, 2009).

In summary, looking to the issue of inclusion from a systemic framework, findings from the current study call for a leadership and school management style that refers to methods to achieve participation, human rights, empowerment, decentralization of power, justice and equity. These values can help policy makers and practitioners question, reflect upon and revise the conditions they work within (Kose & Shields, 2010). These key actors need to take on responsibilities throughout the process of education and beyond. ‘It is therefore important for a leader to ensure that educators envision a purpose beyond that of having all students (and groups of students) meet expectations’ (Kose & Shields, 2010, p. 11). Educational leaders and practitioners need to go through a change in mentality where education focuses on providing instruction for today, and one that considers the capability of disabled people that can help them occupy an active position in society after graduation (Terzi, 2008). Thus, the case school, as well as all schools seeking inclusive practice, need a focus on the ultimate goals of the disabled person and society, facilitated by effective management and professional practice.

13.4.4.3 Professional thinking, practice and development

The success of school practices targeting inclusion is partly related to how teachers, counsellors and other staff appreciate, and the extent to which they are

open to student diversity. The way practices such as planning, teaching and counselling are carried out, as well as elements associated with inclusion such as accessibility, language use, participation and provision, are all influenced by professionals' perceptions (Booth & Ainscow, 2002). The majority of the professionals in this study stated that they respected disabled students as individuals, in the same way they respected all other students in their classroom. However, there was hesitation when it came to responding to student diversity by encouraging the participation of all students using whole group teaching strategies. It was difficult to discern a feeling and practice of commitment by all members of staff towards educating students from different dis/ability levels. Running of the lessons often seemed to allow little space for participation of and different outputs from disabled students.

Another recurring perception stated by school staff was that it was difficult to teach in classes filled with students from mixed abilities and to meet these students' diverse needs. Inadequate approaches to implement inclusive practices and strategies often created classrooms where disabled students were given few opportunities to participate and learn. One of the main reasons for this, as reported by Sage (2007), is that the class populations and the wide range of students with diverse dis/ability levels in the same class are seen as a challenge.

The situation illustrated above emphasizes the significance and strong need to employ effective approaches to design and implement inclusive practices to ensure that students learn and participate. In the first instance, locating and removing barriers to learning by providing support and structures to ensure participation and progress is important (Mitchell, 2005). However, this needs to be done in a school where students are not separated by educators as 'regular students' and 'special needs students' (Slee, 2006, p. 158), or as 'inclusion students', like the case in Turkey. This also requires competent and knowledgeable educators (Ainscow, 2004).

While expecting professionals to be open to diversity, their conditions need to be considered. Research in Turkey (e.g., Erkılıç, & Durak, 2013) and internationally (e.g., Carter & Kennedy, 2006) continuously highlights the need for better

physical conditions such as smaller class size and development strategies for educators. Teachers, counsellors and administrators in the case school stated the need for more resources and training opportunities in mainstream classrooms. In addition, school administrators mentioned the assignment of professional development opportunities by the central authority and reported that they were not meaningful within the context of their school. Despite the disadvantage posed by the centralized structure, Sage (2007) argues that the local authorities and school administrations may utilise their local resources to initiate alternative activities of professional development such as in-service courses, seminars, staff development days, feedback sessions, reflective practice and so forth.

In the case school, some staff reported cases of emotional difficulties and there were observations showing lack of commitment, reluctance and ignorance to assume the responsibility of teaching disabled students. This finding confirms Browder et al. (2006) who report that professionals working in mainstream classes with a range of dis/ability levels often experience burnout accompanied with reluctance to take on professional responsibilities. Knight (2003) adds that professionals are more prone to professional difficulties when they do not receive sufficient professional support. While some of them may find it emotionally difficult to maintain professional tasks, some other may feel resistant for reasons of attitude or belief.

The seriousness of the situation requires that national and local administrators should possess full awareness of the fact that competent professionals play a key role in the success of inclusion. At the centre of such efforts, there needs to be a focus on how a whole school culture of inclusion can be established (French & Swain, 2004) and 'how teacher attitudes, professional competence and skills contribute to the development of an inclusive school by giving all students opportunities for social engagement and learning (Nes & Stromstad, 2003, p. 117).

Thinking about the school culture, policy and practices in relation to professionals' competence and well-being, this research indicates that existing structures within the school needed to be more systematic, developed, flexible and comprehensive (Martin & Sugarman, 1993). In order to enhance students' potential as well as

professionals' competence and commitment, education policy needs to encourage particular strategies in the practice of inclusion, such as collaborative approaches to planning and teaching, shared effort to enhance participation, development of alternative systems that are supportive of students and staff, and inclusive designs for curriculum planning and implementation (Swain & Cook, 2001; Thomas, 1997; Zinkil & Gilbert, 2000).

13.4.4.4 Curriculum

One of the basic principles of inclusive education is the attempt to make the curriculum accessible to disabled students and empower them to maximize their learning within the curriculum content (Williams & Reisberg, 2003). Findings of this study have shown the importance of the inclusive principle that it is not adequate only to place disabled students in mainstream classrooms but they need to participate and learn in the classroom. It was observed in classrooms of the case school that the curriculum could not be sufficiently made accessible for disabled students, and there was a lack of a teamed approach by professionals for the teaching of disabled students. Therefore, it was concluded that disabled students did not benefit from the curriculum sufficiently. They seemed to be left out of the ongoing implementation in many lessons. This is actually in line with the study by the Tohum Foundation (2010), reporting that the existing national curriculum applied in Turkey does not allow for individualizing the content and making necessary accommodations and adaptations in order to meet the needs of disabled students within the curriculum.

There are examples of positive practice about how educators apply curricular adaptations and accommodations to suit the content to the needs of disabled students, how pedagogical approaches can be used to teach disabled students, and how disabled students' learning and development is assessed within the context of the curriculum (Hitchcock et al., 2002). Further, the inclusion of disabled students necessitates approaches that consider individualization of the educational programme, placing the person in the centre while planning and adapting the curricular content to fit the student needs and utilising cooperative learning strategies.

However, the applicability of these approaches and strategies in the Turkish education system requires us to think about how they can take place in the real context because one cannot ignore the difference between how inclusion is theorized/perceived, and how classroom practices, adaptations, accommodations, and assessment are actually implemented in the classroom (Singal, 2006). Salend (2001) thinks that each particular education system needs to devise ways for providing effective and meaningful education that can enhance capabilities of disabled students in various life domains. This requires reflective policy makers and practitioners who construct appropriate and flexible curricula and ensure that disabled students have meaningful access to and make progress within the curriculum (Booth & Ainscow, 2002).

Having faced a long history of ‘regular’ curricula implemented with only non-disabled students, today’s mainstream educators in Turkey need to reflect on and revise the pedagogy they employed previously in their classrooms which now contain both disabled and non-disabled students. It is important that each student’s needs are unique and a variety of conditions creates the need to support them. Educators that aim to adopt inclusive pedagogy believe that each student can contribute to the classroom community and therefore evaluate the needs and strengths of each individual student (Giangreco & Doyle, 2004).

The task of making the curriculum accessible for disabled students is difficult to achieve via only school practices. The centralized nature of the curriculum has an important role. Actually, the curriculum reform in Turkey, in 2004, brought a competency-based approach instead of the traditional knowledge-based curriculum, emphasizing skills such as communication, inquiry, entrepreneurship and the use of information technology (Altinyelken & Akkaymak, 2012). The majority of the school staff considered this reform as a positive step. However, serious setbacks may be encountered if curriculum reform contradicts existing policy (Altinyelken, 2013). In the case school, one of the main aims was to prepare children for national examinations. The examination practices were not aligned with curriculum objectives, and this entrenched the perception that schooling was not enough to guarantee educational success, leading to increased demand for individual and private tutoring.

13.4.4.5 Individual planning and implementation

A recent study by the Ministry of Family and Social Policy (2013) reported that IEPs in Turkey play a major role in the education of disabled students. In the case school, the staff acknowledged that IEP was fundamental to the education of disabled students and they theoretically supported it. However, on the practical side, they and school administrators did not report evidence of preparing specific, measurable and realistic IEPs, and using them to enhance learning and achievement of disabled students. They often found it difficult to prepare and plan IEPs whilst the school administration reported that they could not hold professionals responsible for preparing and implementing it because school staff already had more important tasks to do, such as teaching ‘other students’. This is a reflection of the link between exclusionary views, practices and professional competence (Slee, 2006).

Preparing and implementing good IEPs may facilitate access to the curriculum. However, it might lead to exclusionary practices when its importance is overemphasized (Ainscow, 1999). It was seen in the school that IEPs, often prepared with little emphasis on quality, were considered as the main educational program to be taught to disabled students. However, almost half of the disabled students in mainstream classrooms did not have any IEPs. In addition to the under-involvement of parents and students in the process, the impact of this scenario resulted in some disabled students totally left aside in mainstream classrooms. When interviewed, the majority of parents of disabled students reported that they did not attend meetings about their children’s IEPs.

Ideally, IEPs need to contain disabled students’ needs, strengths, learning style and expectations, and they should set expectations for disabled students to demonstrate mastery (Hitchcock et al., 2002). In addition, IEPs function as a tool for presenting a tentative guideline for assessing the quality of services and student development. However, the emphasis that needs to be made is not on how documents are prepared but what counts as learning and development from the perspective of disabled students, which is a big challenge for schools to realize in the classroom (Turnbull et al., 2006). This study indicates the need for a

framework that suits an individual student and is shared by staff, parents and students (Ainscow, 1999). What is needed on behalf of the school is to have a revised focus on the values and practices of its mainstream classrooms and involvement of students, professionals and families (Giangreco, Edelman, Luiselli, & Macfarland, 1997).

13.4.4.6 Teaching

Individual needs of disabled students need to be met in mainstream schools while students are provided with effective instruction and involved in their own learning (Ainscow et al., 2003). When asked, professionals in the case school often referred to the perceived impossibility of educating disabled students in mainstream classrooms under the current inflexible curriculum. This, as well as the physical difficulties such as big class size and dissatisfaction of professionals with their vocational circumstances, seemed to have led professionals to refrain from taking steps in implementing inclusive teaching strategies (Broderick, Mehta-Parekh, & Reid, 2005).

The teaching used in mainstream classrooms should ‘focus on how to extend what is ordinarily available in the community of the classroom as a way of reducing the need to mark some learners as different’ (Florian & Black-Hawkins, 2011, p. 826). However, in the case school, educators perceived inclusion primarily as consisting of individual instruction, confirming Melekoglu et al. (2009) who state that the current understanding of inclusion in Turkey is heavily influenced by practices of special and individualized education. On the contrary, most parents wanted their children to be included within the whole classroom group. Sağiroğlu (2006) reports that parents of disabled students in Turkey resent the heavy emphasis on individual instruction, and prefer that their children are educated in groups.

The above is not to reject that some children and young people may need individual instruction in mainstream classrooms, which may help educators assess needs of individual students, devise appropriate educational modifications, and provide relevant educational support. For example, Ünay (2012) illustrates that appropriate individual instruction enhanced the mathematical learning and achievement as well as self-efficacy of some disabled students educated in

mainstream schools in Turkey. However, I believe that this practice should be an integral part of the whole cluster of inclusive pedagogical strategies applied in mainstream classrooms.

Inclusive pedagogy requires that the priority should be given to ‘teach for all’. In the case school, activities of most teachers regarding planning for accommodations did not prove to be sufficient and of help to disabled students for making meaningful access to the learning content. In fact, among the participants, not many of them had an idea about how to design the mainstream educational content for teaching disabled students. What is more, observations and reports of the school administration showed that the school did not have a plan or policy that addressed the participation and learning of disabled students in mainstream classrooms. Erkılıç and Durak (2013) assert that the policy and school practices in Turkey often refer to the physical integration of disabled students and are far from addressing the philosophy of universal design to ensure learning of all children.

In the school, although IEPs contained simple objectives, they were hardly implemented within the classroom. This created less meaningful educational experiences for disabled students, and hindered their participation in classroom activities. However, according to Conderman and Johnston-Rodriguez (2009), teachers in inclusive classrooms need to be aware of their students’ individual needs, and employ flexible strategies to respond to these needs.

‘The central business of the classroom is learning and the principal responsibility of teachers is to provide experiences that maximize pupils’ learning (Hegarty, 1991, p. 91). Florian and Linklater (2009) describe inclusive classrooms as involving the development of a rich learning community characterised by learning opportunities that are made sufficiently available for everyone, so that all learners are able to participate in classroom life. However, practices in the case school seemed to have fallen short of including disabled students within the regular curriculum in ways that enhance their learning, development and capabilities. According to Hegarty (1991), this may be because there is not a good understanding of instructional variables, which are often complex and ‘encompass classroom setting, pupil grouping, presentational media, sequencing and mode of

instruction, balance between presentation of new material and consolidation of existing material, pupil/teacher and pupil/pupil interactions, balance between teacher-directed and pupil-directed activities' (p. 91).

13.4.4.7 Assessment

In the case school, assessment of learning of disabled students was often based on school-based and national examinations. However, findings have shown a lack of consideration of the differences in the achievement and ability levels of students in the school. Outcome of the semester and annual assessment was certification (Turkish: Karne) for the students, with little consideration of how many students have the skills to obtain them.

According to Çakıroğlu and Çakıroğlu (2003) the dominant assessment method used with disabled students in Turkey assumes a 'one size fits all' approach, considering them as possessing the same levels of dis/abilities. Starting from the pre-secondary phase, right after the primary phase, all students face written national examinations, which assess all students based on their core subject skills. After the pre-secondary phase, students enter national examinations, which, again, assess their skills based on core subjects. According to Borg and Calleja (2006), students who have difficulty in the acquisition of core skills are more prone to be excluded from the system without even mastering basic skills. However, inclusion necessitates that educators carry out differential assessment methods in order to accommodate challenges of individual students and facilitate their meaningful access to and progress in the mainstream education curriculum (Salend, 2001).

In Turkey, it is regulated that all disabled students can attend national exams and they are provided with adequate assistance during these exams. However, there is no sufficient data to comment on how these measures are taken and how these services are provided. What is more, the system is still burdened by examinations and certification, which are underpinned by exclusionary thinking. The recent call for the inclusion of disabled students within the educational program is an indication of the willingness to enhance students' capabilities; however, research suggests that the reality of what happens in schools is a long way from what is required (Eğitim Reformu Girişimi, 2011).

13.4.4.8 School counselling

In the case school, there was dissatisfaction with the services offered by the school counsellors. Participants often resented the inefficiency of the services when it comes to contributing to the overall quality of life of disabled students and enhancing their learning and development. Findings of this case study are in line with Dölek and İnceoglu (2013) who report that inefficiency characterizes the services of current school counselling units in Turkey. They report that the services rendered by school counselling units are information gathering about students (55%), individual counselling (18%), and preparing the yearly guidance program (14%).

The issue of how counselling units can facilitate the inclusion of disabled students in mainstream schools centres around various areas of practice such as counselling, guidance, assessment, consultation, training and advocacy (Farrell & Venables, 2009). However, in Turkey, it is questionable whether the current school counselling units maintain effective practice to achieve success in these areas and facilitate the process of inclusion. Sakız et al. (2015) report several reasons for the limited success. First, there is not an agreement among stakeholders about the meaning of inclusion. This leads to a lack of shared goals and practices regarding the education and inclusion of disabled students in mainstream schools. Second, paradigms favouring segregation of disabled students still shape counsellors' beliefs and practices. They tend to hold low expectations for disabled students, mainly implement practices such as individual counselling, intelligence testing and pull out options, and generalize such practices to all disabled students in the school instead of offering them as needed. Finally, there is a lack of effective school management and leadership, resulting in ambiguity in role definitions and a definite need for collaboration among professionals.

13.5 National policy and society

The inclusion of disabled students in mainstream schools is not a matter only for families and schools (Beveridge, 2005). This study has shown that inclusion is also part of the national policy and society. Inclusion requires that everybody,

regardless of disability status, should be treated as main members of society, and any individual needs should be met within the framework of the social, educational, health and other services available to all members of society (Meijer et al., 2002a). Actors from various layers of society need to be interconnected to contribute to the process of establishing inclusive values and inclusive policies (Wendt, 1999). These actors need to contribute to the creation and application of flexible education systems that match the increasingly diverse characteristics of individuals and communities. With this in mind, a discussion involving (i) society and social policy, (ii) the education system, and (iii) values is presented in the following sections.

13.5.1 Society and social policy

In this study, the inclusion of disabled students as well as the relationships of various actors within the school was investigated from a holistic perspective. This perspective underscores that inclusion at the societal level is a requirement (UNESCO, 2009). Meijer et al. (2002a) state that ‘inclusion in education can be seen as one of the many aspects of inclusion in society’ (p. 151). Within the current educational and social structures, it is imperative that attitudes towards disabled individuals change positively, and practices in society target their inclusion, achievement and self-esteem.

Findings of this case study have shown dissatisfaction among stakeholders regarding the process of educating and including disabled students in the school. This is an indication that inclusion is perceived as a technical innovation externally imported into the education system, rather than as a social drive. Findings of this study confirm Meijer et al. (2002a) who state that ‘without a basis in society it is very difficult to make these changes in education. Teachers will argue that the pupil’s interests are best served elsewhere, parents will doubt the quality of the adjustments made for their child, policy-makers and administrators will be reluctant to provide the necessary support’ (p. 151).

In developing countries, disability status is highly correlated with social disadvantage (UNESCO, 2015). Similar to findings reported by Kadioğlu (2005), some parents in this study have reported that they and their disabled children felt

the increasing weight of discrimination and social disadvantage due to their backgrounds (e.g., disability, low SES). There is a tendency in society to view disabled people as subordinate to so called ‘normal’ individuals. This normality-based understanding is reflected in school cultures, too (Sakız & Woods, 2014). It is assumed that disabled individuals are those who must be helped to become ‘normal’ to be able to join the school community and receive the ‘normal instruction’ delivered in regular schools. However, a system that classifies students based on dis/ability and social status is far from being inclusive. Meijer et al. (2002a) argue that ‘it is not possible to create inclusive schools without a solid inclusion-oriented basis in society’ (p. 151).

Emanuelsson (2001) argues that once children are identified as different, they become problematic to mainstream schools and teachers. From the categorical perspective, the process of labelling children as ‘having difficulties’ creates the tendency to invest the source of any difficulty within the child. Once this process is complete, then it becomes easier to transfer the responsibility only to ‘specialists’ who are trained to deal with the ‘problems’ exhibited by the child’ (p. 135). There is a similar approach by Sutherland (1981) who claims that equality is possible only if the notion of being disabled against being normal within a society is eliminated. There must be a step to eliminate the division between normality and disability and to emphasize the fact that disability is a normal case of humanity, rather than a physical condition of a small minority.

In this study, analysis of documents and findings of some research (e.g., Diker & Türkün, 2013) have shown that the recent shift to the social model in approaching disabled people and the problems they face has led to advancements in reducing discrimination at various domains of life. Articles 13, 14 and 15 in the law on disabled individuals forbid discrimination against them in choosing a profession and having access to vocational education, in employment, and in education, respectively. Although the definition of discrimination is not clearly operationalized in the law, it mandates the government and related institutions to make adjustments and modifications to enable access to education and employment opportunities.

In Turkey, steps taken at the national level have been followed by endorsement of international legislation for the inclusion of disabled individuals in state institutions and communities (Diker & Türkün, 2013). For example, Turkey signed the United Nations Convention on the Rights of Persons with Disabilities that includes measures to facilitate providing persons with disabilities full and equal rights within the scope of anti-discrimination principle (the UNCRPD was signed on 30 March 2007, ratified and enacted by the cabinet on 27 May 2009).

Efforts to accelerate the inclusion of disabled individuals within the community included activities to increase awareness and sensitivity. A programme titled 'Support Programme for Persons with Disabilities' was initiated in 11 provinces in Turkey and financial resources were allocated to offices of the governors in order to support disability-focused projects. In addition, the 'General Directorate of Persons with Disabilities and Elderly People' conducted a project titled 'Awareness Raising Seminars on Human Rights and Disability' in 2012 which aimed to hold awareness and knowledge raising seminars on human rights and disability to promote the realization and the protection of human rights of disabled individuals in Turkey. This project targeted four major groups; civil society organizations, representatives of public authorities, members of the judiciary and legislative body experts, in order to facilitate the process of fulfilling obligations imposed by UNCRPD. In addition, with the aim of providing consultancy, vocational and social rehabilitation, information services, disability units were established within the bodies of metropolitan municipalities and a 'Disability Consultancy and Coordination Centre' was opened in universities. Sanctions were prepared in order to prevent discriminatory applications toward disabled people. Also, TUIK (2010) indicated that benefits given to disabled persons, who are not able to work or cannot find a job, were increased between a rate of 200 - 300 %, whilst the scope of the benefits were also expanded.

With these positive steps in mind, success requires careful planning, implementation and shared aims to combat prejudice and discrimination against disabled people. Despite an emphasis on human rights and eradicating discrimination in Turkey, international and local governmental policies as well as social programs have not yet ensured equal success in educational institutions,

health, employment and social security (Akdağ, Tanay, Özgül, Kelleci, & Kara, 2010). For example, in a survey conducted by the government (TUIK, 2010), disabled people reported that they still suffer from discrimination within the community, in terms of accessibility, and in reaching services in education, care, social support and funding, health, employment. 37.5% of disabled individuals reported that they still suffered from discrimination of some sort. In addition, 41.6% of the disabled individuals in Turkey have not been to any educational institution and therefore 88.4% of them do not believe that they can find employment with their current educational background (TUIK, 2010).

All political, social and educational steps need to be taken in ways that ensure that basic rights of disabled people are respected. However, a step beyond human rights is needed. Rights should be implemented in a way to ensure people's capabilities and functionings. These include access and participation within mainstream communities, schools and the curriculum, as well as enhanced levels of self-confidence. In addition, there is a need to implement inclusive education projects, including teacher training, awareness-raising and community participation. Communities with strong inclusive understanding, supported by effective and detailed policies, can produce opportunities to improve disabled people's lives (UNESCO, 2009).

Although democratic governmental and non-governmental steps have impact on the development of a variety of opportunities for disabled individuals, there is a need for more. Sen (1997, 2002) and United Nations (2009) acknowledge that disabled people need more than democracy and independence to choose what is available to them in relation to their personal preferences. Actually, disability is highly correlated with poverty, poor health and few developmental opportunities (Banks & Polack, 2014). Therefore, what are urgently needed are human development, health and income, as well as education (Vollmer & Ziegler, 2009). It is difficult to achieve real, collective and enduring change in individuals' behaviours and thinking patterns only through legislation and governmental initiatives (Lawson, 2005). Real change at the societal level can be achieved via effort by non-governmental organizations and private institutions (Meijer et al., 2002). Governments need to cooperate with these structures. In other words, both

governments and communities need to prioritize their directions towards development and change.

In this study, reports of several stakeholders from different institutions and the community have shown a lack of communication among these stakeholders. In Turkey, schools, GRCs, universities, advocacy and disability organizations can support awareness raising activities, monitor improvements and enforcement of legislation, and facilitate interaction between governments, disabled people and their families, and other organizations. Activities of these actors can lead to positive changes at this level that will positively influence disabled people. A change in the mentality of these institutions is needed to think beyond principles of physical placement, and start to place emphasis on inclusion.

Within a society, Bateson (2000) argues against short-term strategies that focus on individual persons as seen in isolation, and proposes to establish relationships among actors in society. This is believed to replace inefficient habits and theories of mind with non-isolation and reflective reasoning that can serve as a long-term solution. The current processes, which marginalize disabled people and do not give agency in their own matters, should trust them to become productive and independent.

13.5.2 The education system

Around the world, there is no universal agreement on what constitutes inclusive education. However, according to UNESCO (2015), provision of inclusive education requires governments to take responsibility for and educate all children regardless of their needs. Ambitious approaches to inclusion are commonly grounded in a rights-based approach that aims to empower learners, celebrate diversity and combat discrimination.

In Turkey, with the introduction of the Disability Law on Disabled People, the social model started to gain importance after 2005 (Diker & Türkün, 2013). The model has been partly successful in the Turkish education system in ensuring the establishment of schools where students with different dis/abilities are educated

together, while allowing schools to seek opportunities to develop inclusive practices.

The Article 15 of the Disability Law states that disabled children cannot be devoid of the right to education, and they should be provided with equal educational and vocational opportunities in integrated environments by taking into account their individual needs. Data taken from MEB (2014a) showed that the population of disabled students in mainstream schools has increased between rates of 500-600% since 2000. However, inclusion means more than access to schools; it requires an overall acknowledgement of removing barriers to participation and equal membership within the school, rather than a system that produces disability.

This study revealed a lack of communication between institutions where disabled students are educated, in line with Özbulut and Sayar (2009) who reported conflicting interests among these institutions. What is more, some of these institutions (e.g., rehabilitation centres) were criticized on grounds that they were only commercial operations and they did not prioritize quality in education. In practice, most countries have hybrid policies where inclusive education, special education and semi-integrated education policies and institutions coexist, leading to contradictory goals and practices among institutions (UNESCO, 2015).

In Turkey, official data indicate that 47.4% of the ‘disabled students did not have any kind of disability when starting the primary education/primary school’ (TUIK, 2010, p. 38). This fact requires consideration, and confirms that disability can be constructed within the educational system through various diagnostic procedures, while at the same time it is declared that the system is spending much effort to accommodate disabled students in mainstream schools.

The paradoxical situation illustrated above is partly related to the classification approach implemented in the education system. Traditional categorization of students into specific subgroups, such as ‘mental retardation’ and ‘autism’, are based on a deficit paradigm that has been the foundation of many countries (McLaughlin et al., 2006), including Turkey. According to McLaughlin et al. (2006), in reality, educational systems cannot abandon classification schemes

completely because they have neither infinite flexibility nor infinite resources. However, there is a strong need for these schemes to be instructionally relevant and consistent with the educational needs of children, while they need to identify students' needs and potentials based on their response to carefully implemented research-based interventions in schools (McLaughlin et al., 2006).

Findings of this study as well as some others (e.g., Erkılıç & Durak, 2013) have shown that disabled students often experience educational failure, indicating a limitation in the practices to include them within mainstream schools. This is partly because there is lack of clarity over the interpretation of and strategies for inclusive education. Dyson and Millward (2002) state that a government needs to clearly state that it supports inclusion, formulate a policy statement about inclusion, and make clear the goals for the educational community. Ainscow (2005) states that there is a need for inclusive education systems which offer just distribution of educational resources and ensure participation of all students, including disabled children, in the learning environment.

In this study, professionals from the school and other institutions as well as parents reported that their relationships with each other did not have a significant positive impact on the inclusion process, due to factors such as lack of communication channels and inadequate staff population. This confirms the changing nature of the dynamics and controversies of the Turkish education system and its impact on the organization and practices of schools in Turkey (Yazan, 2013). First, the idea of inclusion in MEB, institutions and among professionals has not been clearly embraced and reflected in policy and practice. This has created multiple systems of educating disabled students, including private tutoring in different institutions (Tansel & Bircan, 2004), whilst healthy communication among these sub-systems has not been established. Second, the systemic changes and curricular reforms brought about by ongoing reforms have led to difficult-to-absorb changes in the structures of schools, making earlier applications and structures obsolete (Akşit, 2007). Finally, competency and efficacy of teachers, counsellors and administrators was strongly questioned and negative reference was made to the universities and governmental institutions that are responsible for the education and training of professionals. However, Meijer et

al. (2002a) argue that clear policy on inclusion may act as a push in changing the attitudes and practices of local administrators, school principals and school staff.

13.5.3 Values

The movement towards educating disabled students in mainstream schools in Turkey is a radically positive step in combating historically-rooted exclusion of disabled individuals not only from mainstream education but also from education of any sort. However, such political steps remain limited unless there is full adoption of these values by the school community and the public. Mere placement of disabled students in mainstream schools within a complicated system can hardly facilitate a smooth transition to include disabled learners.

It is difficult to establish an inclusive community when not all people are incorporated, especially those who are at risk of exclusion from society. However, in many communities, normality based understanding within society divides disabled and non-disabled people into two populations (Barnes, 2000). This implicitly leads to an established view of ‘we’ as normal people and ‘others’ who are disabled. This perception often exists in communities where embracing the idea of diversity, and specifically disability, is uncommon and disabled people are mainly characterised by their impairments.

The overall attitudes within the case school were far from indicating values of equity, equality and respect for human rights with regard to disabled students. The questionnaire findings have shown that only 34.6% of the professionals in the case school thought that all children belong to the mainstream school community and should be educated in mainstream classes. For Dyson and Milward (2000), co-existence of two systems (e.g., mainstream class and special education class at the same school) hinders the creation of a more equitable society, prevents systemic changes to make education responsive to an increasingly diverse society, and is against the right of disabled individuals to be educated in mainstream settings with their peers.

All in all, Kaplan (2006) has written that the Turkish education system is under the influence of conflicting forces such as army, nationalism and faith. These

forces, he adds, do not only have a stake in the constitution of the national curricula, but also influence the creation of a uniform student identity that rarely regards difference as an advantage. However, I believe, what is needed today in order to reach an inclusive education system in Turkey is to accept equity, perceived as social justice and an indication of human rights, as a main principle in the steps to be taken. This should be reflected on the discourse and overall movements of the stakeholders in the education system; including practitioners, administrators, and policy-makers. This can help to achieve the inclusion of disabled students and establish an inclusive culture within society because inclusion can be beneficial to the whole society where children from very early ages learn to respect and value diversity and difference.

13.6 A school-based working model

Findings of this case study have shown the need to develop crucial components in the education and inclusion of disabled students, such as improvement in the existing practices of the school, school management, and collaboration. Findings also proved the need for a collective movement towards removing barriers, planning change and designing improvement strategies for the inclusion of disabled students in the case school in ways that these activities take place under effective leadership and school management. I acknowledge the macro systemic factors (e.g., national policy) that influence the school culture and practices. However, I do not believe that this is a reason for schools not to take any action and attribute the causes for the problems to these factors. Rather than seeking for generalized rules that can be used as a basis for interventions, schools can engage in an experiential process where they can learn, try, and achieve (Ainscow, 1999). Change can be planned and realized by local members of an organization (Lippitt, Watson, & Westley, 1958).

Findings of this case study have shown that, on one hand, there is a need on the part of professionals and families to work towards change, while, on the other hand, decision makers should provide options for change and make the change visible to many (Kouzes & Posner, 1995). Meyerson and Fletcher (2000, p. 182) argue that institutions may realize change in the attitudes and practices of its community members by ‘diagnosing, dialoguing and experimenting’ new

practices. Following this approach, each individual school can find its own way in realizing inclusion because this democratic process leaves space for each school to identify and evaluate what is not working or what needs to be developed, take negotiated decisions through constant collaboration and negotiation, and experiment with strategies.

Therefore, I propose a cyclical model in Figure 14, based on the investigation in the case school and revealing the need to take action for developing practices that can help to facilitate the inclusion of disabled students. The model is based on groups of practice -rather than individualized practice which was dominant in the case school- that are created specifically with the goal of gaining knowledge related to their field and distributing it to others (Wenger, 1998). Effective leadership by the school administration and student participation at all steps of the cycle is needed; however, groups of practice at each step assume the leadership in carrying out their tasks and negotiate their activities with the whole school. The continuous process of sharing information and experiences with group members as well as the whole school will help members to learn from each other, have an opportunity to develop personally and professionally, share interests, and work together (Lave & Wenger, 1991).

The first step of the model aims to *diagnose barriers and challenges* and proposes creation of three groups: (i) the ‘performance and needs assessment group’ determines students, staff and families’ educational, learning and professional needs; (ii) the ‘literature group’ is given the task of researching and discussing with the school topics requiring further knowledge and understanding; and (iii) the ‘policy group’ analyses the national policy and school regulations while seeking ways about how these can be utilized and if there is a need for developing new school guidelines. Activities of these groups are carried to the next step, which is *dialoguing and developing practices*. This process involves (i) a ‘communication and negotiation group’, and (ii) a ‘practice design’ group. It consists of collaboration with related stakeholders, namely students, families, local education authority, GRC, childcare unit, hospital and non-governmental organizations, and planning and developing practices and solutions based on the outcomes of the diagnosis process and communication with stakeholders. The

third step assumes a whole-school movement to *experiment solutions* to implement the planned practices. This is carried out by an (i) ‘implementation group’ which consists of staff from the school and other institutions, students, families and other related community members, and a (ii) ‘monitoring group’ which feeds the practices with relevant feedback in the meantime. *Evaluating outcomes* is the final step where results of practices are evaluated at the end of each semester and/or educational year. The ‘formative and summative evaluation group’ is responsible for drawing conclusions and utilizing them for the following cycles of practice. An example of a case scenario reflects how the model can be applied in a real context (Figure 15).

Application of this strategy might have positive impact on the school’s confidence in the choices made at the school level. Working in groups can be a way of including staff in the case school that consisted of 87 professionals. In addition, as the choices are locally made, this approach embraces the local school culture and can be more easily accepted by the community where the cultural roots of the customs are quite strong. An ongoing practice of the school in experimenting with practices can bring about substantial changes as these practices have an impact on the school culture, and the environment over time assimilates them.

Another advantage of this participatory action model is that changes made for the benefit of disabled students can improve learning for all children in the case school (Hart, 1992). Making use of difficulties as indicators of how to achieve improvements, the activities carried out in the model can allow negotiating and experimenting new ways of improving the conditions for learning (Ainscow, 1994). Those who adopt this perspective are likely to favour approaches that encourage enquiry as a means of achieving improvement. Working in collaboration can create partnerships where one can reflect on their own practice while helping others to do so.

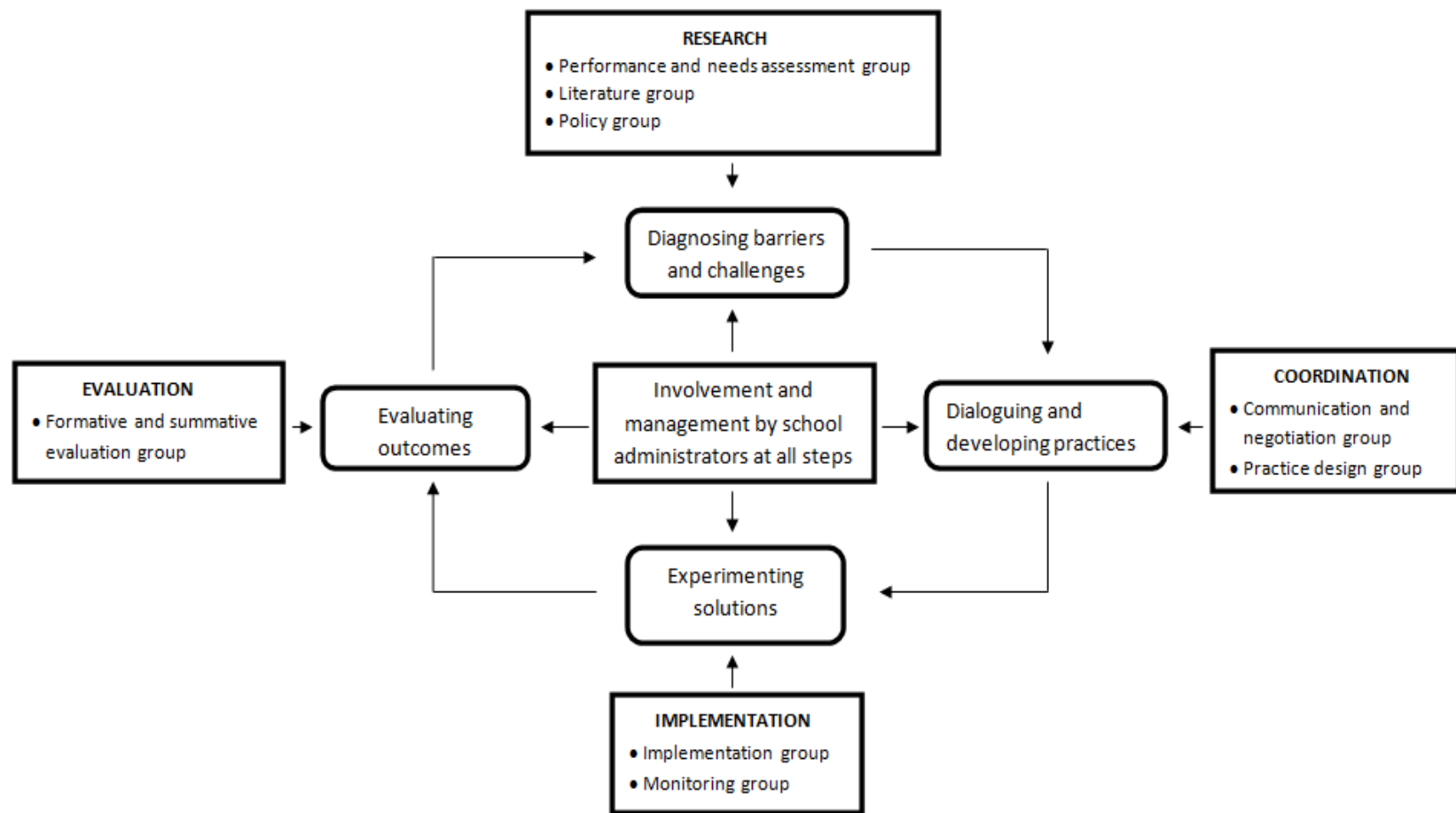


Figure 14. A cyclical inclusive practice development and implementation model for Turkish schools

The case: A primary school which aims to include disabled students and provide them with effective education attempts to find a solution to the problems experienced in the area of individual education plans (IEP). This problem has been a concern for the administrators, school staff and families due to the importance placed on IEPs and the limited success in their preparation and implementation. In order to cope with this challenge, school administrators take an initiative to implement a new strategy. First, a staff meeting is conducted where the problem is discussed, initial ideas regarding the overall process are negotiated and all staff's voices are heard. Some groups of investigation are formed to describe and explain the current situation, and to plan, implement and evaluate practices.

Phase 1- Research: A research group and associated three sub-groups are formed. The *performance and needs assessment group* investigates the quality of the existing IEPs (e.g., the extent to which they reflect students' needs and strengths, they are implemented, and families are involved in their preparation and implementation). They also analyse the case from a broad perspective and think the role of associated institutions such as the Guidance and Research Centre (GRC). The *literature group* scans the best practices regarding the planning and implementation of IEP, and considers new ways of developing strategies to implement in the school. Finally, the *policy group* investigates the national and local policy and guidelines in relation to IEP. They determine the scope of their activities and suggest whether there is a need to make decisions at the school level. The problems seem to centre on:

- Lack of familiarity with the national policy mandating establishment of an IEP team, which is not available in the school.
- Lack of robust assessment of student needs as well as realistic, challenging and achievable objective.
- Lack of family and student involvement.
- Lack of communication with the related GRC where identification takes place.
- Lack of supervision in the implementation and monitoring of the existing IEPs.

Activities carried out at Phase 1 are supervised by the school administrators who are active participants and learners in the process. Information about the activities is shared with school staff and families via meetings. Also, possible practices are negotiated and planned in these meetings.

Phase 2 – Coordination: The *coordination group* utilizes outcomes of the meetings and the investigation carried out at the initial phase. Possible solutions are negotiated and planned. The *practice design group* plans the following actions:

- Formation of an IEP team that will include the student, the family, counsellors, related teachers and administrators.
- Collecting data from the school records, students, families and the GRC.
- A series of meetings by the IEP team to design new IEPs (one session for each student).
- Implementation of the new IEPs at each lesson, with the IEP team and school administration providing ongoing support.
- Monthly IEP meeting to supervise the IEP implementation.

The planned actions are shared in meetings. Feedback from participants is received to improve the planned actions.

Phase 3 – Implementation: School staff implement the planned actions with ongoing support by the *monitoring group* which involve school administration and families, too.

Phase 4 – Evaluation: At the end of each semester, outcomes of the implemented actions are evaluated by an *evaluation group* which investigates student outcomes and views of related staff and families. Outcomes are shared with the school staff and families. Negotiation is made regarding the areas requiring improvement for the following semester. Successful practices are officially documented and shared with other schools, institutions and authorities.

Figure 15. A case scenario illustrating implementation of the proposed cyclical model

All in all, I acknowledge that this model can be more effective within a system where professionals are competent, and societies and schools possess inclusive values. However, I also believe that schools can change through collaboration, experimenting and learning, where they can experience success and develop organizationally. According to Ainscow (1999) ‘development of practice occurs through a largely ‘trial and error’ process within which teachers extend their repertoires as a result of finding out what works for them’ (p. 75).

13.7 Summary

In this chapter, there were two broad sections. In the first part of the chapter, I have provided discussion of the research findings in relation to the reviewed concepts, the literature and the conceptual framework. I have showed that factors associated with the inclusion of disabled students in the case school were embedded within four ecological levels: individual, family, school and community, and national policy and society. I organized discussion of the findings based on these four levels.

In the second part of the study, I have presented a school-based participatory cyclical model to devise and implement practices to help the process of the inclusion of disabled students. I have proposed that four groups of practice within a school - research, coordination, implementation and evaluation – can be guided by effective school management and create inclusive practices. Finally, I have provided a case scenario illustrating how the model can be implemented.

In the next and final chapter, I present conclusions drawn out of study design, the collected data and interpretation.

CHAPTER 14

CONCLUSION

14.1 Introduction

This chapter provides conclusions drawn out of the study's conceptualization, methodology, findings and discussion. First, I revisit the study aims followed by the presentation of the theoretical argumentation. Next, I present a summary of the findings and reflect on the study's methodology. Then, I provide discussion on the implications of the study and finalize the chapter with concluding remarks.

14.2 Revisiting the study aims

This study is an innovative attempt set out to investigate the process of inclusion of disabled students in a mainstream school in Turkey. Employing a case study approach, I explored the complex nature of inclusion and the experiences of several stakeholders involved in the process of inclusion. I believed that it would guide the process of understanding the school's experience of inclusion to observe the daily practices, shared opinions, thoughts and concerns of the stakeholders. In addition, I specifically investigated the national and local educational policy and how it was translated into the school's experiences. This methodological quality gives the opportunity to many practitioners, policy-makers, students and families in Turkey to reflect on their experiences regarding the inclusion of disabled students. In fact, the current study also builds upon the international methodological and conceptual literature concerning the practice of inclusion at the case school (e.g., Allen & Allen, 1995; Booth & Ainscow, 2002; Farrell, 2004, Talbert & McLaughlin, 1994; Tjernberg & Mattson, 2014).

14.3 Theoretical argumentation

In the beginning of this study, I discussed how students can be 'disabled' by the translation of impairments into educational, environmental and ecological contexts and by limiting their access to the opportunities to choose the capabilities to develop and the life they value. I adopted the contextual definition of ICF that

stresses the interdependence between the environment, abilities of the person and the continuum of the nature of disabilities. I argued that disability is relational both to individual impairments and to the design and provision of educational arrangements. I cited mainstream education as a basic way of forming and enhancing human capabilities and argued that enhancement of the capabilities of disabled people will contribute to the making of their opportunities for well-being, and hence to lead a good life. In that sense, I evaluated the issue as a matter of justice because I believed that absence or lack of mainstream education would essentially harm disabled students, or put them at a considerable disadvantage both for present and for future capabilities (Terzi, 2007).

In operationalizing the concept of inclusion, I adopted a definition of inclusion that argues for the removal of barriers to gaining access, participating actively, learning, benefitting from mainstream education, and being an equal member of the community (UNESCO, 2009). I aimed to understand whether and how the ongoing practices and conditions in the school helped to create an environment which disabled students could fully experience, participate in, learn in and enjoy. For dealing with this challenging task, I adopted the idea that inclusion is embedded within the schools' three key dimensions: culture, policy and practice, which continuously influence and are influenced by other dimensions (Booth & Ainscow, 2002). I was aware that schools are also associated with the dynamics of the education system and the community.

14.4 Summary of findings

The main empirical findings are chapter specific. This section will synthesize the empirical findings to answer the research question:

RQ: What are the factors associated with the inclusion of disabled students in a mainstream public school in Turkey and how do these factors affect the process of inclusion?

The outcomes of this investigation showed that five themes drawn from the quantitative and qualitative data were related to the inclusion of disabled students in the school. These were (i) school culture, (ii) school practices, (iii) school

policy, (iv) the education system, and (v) the community. It is worth emphasizing that these elements were interconnected to each other; dividing them into separate sections does not imply the opposite.

14.4.1 School culture

This study has shown that attitudes, views and beliefs of stakeholders were closely related to the inclusion of disabled students. Firstly, lack of a universal commitment towards diversity and participation was related to the considerable amounts of negative views on the idea of inclusion. Secondly, beliefs of the professionals in the dis/ability of students were often informed by perceptions of inability, despair and inequality. They mostly viewed the inclusion of disabled students as a difficult aim to achieve within given constraints. Factors such as the recentness of the idea of inclusion, the historical view favouring segregated education, and the current organization of the school seemed to be related to these perceptions.

In this study, the quality of communication between families and the school was reported and observed to be low. Interaction was often based on inequality in that there was constant advice-giving by professionals, while families had little opportunity to contribute to the process of inclusion. Voices of families and students were rarely heard and their expectations from the school were rarely met. Existing units established by law such as the school-home union, were ineffective in adding quality to the communication between the school and families.

Perceptions of families regarding their children's education in the school seemed to play a role in their involvement and participation in the process of education and inclusion. Lack of a common mission and commitment in the school towards the inclusion of disabled children was associated with low expectations of families from the school and lack of parental involvement in the inadequate opportunities available to them.

On the other hand, school staff viewed support from the family as inadequate in the process of educating and including disabled students. The majority of the school staff emphasized dissatisfaction with the level of parental involvement.

Poor socioeconomic conditions of some families, lack of belief in their children's abilities and the inadequacy of the attempts made by the school to include families within the educational process of their children were perceived as barriers to adequate family support.

In this study, it was seen that meeting the needs of disabled students in mainstream schools required collaborative practice of staff in schools and associated institutions. Relationships between school staff were not always utilized effectively to achieve tasks related to inclusion. Several barriers such as lack of a shared policy and mission, perceived inefficiency of school staff, and lack of time and opportunities were cited as the most common factors limiting collaboration in the school.

14.4.2 School practices

The data as a whole have shown that existing school practices fell short of contributing to the inclusion of disabled students. Actually, there was little evidence that planning and implementation of these practices targeted learning and development of disabled students. Participants were aware of this perception and needed more administrative and community support, highlighted lack of shared decision making, collaboration, support for professional development, and more flexible curricula. Meetings within the school and those conducted with families rarely proved to be effective places where students' needs and how to meet them were discussed and planned. There was often little input by administrators for organizing and managing school activities regarding inclusion.

One of the key findings was that a caring school culture that recognized the social and institutional barriers and considered the individual needs of disabled students has not been established yet. Individual needs of disabled students such as ramps, elevators and extra time were rarely taken into account and made available. Support in the school was often defined as providing individual instruction to disabled students within certain parts of the lesson, which actually rarely happened. The overall findings suggest that needs of most disabled students were rarely met. In addition, there was little effort to consider disabled students, as well as low achievers, in the attempts to plan, teach and assess. Rather, inclusion was

usually seen as a problem and disabled students were considered as sources of this problem.

The evidence indicates that disabled students at the school could not benefit sufficiently from mainstream education in terms of extending their learning, promoting their development and, overall, facilitating their capabilities in any area of life which is meaningful for them. An investigation of student outputs regarding further education and employment indicated high rates of dropout and unemployment, and low rates of literacy and transition to further education.

The impact of being in a mainstream school community was reported to be positive on disabled students with regard to having access to peer groups and communicating with them. However, their participation in these groups as well as in the teaching and learning processes seemed to be limited. Among peer groups, they seemed eager to integrate; however, they were rarely included as main members of the peer learning groups, study groups and playgroups. Among both school staff and students, disabled students were often regarded as having an identity of a subordinate group member, associated with a perceived inability.

Lack of an established inclusive and caring school culture was associated with perceiving disabled students as potential sources of disruptive behaviour. This led to an assumption that disabled students and their families were in a constant need of behaviour modification and therapy. However, the school lacked a policy or a whole school approach that could act as a behaviour development plan for all students. Even in real cases when disabled students and their parents were in need of emotional support, available counselling services did not prove to be arranged and delivered satisfactorily in order to meet such needs.

14.4.3 School policy and decision-making

In the study, the data as a whole have shown that the opportunities provided by the national policy to the individual school were not always utilised effectively. Local regulations and decisions needed improvement in acknowledging diversity in the school and devising practices that could target the learning of all students. The school administration depended on the broad national laws and regulations

while running the school, although the conditions of the school required that some local initiatives should have been taken (e.g., to relocate a third grade classroom to the ground floor in order to prevent the disadvantage caused for a physically impaired student and their family). When interviewed, school administrators pointed to the financial, structural (e.g., insufficient classrooms for the large number of students) and systemic (the irrelevance of the expectations of central policy) barriers that prevented them from focusing on the school sufficiently.

14.4.4 The education system

The investigation of inclusion in relation to the national policy and the movements within the education system has shown that it is questionable whether the present structure and implementation of the Turkish education system has been established with a proper understanding of what it means to include disabled students in mainstream schools, and if the recent raft of policy has managed to establish such understanding among educational institutions and stakeholders. The most important elements that need to be re-examined in order to achieve inclusion were the mentality that places considerable importance on the standards, the content which involves parallel systems of educating disabled students with different paradigms, and the teaching strategies in schools. Outcomes of this research confirm that these changes need to be realized while improvement in the existing national curriculum and its implementation is a priority for the administration to reflect upon.

Data have shown that disabled children have continuously been placed in mainstream schools especially for the last few years in Turkey. However, it was still possible to see that exclusionary views and practices were still in place. For example, how adequately the case school and associated institutions were prepared for the inclusion of disabled individuals was debatable. Statistical data on national education in Turkey and research showed that the degree of achievement in translating policy into changes in school practices varied dramatically across schools and regions (Educational Reform Initiative, 2011; Gürsel & Vuran, 2010).

The dominant values in the national policy are associated with the cultures, policies and practices of schools in their attempts to include disabled students. However, conflicting paradigms such as those promoting inclusion, segregated education and competition at the same time are in place in the Turkish education system, as in other national education systems. These competing paradigms create conflicts within the community and individual schools in giving priority to the inclusion of disabled students.

14.4.5 The community

Data collected from participants and analysis of social policy referred to the relationships between the community and schools. To begin with, the study showed that communication between the case school and families was limited. This was a barrier to the support from families to the education of their children. However, socioeconomic conditions of families also accounted for their limited participation in the process of inclusion.

Turkey has recently enacted national and international regulations on inclusion and disability, giving rise to anti-discrimination movements in various areas of life such as education, health, employment and social security. However, it was reflected that success of these political activities depends on the internalization of the inclusive values by the community because exclusionary attitudes were still in place in various domains of life.

At the wider level, it was seen that several actors and institutions that were associated in terms of their practice actually had minimal interaction with each other. However, their practices required that they needed to cooperate and communicate effectively. Ecologically, contribution of an inclusive society (consisting of governments, educators, advocacy groups, universities, representatives from the community and other organizations) to schools and vice versa requires interaction among these actors and resolutions of any conflict for the achievement of the aim of meeting the needs of disabled students in mainstream schools. In summary, in the Turkish context, these activities need to take place by adopting key values of quality, equality and participation.

14.5 Reflections on the study methodology

There were some limitations in the methodology of this study and, therefore, outcomes of the study need to be interpreted with consideration of these limitations. This case study was carried out in a single public mainstream school and it was limited to the range of coverage by the participants' views, observations and documentary analysis. Although the majority of the time was spent in the school, visits to the local education authority, GRC and childcare unit were also made in order to interview the staff working in those institutions, and therefore, capture a more holistic understanding of the case. The purpose of this study, however, was not to generalize its findings but to utilize these outcomes in order to explore and learn in other settings. This study has generated both numerical and textual data which I interpreted as plausibly as possible. However, due to the limitations just stated, there might be different interpretations of these outcomes.

When it comes to the trustworthiness of the study, I aimed to display and interpret the data as rigorously as I could while trying to make the data open for inspection. I believed that being a researcher and participant in the school helped to construct part of the knowledge required to answer the research question. In this case, my role as a former professional in the field, my views supporting disabled individuals should not be underestimated.

Although analysis and interpretation of the results were individual, I checked them with several participants and ensured that they and my supervisors confirmed my interpretations. While discussing the findings and building my own interpretations, I aimed to strengthen them by reminding myself of potential personal bias. It was important to interpret what I saw and not to distort participants' views and observations with my own values.

One of the contributions of administering a questionnaire and assuming a post-positive approach towards the possibility of an existing objective reality was that this acted as a counter balance to potential researcher bias in the more qualitative elements (Robson, 2002). Triangulating methods and therefore confirming interpretations with multiple sources and views added to the trustworthiness of

this research. In order to avoid the potential pitfall that can be caused by translation of the Turkish transcripts to English texts and excerpts, I have provided the original Turkish excerpts that were placed in this thesis. I believe this will enable audience of this study to make their own interpretations as they wish.

14.6 Implications

Outcomes of this study have implications for the stakeholders involved in the case school's system. However, national and international audience can find relevance in several areas of thinking and practice. I am aware that no single approach to developing inclusive practices exists that can be generalized to other schools. However, one can mention some possibilities for an improved practice of including disabled students, facilitating their access to quality education and enhance their learning outcomes.

14.6.1 Implications for school culture

An implication of findings of this study is that there is a definite need for disabled students to be recognized as equal members of the school community. Identities of disabled students in the school were constructed around categories of impairment that imply inability, segregated instruction and hopelessness. However, if we accept the idea that a mainstream school is a place for disabled students, it follows that feelings and discourse of 'compassion' and 'inability', which currently undermine the concept of inclusion, are redressed around notions of equality. It is also essential that learning expectations for students are set high while their unique abilities, interests and learning needs are recognized. When a school continues to underestimate the role of environment, this creates difficulties for the school and reduces the motivation to learn.

It is important that diversity and disability in a school are seen as an opportunity to enhance capabilities, rather than as a source of problems. Therefore, there is a certain need for professionals to re-examine their values, norms and practices in the light of the contribution that a barrier-free and inclusive education can make to a school. However, this research revealed that there were limited opportunities for disabled students to join actively the teaching and learning processes in

classrooms. They were rarely provided with the option to choose tasks and their abilities were rarely challenged so that they could achieve good quality tasks. A reasonable approach to tackle this issue could be to plan whole school practices and spend shared effort to maximize participation and learning of disabled students (Giangreco et al., 1993).

Another implication relates to the current level of the administrative support and collaboration among staff, which was inadequate in the school. This calls for re-consideration of existing practices in the light of principles that can help to plan and implement inclusive strategies in order to offer quality education. In a positive school climate, decisions made in collaboration and implemented with commitment can allow students to access the school curriculum and benefit from instruction. This is possible with consideration of systemic changes. Therefore, the school needs to (i) continually modify shared knowledge and practices, and experience new ones, and (ii) establish itself as an organization that renews itself and learns continuously (Brandt, 1998).

Implementing inclusive practices in a school requires that authorities should meet the inadequacies of the school, and the school should be managed with effective leadership that utilizes the existing human, financial, and material resources effectively. This can help the school support and realize disabled students' entitlements. Bigger classrooms, more accessible school environments and more school staff receiving pre-service and in-service training with enhanced quality can enhance the impact of effective management.

Moreover, it is important that stakeholders are heard and included while the school aims to develop inclusive educational practices and establish support structures. This can help especially when families' and students' views are included in the decision-making processes, and when networks with professionals from other institutions are established.

Principally, educational policy, which aims at realizing inclusion, may help a school to develop cultures including positive attitudes towards disabled students, and a positioning towards equity, provision and high expectations. Indeed,

realizing the inclusion of disabled students requires that school cultures and the nature of education policy should adopt a perspective connected to quality and meaningful education, respect, equality and cooperation. Otherwise, using a discourse of only provision to address the inclusion of disabled students merely creates a special school within a mainstream school, leading to the marginalization of disabled students from the wider school culture.

14.6.2 Implications for practices of schools and associated institutions

The issue of support was at the centre of this research and this has a number of important implications for the school practices. The main issue for concern was the inadequacy of the practice of providing support for disabled students so that they receive quality education in the school within the reality of being respected and valued. At this point, I highlight the need to think of support with a more holistic and inclusive perspective: teaching is directed to the whole classroom rather than purely individual students, problems of students are responded to by establishing fruitful and motivating environments in which they can model and follow, and students' strengths and capabilities, instead of individual impairments, constitute the base of planning and practice.

Evaluating capabilities, rather than outcomes or resources, makes it possible to focus on the conditions that enable individuals to take decisions based on what they have reason to value. For example, it is at the core of curriculum content that children should learn and develop; however, the point is not that every child should leave school with certain particular qualifications. It is very important that different achievement levels among children should be recognized. For inclusion to work, what needs to be highlighted, for example, is not a certain ratio of teachers to pupils, or a certain amount of expenditure for each pupil. Equality needs to be viewed with regard to human capabilities, that is, what people are able to be and to do (Sen, 2002; Walker & Unterhalter, 2007).

One of the important changes, which need to be made in terms of the school practices, is to devise and implement a model of school management where active participation and contribution of team members is utilised to improve the quality of education. This study clearly showed that the currently dominant hierarchical

way of managing and decision-making was not adequate to support the inclusion of disabled students in the school. As a main way of tackling this issue, meetings are opportunities that can enhance feelings and practice of shared decision-making, school ownership and commitment towards improving practices within the school and removing barriers to including disabled students.

Teaching is another important area that requires change. First, there is benefit if the school values that diversity of practices can facilitate experimentation and add to the richness of the teaching ability. Teachers and administrators can practice this idea when a diverse range of practices is pursued enthusiastically and those practices are rationally compared for their educational effectiveness (Brighthouse, 2000). Therefore, the traditional classroom teaching approaches need to be revised by considering participation of disabled students in the mainstream class and their involvement in the curriculum. One important strategy can be to develop flexible curricula and approaches for curricular adaptations and accommodations for disabled students.

Another practical implication of this study relates to the services provided by the school counselling unit. There are three counsellors in the school; however, there is a definite need to improve the quality of the services provided. Generally, there is a need for the counselling unit to employ new approaches to work with disabled students because the current services employ mostly individual approaches and consider disabled students as individuals whose impairments need to be fixed. Their current potential requires being utilized in order to plan and implement school-wide programs that target well-being of all students. Programs that focus on promoting learning and achievement rather than remediation are needed. Codes of ethics, especially confidentiality, must be abided by, and this will contribute to reducing discrimination against disabled students.

This study involves a number of implications for the practice of identification carried out in schools and in GRCs. The current practice of medical diagnosis carried out by hospitals is translated into the practices of GRCs, mainstream schools and school counselling units, maintaining a strictly categorizing approach. This practice, which currently focuses on fixing student deficiencies, should be

reflected upon in the light of ecological perspectives in working with the difficulties experienced by disabled students. If we accept inclusion as an aim, identification has to focus on how relevant support can be provided without creating labels that place disabled students in subordinate categories. This requires making systemic assessments that consider both individual and environmental factors and students' capabilities and preferences. GRCs are given by law the jurisdiction to 'do research' and disseminate its outcomes to schools. This right needs to be utilised by experimenting new approaches, ideologies and practices.

14.6.3 Implications for policy and decision-making

An in-depth investigation of the study school's experience brings to mind the idea of reform in order to realize the inclusion of disabled students. Currently, there is controversy between the creation of some recent policies highlighting the need for inclusion, and some others that extensively promote segregation, competition and standard-based examinations. This is a contradiction between policies that propose participation of disabled students in mainstream schools and expecting schools to prepare their students for reaching the highest national standards on central examinations as the main aim.

With the above in mind, there is a definite need for a system that recognizes the fact that students possess different achievement levels and they might not choose to pursue a purely academic-oriented path. If making the Turkish education system inclusive of all learners is to be given priority, there is a need to base the legislative and practical attempts on ideas of pluralism, inclusion and cooperation, rather than competition and identical standards for all.

When it comes to systems of classification and identification, it is obvious that the precise, medically oriented classification of the Turkish system does not seem to meet the primary recommendation that educational systems describe educational characteristics of individual children in ways that lead to educational interventions for producing meaningful outcomes. The system needs to move beyond a view of categories as fixed descriptors of people and devise/implement an approach, such as the ICF's (WHO, 2011), which offers an opportunity to develop a more

adequate representation of the complex issues arising in the education of disabled students (McLaughlin et al., 2006).

Enabling public and policy environments and active individual participation can enhance individual capabilities (Walker & Unterhalter, 2007). This can be possible through policies promoting both material and nonmaterial circumstances that shape the opportunities disabled students have and the choices they make. It is important to provide mainstream schools with sufficient funding and resources so that they contain less populated classes, sufficient educational materials and an upgraded technological and physical environment. Providing professional training for staff can elevate benefits of these opportunities. The highly centralised way of training professionals requires flexibility in order to develop learning environments for students based on student needs. This is feasible in Turkey where the budget provided for MEB has continuously risen since the last decade (MEB, 2015).

Findings of this research address in-service training and effective systems for selection-recruitment as a significant implication. MEB is responsible for the selection-recruitment of professionals and in-service training of all staff working in schools and other educational institutions. It is a requirement that professionals should be recruited via an effective and fair selection system and that they receive quality training in line with the philosophy of inclusion and specifically, how they can work towards enhancing the quality of education offered in their schools. Further training for knowledge and skill development is needed for teachers, counsellors and other staff, too. However, it is important to remember that not all can be achieved by teaching skills and knowledge. What is more challenging is that collaboration, communication, and feelings of commitment and responsibility characterise quality teaching behaviours. These are difficult to teach.

Findings of this study highlight the need for policy that allows more disabled individuals to attend mainstream schools because there are still explicit and hidden barriers to access of disabled students. The deficit model of disability that made people think that special schools were the best places to educate disabled students influence the practices in the case school. While some disabled students

with some difficulties were allowed to the school, some others were seen as 'unable' to adapt to the 'status quo' of the school. Even after disabled students entered the mainstream school, they could rarely participate in lessons. There were disabled students who were not given the support to attend examinations of any sort. This indicates that inclusion is still being perceived as to be for 'some' rather than for 'all', and policy needs to address this as an exclusionary practice.

New policy in Turkey can achieve the task of educating disabled students in mainstream schools, instead of investing in a variety of institutions whose missions and practices rarely match. Currently, disabled students can receive supportive education in rehabilitation centres that are funded by the state. The dissatisfaction was obvious when it came to the efficiency of these institutions in enhancing the overall quality of life of disabled students by providing rehabilitation services (e.g., physiotherapy, counselling). I agree with Shakespeare and Watson (2001) and Hegarty (1994) that some pupils have individual needs such as speech therapy and physiotherapy. Arrangements need to be made to secure access to these services within the educational programme and integrate these services with the rest of pupils' work at school. Considering the latest contemplation of barrier-free schools by MEB (2012a), mainstream schools, rather than segregated institutions, can be strengthened in terms of the variety of educational services offered to students.

14.6.4 Implications for universities

Participants in this study pointed to the need for quality pre-service training at universities. It seems reasonable that teacher and counsellor training programs at universities should be designed in the light of philosophies of inclusion and diversity. Trainee professionals should be introduced with a context-based understanding of practice in which they can experiment with various practices and use different resources to make learning opportunities available for all students.

In addition, there is benefit in managing the training programs of universities within a coherent structure where a whole school approach is adopted, and roles, responsibilities and needs of teachers and counsellors are clearly identified. Effective teaching, collaboration and technology need to be focal elements of the

training programs in order to ensure access of students to the curriculum and promote their learning and well-being.

Finally, collaboration between universities and schools is essential if universities aim to contribute to the process of change and inclusion. Strong partnerships with schools can help schools engage in ongoing self-evaluation and experimentation through participatory research activities.

14.6.5 Implications for theory

The guiding theories and approaches in this study contributed to investigate the research problem and extend the existing knowledge within the limits of the current literature. However, there are a number of implications to improve the applicability and contribution of these theories and approaches to disability and inclusion research.

The Index for Inclusion: In this study, the Index for Inclusion provided a framework to investigate the school culture, policy and practices of the case school. For the Index to work better in other contexts, studies need to assess the applicability of the Index to the study context and make necessary adaptations in content and application. In these circumstances, there might be a need to clarify and expand the dimensions of the Index in ways that factors particular to a context are taken into account and thus the Index is improved in terms of meaningfulness and applicability. In this study, for example, the ‘policy’ dimension of the Index was extended in scope to cover elements of the centralised policy, and the ‘culture’ dimension was operationalised based on Turkish norms encountered in mainstream schools.

The Human Capabilities Approach: The capability approach contributes to the questioning of practices that focus too much on a narrow view of educational functioning and deficiencies. It also proposes a new focus on resources and abilities. However, this study has revealed that the approach needs to focus more on the issue of choice and equity, and especially on the extent to which disabled students and their parents should have their preferences met in regard to going to mainstream schools and having their educational needs met fully. Currently,

schools in Turkey are seen as places for only ‘healthy individuals’ and disabled students cannot make satisfactory progress in the general curriculum even if they are enrolled in mainstream schools.

The second area that the capability approach needs to focus more is the issue of democratic involvement and individual participation in the establishment of a set of educational capabilities. As in other countries, there is tension in Turkey between individual participation and control by the state regarding how much individuals should have their say in deciding on the educational capabilities. Future work needs to tackle the issues highlighted above for the capability approach to become a more effective movement in the field of inclusive education.

The Ecological Systems Theory: The ecological systems theory provides a liberating basis to understand that development is the product of the individual-environment interrelations. In this study, the theory helped to understand the individual and contextual elements that are associated with and affect the process of the inclusion of disabled students in a mainstream school. However, in the case of disabled individuals, there is a need to focus more and explain the outcomes of specific influences, especially disabling conditions, on individuals. It was seen in this study that collision between elements of different systems (e.g., ‘support at home vs. negative attitudes at school’ or ‘placement of disabled individuals in mainstream school vs. insufficient resources at schools’) could create additional barriers to the inclusion of disabled students. Therefore, it is essential to analyse the issue of development from the perspective of disabled individuals and take into account the specific influence of the barriers posed at different ecological levels.

14.6.6 Implications for research

In Turkey, there is a need for a developed understanding and practice of inclusion if the debate is to be moved forward. Research can play an important role to achieve this mission. Currently, available research on inclusion in Turkey is not sufficient considering its focus, methodology and contribution to the field. First, inclusion has not sufficiently entered the research agenda of researchers from

Turkey. The trend towards conducting inclusion research has been slow and the present emphasis is placed more on special education research. In addition, the available research has been purely quantitative, descriptive and one-dimensional, although such research is needed, too. However, a greater focus is needed to understand more in-depth and critically investigate the connections between practices, policies and cultures. Further work needs to be done in collaboration with students, professionals, families and community units. Such research can focus on issues that contain school leadership and management, progress and needs assessment, educational identification, student performance and learning, partnership with parents and curriculum. Finally, further research that will include student voice more frequently is needed to focus on students and provide a detailed account of their experiences.

14.7 Concluding remarks

This study contributes to understanding the evolution of inclusion in Turkey by showing how factors, challenges and opportunities embedded in the ecology interact, influence and are influenced by a mainstream school's culture, policy and practices. It also illustrates how national education policy in Turkey relates to the current situation of the school in terms of inclusion. The research shows that the idea of inclusion in Turkey calls for change and acceleration of education policy surrounding the issue of disability inclusion.

Inclusion means that participation of all students is ensured, effective policies that reduce discrimination are implemented, and measures are taken to enhance learning in mainstream schools. Overall, perceptions of students and their families as the sole sources of problems need to be replaced with an awareness of schools as needing improvement to educate all children.

To conclude, political and practical attempts to include more disabled students in mainstream schools and classrooms promise better educational outcomes for students in Turkey although results have been uneven up to now. It is obvious that disabled students fare less well than others. Yet there are reasons, such as attempts to establish barrier free schools and increasing community involvement in the education and inclusion of disabled students, to be optimistic that schools and

communities in the long term will further challenge exclusionary practices and push forward systemic improvements that will ultimately realize schools and classrooms that are more genuinely inclusive of all children.

REFERENCES

- Abberley, P. (1987). The concept of oppression and the development of a social theory of disability. *Disability, Handicap & Society*, 2, 5-19.
- Abell, M. M., Bauder, D. K., & Simmons, T. J. (2005). Access to the general curriculum: A curriculum and instruction perspective for educators. *Intervention in school and clinic*, 41, 82-86.
- Ainscow, M. (Ed.). (1991). *Effective schools for all*. London: David Fulton.
- Ainscow, M. (1994). *Special needs in the classroom: A teacher education guide*, London: Jessica Kingsley/UNESCO.
- Ainscow, M. (1995). Education for all: Making it happen. *Support for learning*, 10, 147-155.
- Ainscow, M. (1997). Towards inclusive schooling. *Special Education*, 24, 3-6.
- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change?. *Journal of educational change*, 6, 109-124.
- Ainscow, M., Booth, T., Dyson, A., Farrell, P., Frankham, J., Gallannaugh, F., Howes, A., & Smith, R. (2006). *Improving schools, developing inclusion*. London: Routledge.
- Ainscow, M., Howes, A., Farrell, P., & Frankham, J. (2003). Making sense of the development of inclusive practices. *European Journal of Special Needs Education*, 18, 227-242.
- Ainscow, M., & West, M. (Eds.). (2006). *Improving urban schools: Leadership and collaboration*. Open University Press: Berkshire.
- Akdağ, A., Tanay, G., Özgül, H., Kelleci, L., & Kara, Ö. (2010). *Türkiye’de engellilik temelinde ayrımcılığın izlenmesi raporu* [Report on monitoring discrimination based on disability], İstanbul: İstanbul Bilgi Üniversitesi İnsan Hakları Uygulama ve Araştırma Merkezi UPIAS.
- Akdemir-Okta, D. (2008). *Kaynaştırma sınıflarına devam eden işitme engeli olan öğrencilere ve sınıf öğretmenlerine sağlanan özel eğitim hizmetlerinin belirlenmesi* [Determining the special education services provided for children with auditory impairments in mainstream schools] (Unpublished master’s dissertation). Anadolu University, Eskişehir.
- Akkoyun, A. K. (2007). *Rehberlik ve araştırma merkezi müdürlüğü personelinin kaynaştırma eğitimine ilişkin görüşleri* [Opinions related to mainstreaming of staff members who work in Guidance and Research Centres] (Unpublished master’s dissertation). Abant İzzet Baysal University, Bolu.
- Aksüt, M. (2001). Yeni bin yılın yeni eğitim merkezleri (OÇEM’ler) ve otistik bireylerin eğitimi [New education centres of the new millennium and education of autistic individuals]. *AKÜ Sosyal Bilimler Dergisi*, 3, 56-71.

- Akşit, N. (2007). Educational reform in Turkey. *International Journal of Educational Development*, 27, 129-137.
- Algozzine, B., Ysseldyke, J. E., & McGue, M. (1995). Differentiating low-achieving students: Thoughts on setting the record straight. *Learning Disabilities Research & Practice*, 10, 140-144.
- Allen, B., & Allen, S. (1995). The process of a social construction of mental retardation: Toward value-based interaction. *The Journal of the Association for Persons with Severe Handicaps*, 20, 158-160.
- Altheide, D. L. & Johnson, J. M. (1994). Criteria for assessing interpretive validity in qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 485-499). Thousand Oaks, CA: Sage Publications.
- Altinkurt, N. (2008). *Özel eğitim ve rehabilitasyon merkezlerinde yaşanan sorunlar ve çözüm önerileri* [Problems experienced in special education and rehabilitation centres and suggested solutions] (Unpublished master's dissertation). Dokuz Eylül University, İzmir.
- Altınyelken, H. K. (2013). The demand for private tutoring in Turkey. In M. Bray, A.E. Mazawi, & R. G. Sultana (Eds.), *Private tutoring across the mediterranean: power dynamics and implications for learning and equity* (pp. 187-204). Rotterdam: Sense Publishers.
- Altınyelken, H. K., & Akkaymak, G. (2012). Curriculum change in Turkey: Some critical reflections. In K. Inal & G. Akkaymak, G. (Eds.), *Neoliberal transformation of education in Turkey: Political and ideological analysis of educational reforms in the age of the AKP* (pp. 59-79). New York, Palgrave Macmillan.
- Alton-Lee, A. (2003). *Quality teaching for diverse students in schooling: Best evidence synthesis*. New Zealand: Ministry of Education.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.
- Andrews, J. J. W., Saklofske, D. H., & Janzen, H. L. (Eds.). (2001). *Handbook of psychoeducational assessment: Ability, achievement and behavior in children*. Academic Press: London.
- Antonak, R. F., & Larrivee, B. (1995). Psychometric analysis and revision of the opinions relative to mainstreaming scale, *Exceptional Children*, 62, 139-149.
- Armstrong, F. (2003). *Spaced out: Policy, difference and the challenge of inclusive education*. Dordrecht: Kluwer Academic Publishers.
- Armstrong, F., & Barton, L. (1999). *Disability, human rights and education: Crosscultural perspectives*. Buckingham: Open University Press.

- Artiles, A. J., & Dyson, A. (2005). Inclusive education in the globalization age. In D. Mitchell (Ed.), *Contextualizing inclusive education: Evaluating old and new international perspectives* (pp. 37-62). London: Routledge.
- Artiles, A. J., Harris-Murri, N., & Rostenberg, D. (2006). Inclusion as social justice: Critical notes on discourses, assumptions, and the road ahead. *Theory into Practice*, 45, 260-268.
- Artiles, A. J., & Kozleski, E. B. (2007). Beyond convictions: Interrogating culture, history, and power in inclusive education. *Language Arts*, 4, 351- 357.
- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative research*, 1, 385-405.
- Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New York: NYU Press.
- Avcıoğlu, H. (2012). Zihinsel yetersizliği olan çocuklara sosyal beceri kazandırmada işbirliğine dayalı öğrenme ve drama yöntemi doğrultusunda hazırlanan öğretim programının etkililiği [Efficiency of the educational program on equipping students with intellectual difficulty with social skills based on drama and cooperative learning], *Eğitim ve Bilim*, 37, 110-125.
- Avramidis, E., Bayliss, P., & Burden, R. (2002). Inclusion in action: An in-depth case study of an effective inclusive secondary in the south west England. *Inclusive Education*, 6, 143-163.
- Bailey, K. D. (1994). *Methods of social research*. New York: The Free Press.
- Baker, K., & Donnelly, M. (2001). The social experience of children with disability and the influence of environment: A framework for intervention. *Disability and Society*, 16, 71-85.
- Banks, L. M., & Polack, S. (2014). *The economic costs of exclusion and gains of inclusion of people with disabilities*. Cambridge: International Centre for Evidence in Disability, London School of Hygiene and Tropical Medicine.
- Barnartt, S. N. (2010). Disability as a fluid state: Introduction. *Research in Social Science and Disability*, 5, 1-22.
- Barnes, C. (2000). A working social model? Disability, work and disability politics in the 21st century. *Critical social policy*, 20, 441-457.
- Barnes, C., & Mercer, G. (1997). *Doing disability research*. Leeds: The Disability Press.
- Barnes, C., & Oliver, M. (1993). *Disability: A sociological phenomenon ignored by sociologists*. Leeds: University of Leeds Press.
- Barton, L. (1997). Inclusive education: Romantic, subversive or realistic? *International Journal of Inclusive Education*, 1, 231- 242.

- Barton, L. & Slee, R. (1999). Competition, selection and inclusive education: Some observations, *International Journal of Inclusive Education*, 3, 3-12.
- Bateson, G. (1972). *Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology*. Chicago: University of Chicago Press.
- Bateson, M. C. (2000). Ecology and flexibility in an urban civilization. In G. Bateson (Ed.), *Steps to an ecology of mind with a forward by Mary Catherine Bateson* (pp. 502-513). Northvale, NJ: Jason Aronson Inc. Reprinted.
- Baykoç-Dönmez, N., & Şahin, S. (2011). Özel gereksinimli çocuklarda tanı ve değerlendirme [Identification and assessment in children with special needs]. In N. Baykoç (Ed.), *Özel gereksinimli çocuklar ve özel eğitim* [Children with special needs and special education] (pp. 51-68). Ankara: Eğiten Kitap.
- Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science* (3rd ed.). Buckingham: Open University Press.
- Berger, P. L. & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Garden City, NY: Doubleday.
- Berry, J. O. (1995). Families and deinstitutionalization: An application of Brofenbrenner's social ecology model. *Journal of Counseling & Development*, 73, 379-383.
- Beveridge, S. (2005). *Children, families and schools: Developing partnerships for inclusive education*. London and New York: Psychology Press.
- Biddle, B. J., & Berliner, D. C. (2002). Small class size and its effects, *Educational Leadership*, 59, 12-23.
- Black-Hawkins, K., Florian, L., & Rouse, M. (2007). *Achievement and inclusion in schools*. Oxon: Routledge.
- Bogdan, R., & Taylor, S. (1992). The social construction of humanness: Relationships with severely disabled people. In P. Ferguson, D. Ferguson & S. Taylor (Eds.), *Interpreting disability: A qualitative reader* (pp. 275-294). New York: Teachers College Press.
- Borg, C., & Calleja, C. (2006). *Understanding children and youth at risk: Narratives of Hope*. Malta: Agenda.
- Booth, T. (1996). Stories of exclusion: Natural and unnatural selection. In E. Blyth & J. Milner (Eds.), *Exclusion from school: Inter-professionals for policy and practice* (pp. 21-36). London: Routledge.
- Booth, T., & Ainscow, M. (1998). From them to us. In T. Booth, & M. Ainscow, (Eds.), *From them to us* (pp. 1-20). London: Routledge.

- Booth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. CSIE.
- Booth, T., Ainscow, M. & Kingston, D. (2006). *Index for Inclusion: Developing play, learning and participation in early years and childcare*. Bristol: CSIE.
- Bowen, M. L., & Klass, P. H. (1993). Low-incidence special education teacher preparation: A supply and capacity pilot study. *Teacher Education and Special Education*, 16, 248–257.
- Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.
- Bozkurt, F. (2001). *Zihinsel yetersizliği olan çocuklara aperiatif yiyecek –içecek hazırlama ve servis yapma becerilerinin öğretiminde sabit bekleme süreli öğretimin etkililiği* [Efficiency of the fixed-time awaited teaching technique in teaching students with intellectual difficulty cooking and service delivery skills] (Unpublished master's dissertation). Anadolu University, Eskişehir.
- Brandt, R. S. (1998). *Powerful learning*. Alexandria: ASCD.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Breakwell, G. M., & Rose, D. (2000). Research: Theory and method. In G. M. Breakwell, S. Hammond, & C. Fife-Schaw (Eds.), *Research methods in psychology* (pp. 5-21). London: Sage.
- Brigharm, N., Morocco, C. C., Clay, K., & Zigmond, N. (2006). What makes a high school a good high school for students with disabilities? *Learning Disabilities Research & Practice*, 21, 184-190.
- Brighouse, M. (2000). *School choice and social justice*. Oxford University Press, Oxford.
- Brisenden, S. (1986). Independent living and the medical model of disability. *Disability, Handicap & Society*, 1, 173-178.
- Broderick, A., Mehta-Parekh, H., & Reid, D. K. (2005). Differentiating instruction for disabled students in inclusive classrooms. *Theory into Practice*, 44, 194-202.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological theory of human development*. Thousand Oaks, CA: Sage Publications.
- Browder, D. M., Wakeman, S., & Flowers, C. P. (2006). Assessment of progress in the general curriculum for students with disabilities. *Theory into Practice*. 45, 249-259.

- Brownell, M. T., Adams, A., Sindelar, P., Waldron, N., & Vanhover, S. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*, 72, 169-185.
- Bryman, A., & Cramer, D. (2005). *Quantitative data analysis with SPSS 12 and 13: A guide for social scientists*. London and New York: Routledge.
- Bulut, M. (2005). Curriculum reform in Turkey: A case of primary school mathematics curriculum. *www.ejmste.com*, 203, 203-212.
- Bumin, G., Günal, A., & Tükel, S. (2008). Anxiety, depression and quality of life in mothers of disabled children. *S.D.Ü. Tıp Fakültesi Dergisi*, 15, 6-11.
- Burstein, N., Sears, S., Wilcoxon, A., Cabello, B., & Spagna, M. (2004). Moving toward inclusive practices. *Remedial and Special Education*, 25, 104-116.
- Carr, A. (2009). *What works with children, adolescents, and adults? A review of the effectiveness of psychotherapy*. Hove, East Sussex: Routledge.
- Carrington, S. (1999). Inclusion needs a different school culture. *International Journal of Inclusive Education*, 3, 257-268.
- Carter, E. W., & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities*, 31, 284-292.
- Castley, A., & Stowel, M. (2012). Embedding capability in the curriculum: case study from the BA and BSc combined honors course at Nene University College Northampton. In J. Stephenson & M. Yorke (Eds.), *Capability & quality in higher education* (pp. 20-28). Oxon: Routledge.
- Cawley, J., Hayden, S., Cade, E., & Baker-Kroczyński, S. (2002). Including students with disabilities into the general education science classroom. *Exceptional Children*, 68, 423-435.
- Chang, M., & McConkey, R. (2008). The perception and experiences of Taiwanese parents who have children with an intellectual disability. *International Journal of Disability, Development and Education*, 55, 27-41.
- Cheminais, R. (2005). *Every child matters, a new role for SENCOs*. London: David Fulton Publishers.
- Clifford, V. (2005). Embracing and resisting border pedagogies: Student views of internationalising the curriculum in higher education. *Higher Education in A Changing World: Research and Development in Higher Education*, 28, 116-123.
- Clough, P., & Barton, L. (1995). *Making difficulties*, London: Paul Chapman.
- Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. London: Paul Chapman Publishing.

- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: RoutledgeFalmer.
- Cole, B. A. (2005). Mission impossible? Special educational needs, inclusion and the re-conceptualization of the role of the SENCO in England and Wales, *European Journal of Special Needs Education*, 20, 287-307.
- Coles, A., & McGrath, J. (2010). *Your education research project handbook*. Essex: Pearson Education.
- Conderman, G., & Johnston-Rodriguez, S. (2009). Beginning teachers' views of their collaborative roles. *Preventing School Failure*, 53, 235-244.
- Cook, L., & Friend, M. (2010). The state of the art of collaboration on behalf of students with disabilities. *Journal of Educational and Psychological Consultation*, 20, 1-8.
- Cooper, H., Valentine, J. C., Nye, B., & Lindsay, J. J. (1999). Relationships between five after-school activities and academic achievement. *Journal of Educational Psychology*, 91, 369-37.
- Corbett, J. (1999). Inclusive education and school culture. *International Journal of Inclusive Education*, 3, 53-61.
- Corbett, J. (2001). *Supporting inclusive education: A connective pedagogy*. London: RoutledgeFalmer.
- Cotton, K. (1991). *Educating urban minority youth: Research on effective practices*. NWEL: School Improvement Research Series.
- Crabtree, B., & Miller, W. (1999). A template approach to text analysis: Developing and using codebooks. In B. Crabtree & W. Miller (Eds.), *Doing qualitative research* (pp. 163-177.) Newbury Park, CA: Sage.
- Creswell, J. W. (1998). Data collection. In J. W. Creswell (Ed.), *Qualitative inquiry and research design: Choosing among five traditions* (pp. 109-135). Thousand Oaks, CA: Sage.
- Creswell, J., W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Crosnoe, R. (2004). Social capital and the interplay of families and schools. *Journal of Marriage and Family*, 66, 267-280.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.
- Crow, L. (1996). Including all of our lives: renewing the social model of disability. In K. Morris (Ed.), *Encounters with strangers: Feminism and disability* (pp. 206-226). London: Women's Press.
- Çakıroğlu, E., & Çakıroğlu, J. (2003). Reflections on teacher education in Turkey, *European Journal of Teacher Education*, 26, 253-264.

- Çelen, F. K., Çelik, A., & Seferoğlu, S. S. (2011). *Türk eğitim sistemi ve PISA sonuçları* [The Turkish education system and PISA results]. Paper presented at XIII. Akademik Bilişim Konferansı [Academic information conference], Malatya, Turkey.
- Davis, L. J. (2006). Constructing normalcy: The bell curve, the novel, and the invention of the disabled body in the nineteenth century. In Lennard J. Davis (Ed.), *The Disability Studies Reader* (pp. 3-17). Oxon: Routledge.
- de Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15, 331-353.
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes, and promises*. San Francisco, CA: John Wiley & Sons.
- Denscombe, M. (2007). *The good research guide*. Berkshire. Open University Press.
- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 1-17). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). London: Sage.
- Diker, N., & Türkün, A. (2013). Social justice for disabled people. *ArchNet-International Journal of Architectural Research*, 7, 221-243.
- Dölek, N., & Sart, Z. H. (2007). Psychological services in the schools in Turkey. In S. R. Jimerson, T. D. Oakland, & P. T. Farrell (Eds.), *The handbook of international school psychology* (pp. 397-407). Thousand Oaks, CA: Sage.
- Dölek, N., & Inceoglu, D. (2013). School psychology in Turkey. In P. A. Saigh & T. Oakland (Eds.), *International perspectives on psychology in the schools* (pp. 93-104). Hillsdale, New Jersey: Routledge.
- Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.
- Dunst, C. J. (2002). Family-centered practices: Birth through high school. *Journal of Special Education*, 36, 139-147
- Dyson, A. (1992). Innovatory mainstream practice: What's happening in schools' provision for special needs?, *Support for Learning*, 7, 51-57.
- Dyson, A. (1999). Inclusion and inclusions: Theories and discourses in inclusive education. In H. Daniels & P. Garner (Eds.), *World yearbook of education 1999: Inclusive education* (pp. 36-53). London: Kogan Page.
- Dyson, A. (2014). A response to Göransson and Nilholm, *European Journal of Special Needs Education*, 29, 281-282.

- Dyson, A., Howes, A., & Roberts, B. (2002). *A systematic review of the effectiveness of school-level actions for promoting participation by all students, (EPPI-Centre Review, version 1.1). Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education.
- Dyson, A., Farrell, P., Polat, F., Hutcheson, G., & Gallanaugh, F. (2004). *Inclusion and pupil achievement*. London: DfES
- Dyson, L., & Millward, A. (2000). *Schools and special needs: Issues of innovation and inclusion*. London: Paul Chapman Publishing.
- Dyson, A., & Millward, A. (2002). The reform of special education or the transformation of mainstream schools?. In S. J. Pijl, C. J. W. Meijer, & S. Hegarty (Eds.), *Inclusive education: A global agenda* (pp. 51-68). London and New York: Routledge.
- Dyson, A., Millward, A., & Skidmore, S. (1994). Beyond the whole school approach: An emerging model of special needs practice and provision in mainstream secondary schools, *British Educational Research Journal*, 20, 301-317.
- Edwards, S. D. (2009). Definitions of disability: Ethical and other values. In K. Kristiansen, S. Vehmas, & T. Shakespeare (Eds.), *Arguing about disability: Philosophical perspectives* (pp. 30-42). Oxon: Routledge.
- Education Reform Initiative [Eğitim Reformu Girişimi]. (2011). Türkiye’de kaynaştırma/ bütünleştirme yoluyla eğitimin durumu [The situation of education via inclusion in Turkey] Retrieved from http://erg.sabanciuniv.edu/sites/erg.sabanciuniv.edu/files/Turkiyede_Kaynastirm_a_Butunlestirme_Yoluyla_Egitimin_Durumu.pdf
- Ekins, A., & Grimes, P. (2009). *Inclusion: Developing an effective whole school approach*. New York: McGraw-Hill International.
- Emanuelsson, I. (2001). Reactive versus proactive support coordinator roles: An international comparison. *European Journal of Special Needs Education*, 16, 133-142.
- Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.
- Ergenekon, Y. (2012). Özel gereksinimli bireylerin toplumsal yaşama katılımı ve ilgili yasal düzenlemeler [Participation of individuals with special needs in social life and related legislation]. In E. Tekin-İftar (Ed.), *Özel gereksinimli bireyler ve bakım hizmetleri* [Individuals with special needs and care services]. Eskişehir: Anadolu Üniversitesi AÖF Yayını No: 1501.
- Erkılıç, M., & S. Durak. (2013). Tolerable and inclusive learning spaces: An evaluation of policies and specifications for physical environments that promote inclusion in Turkish primary schools. *International Journal of Inclusive Education* 17, 462–479.

- Farrell, P. (2000). The impact of research on developments in inclusive education. *International Journal of Inclusive Education*, 4, 153-162.
- Farrell, P. (2004). School psychologists making inclusion a reality for all. *School Psychology International*, 25, 5-19.
- Farrell, P., & Ainscow, M. (2002). Making special education inclusive: Mapping the issues. In P. Farrell & M. Ainscow (Eds.), *Making special education inclusive* (pp. 1-12). London: Fulton.
- Farrell, P. T., & Venables, K. (2009). Can educational psychologists be inclusive?. In P. Hick, R. Kershner, & P. T. Farrell (Eds.), *Psychology for Inclusive Education* (pp. 117-127). Routledge: London and New York.
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of mixed methods research*, 4, 6-16.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5, 80-92.
- Ferguson, P. M. (2002). A place in the family: A historical interpretation of research on parental reactions to having a child with a disability. *Journal of Special Education*, 36, 124-130.
- Feuer, M. J., Towne, L., & Shavelson, R. J. (2002). Scientific culture and educational research. *Educational researcher*, 31, 4-14.
- Finnan, C. R., & Swanson, J. D. (2000). *Accelerating the learning of all students: Cultivating culture change in schools, classrooms, and individuals*. Oxford: Westview Press.
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special Education*, 22, 148-157.
- Flick, U. (2009). *An introduction to qualitative research* (4th ed.). London: Sage.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37, 813-828.
- Florian, L., Hollenweger, J., Someonsson, R. J., Wedell, K., Riddell, S., Terzi, L., & Holland, A. (2006). Cross-cultural perspectives on the classification of children with disabilities: Part I. Issues in the classification of children with disabilities. *The Journal of Special Education*, 40, 36-45.
- Florian, L., & Linklater, H. (2009). *Enhancing teaching and learning: using 'Learning without Limits' to prepare teachers for inclusive education*. Paper presented to the American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.

- Ford, A., Davern, L., & Schnorr, R. (1992). Inclusive education: Making sense of the curriculum. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating learning for all students* (pp. 37-61), Baltimore: Brookes.
- Forlin, C. (Ed.). (2010). *Teacher education for inclusion. Changing paradigms and innovative approaches*. London: Routledge.
- Forlin, C., & Nguyet, D. T. (2010). A national strategy for supporting teacher educators to prepare teachers for inclusion. In C. Forlin (Ed.), *Teacher education for inclusion: Changing paradigms and innovative approaches* (pp. 34-44). Abingdon, England: Routledge.
- Forsyth, R., Colver, A., Alvanides, S., Woolley, M., & Lowe, M. (2007). Participation of young severely disabled children is influenced by their intrinsic impairments and environment. *Developmental Medicine & Child Neurology*, 49, 345-349.
- Fortini, M., & Fitzpatrick, M. (2000). The universal design for promoting self-determination. In R. A. Villa & J. S. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 575-589). Baltimore: Paul H. Brookes.
- Foster, E. (2012). Can higher education deliver capability?. In J. Stephenson & M. Yorke (Eds.), *Capability & quality in higher education* (pp. 58-69). Oxon: Routledge.
- Frederick. K. (2005, May 17). Let's take the special out of special needs. Times Educational Supplement. Retrieved from <https://www.tes.co.uk/article.aspx?storycode=2116788>.
- Fredrickson, B. L., & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science*, 13, 172-175.
- Frederickson, N., Simmonds, E. L., & Soulsby, C. (2007). Assessing the social and affective outcomes of inclusion. *British Journal of Special Education*, 34, 105-114.
- French, S., & Swain, J. (2004). Controlling inclusion in education: Young disabled people's perspectives. In J. Swain, S. French, C. Barnes, & C. Thomas (Eds.), *Disabling barriers, enabling environments* (pp. 169-175). London: Sage.
- Friend, M., & Bursuck, W. D. (2012). *Including students with special needs: A practical guide for classroom teachers* (6th ed.). Pearson: New York.
- Fulcher, G. (1989). *Disabling policies? A comparative approach to education policy and disability*. London: Falmer.
- Fullan, M. G. (1991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.
- Garbarino, J., & B. Ganzel. (2000). The human ecology of early risk. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early intervention* (pp. 76-93). Cambridge: Cambridge University Press.

- Gash, H. (1996). Changing attitudes towards children with special needs. *European Journal of Special Needs Education*, 11, 286–297.
- Gelder, K. (1997). Introduction to Part II. In S. Thornton and K. Gelder (Eds.), *The subcultures reader* (pp. 83-89). London: Routledge.
- Giangreco, M. (2000). Related services research for students with low incidence disabilities: Implications for speech-language pathologist in inclusive classrooms. *Language, Speech and Hearing Services in Schools*, 31, 230-239.
- Giangreco, M., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). “I’ve counted Jon”: Transformational experiences of teachers educating students with disabilities. *Exceptional Children*, 59, 359-372.
- Giangreco, M., Edelman, S., Luiselli, T., & Macfarland, S. (1997). Helping or hovering? Effects of instructional assistant proximity on students with disabilities. *Exceptional Children*, 64, 7-17.
- Giangreco, M. F., & Doyle, M.B. (2004). Directing paraprofessional work. In C. Kennedy & E. Horn (Eds.), *Including students with severe disabilities* (pp. 185-204). Boston: Allyn & Bacon.
- Gillham, B. (2000). *Case study research methods*. London: Bloomsbury Publishing.
- Glaser, B. G. (1978). *Theoretical sensitivity*. Mill Valley, CA: University of California Press.
- Gold, R. L. (1958). Roles in sociological field observations. *Social Forces*, 36, 217-223.
- Goodley, D. (2001). Learning difficulties, the Social Model of Disability and impairment: Challenging epistemologies. *Disability and Society*, 16, 207-231.
- Goodley D. A., & Rapley, M. (2002). Changing the subject: Postmodernity and people with ‘learning difficulties’. In M. Corker & T. Shakespeare (Eds.), *Disability and Postmodernity: Embodying disability theory* (pp. 127-142). London: Continuum.
- Gökcan, K. (2013). Özürlü çocuğa sahip ailelerin beklentileri [Expectations of families of disabled children]. Retrieved from <http://www.toplumvesiyaset.com/yaziOku.php?id=479>
- Gokçe, F. (2009). Behaviour of Turkish elementary school principals in the change process: An analysis of the perceptions of both teachers and school principals. *Educational Management Administration & Leadership*, 37, 198-215.

- Graden, J. L., & Bauer, A. M. (1991). Using a collaborative approach to support students and teachers in inclusive classrooms. In St. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating learning for all students* (pp. 85-100). Baltimore, MD: Paul Brookes Publishing Company.
- Graham, L. (2008). From ABCs to ADHD: The role of schooling in the construction of 'behaviour disorder' and production of 'disorderly objects'. *International Journal of Inclusive Education*, 12, 7-33.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105–117). Thousand Oaks, CA: Sage.
- Gündüz, G. S. (2007). *Sosyal içirme politikalarının uygulanmasında kamu istihdam kurumlarının rolü* [Role of public institutions in the implementation of social inclusion policy] (Professional thesis). Turkish Republic Ministry of Social Security, Ankara.
- Gürsel, O., & Vuran, S. (2010). Değerlendirme ve bireyselleştirilmiş eğitim programlarını geliştirme [Assessment and development of individual education plans]. In İ. H. Diken (Ed.), *İlköğretimde kaynaştırma* [Inclusion in primary education] (pp. 194-221). Ankara: Pegem Akademi.
- Hanson, M. J., Horn, E., Sandall, S., Beckman, P., Morgan, M., Marquart, J., Barnwell, D., & Chou, H. Y. (2001). After preschool inclusion: Children's educational pathways over the early school years. *Exceptional Children*, 68, 65-83.
- Hansuvadha, N. (2009). Compromise in collaborating with families: Perspectives of beginning special education teachers. *Journal of Early Childhood Teacher Education*, 30, 346–362.
- Hardman, M. L., Drew, C. J., & Egan, M. W. (1996). *Human exceptionality: Society, school, and family* (10th ed.). Boston: Cengage Learning.
- Harrower, J. K. (1999). Educational inclusion of children with severe disabilities. *Journal of Positive Behaviour Interventions*, 1, 215-230.
- Hart, S. (1992). Differentiation. Part of the problem or part of the solution?. *The Curriculum Journal*, 3, 131–142.
- Heacox, D. (2002). *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing Inc.
- Hegarty, S. (1990). Special education in the United Kingdom. *International Journal of Disability, Development and Education*, 37, 181-189.
- Hegarty, S. (1991). Towards an agenda for research in special education. *European Journal of Special Needs Education*, 6, 87–99.
- Hegarty, S. (1993). Reviewing the literature on integration. *European Journal of Special Needs Education*, 8, 194-200.

- Hegarty, S. (1994). Integration and the teacher. In C. J. W. Meijer, S. J. Pijl, & S. Hegarty (Eds.), *New perspectives in special education: A six country study of integration* (pp. 119-125). London: Routledge.
- Hegarty, S. (2001). Inclusive education—a case to answer. *Journal of Moral Education*, 30, 243-249.
- Hegarty, S. (2003). Inclusion and education for all: Necessary partners. In V. Heung & M. Ainscow (Eds.) *Proceedings for the International Conference on Inclusive Education (ICIE 2003 Inclusive Education: A Framework for Reform)* (pp. 23-29). Centre for Special Needs and Studies in Inclusive Education (CSNSIE), The Hong Kong Institute.
- Heller, H., & Schilit, J. (1987). The regular education initiative: A concerned response. *Focus on Exceptional Children*, 20, 1–6.
- Hendricks, A. (2007). UN Convention on the Rights of Persons with Disabilities. *European Journal of Health Law*, 14, 273-298.
- Hernández, T. J., & Seem, S. R. (2004). A safe school climate: A systemic approach and the school counselor. *Professional School Counseling*, 7, 256-262.
- Hines, J. T. (2008). Making collaboration work in inclusive high school classrooms: Recommendations for principals. *Intervention in School and Clinic*. 43. 277-282.
- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). *Technical brief: Access, participation, and progress in the general curriculum*. Peabody, MA: National Center on Accessing the General Curriculum.
- Hoffman, E. (1989). *Lost in translation: Life in a new language*. New York: Penguin.
- Holliday, A. (1999). Small cultures. *Applied linguistics*, 20, 237-264.
- Holloway, I., & Todres, L. (2003). The status of method: Flexibility, consistency and coherence. *Qualitative Research*, 3, 345-357.
- Hornby, G. (2012). Inclusive education for children with special educational needs: A critique of policy and practice in New Zealand. *Journal of International and Comparative Education*, 1, 52-60.
- Howell, D. C. (2011). *Fundamental statistics for the behavioural sciences* (7th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Hunt, P. F. (2011). Salamanca Statement and IDEA 2004: Possibilities of practice for inclusive education. *International Journal of Inclusive Education*, 15, 461-476.
- Husserl, E. (1965). *Phenomenology and the crisis of philosophy*. New York: Harper Torchbooks.

- Hutchinson, S. A. (1990). Education and grounded theory. In R. Sherman & R. Webb (Eds.), *Qualitative research in education: Focus and methods* (pp. 123-138). London: Falmer IAR.
- Idol, L. (2006). Toward inclusion of special education students in general education: A program evaluation and study of eight schools. *Remedial and Special Education*, 27, 77-94.
- Irwin, J. W., & Farr, W. (2004). Collaborative school communities that support teaching and learning. *Reading & Writing Quarterly*, 20, 343-363.
- Jick, T. (1983). Mixing qualitative and quantitative methods: Triangulation in action. In J.v. Maanen (Ed.), *Qualitative Methodology* (pp. 135-148). London: SAGE.
- Jimerson, S. R., Sharkey, J. D., Nyborg, V., & Furlong, M. J. (2004). Strength-based assessment and school psychology: A summary and synthesis. *The California School Psychologist*, 9, 9-19.
- Johnson, J. (2004). Universal instruction design and critical (communication) pedagogy: Strategies for voice, inclusion, and social justice/change. *Equity and Excellence in Education*, 37, 145-153.
- Jupp, V. (2006). *The Sage dictionary of social research methods*. London: Sage.
- Kadioğlu, A. (2005). Civil society, Islam and democracy in Turkey: A study of three Islamic non-governmental organizations. *The Muslim World*, 95, 23-41.
- Kanuha, V. K. (2000). "Being" native versus "going native": Conducting social work research as an insider. *Social Work*, 45, 439-447.
- Kaplan, S. (2006). *The pedagogical state: Education and the politics of national culture in post-1980 Turkey*. Stanford: Stanford University Press.
- Karasu, N. (2014). Guidance and research centers of Turkey: From the perspective of parents. *European Journal of Special Needs Education*, 29, 358-369.
- Kargın, T. (2004). Kaynaştırma: Tanımı, ilkeleri ve gelişimi [Inclusion: Its definition, principles and development]. *Özel Eğitim Dergisi*, 3, 1-13.
- Kauffman, J. M., Gottlieb, J., Aagard, J. A., & Kukic, M. B. (1975). Mainstreaming: Toward an explication of the concept. *Focus on Exceptional Children*, 71, 1-12.
- Kavale, K. A. (1979). Mainstreaming: The genesis of an idea. *The Exceptional Child*, 26, 3-21.
- Kavale, K. A. (2002). Mainstreaming to full Inclusion: From orthogenesis to pathogenesis of an idea. *International Journal of Disability, Development and Education*, 49, 201-214.

- Kelle, U., & Erzberger, C. (2004). Quantitative and qualitative methods: No Confrontation. In U. Flick, E.v. Kardorff, & I. Steinke (Eds.), *A companion to qualitative research* (pp. 172-177). London: SAGE.
- Keogh, B. K., & MacMillan, D. L. (1996). Exceptionality. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 311-330). New York: Simon Shuster/Macmillan.
- Klibthong, S. (2012). Reimagining inclusive education of young children: A kaleidoscope of Bourdieuan theorization. *International Education Studies*, 5, 71-79.
- Knight, B. A. (1999). Towards inclusion of students with special educational needs in the classroom. *Support for Learning*, 14, 3-7.
- Knight, T. (2003). Academic access and the family. In P. Kluth, D. M. Straut, & D. P. Biklen (Eds.), *Access to academics for all students: Critical approaches to inclusive curriculum, instruction, and policy* (pp. 49-69). London and New Jersey, Lawrance Erlbaum Associates, Publishers.
- Kose, B., & Shields, C. M. (2010). Ecological and social justice: A leadership framework for sustainability. *International Journal of Environmental, Cultural, Economic, and Social Sustainability*, 6, 275-288.
- Kourkoutas, E. E., & Xavier, M. R. (2010). Counseling children at risk in a resilient contextual perspective: A paradigmatic shift of school psychologists' role in inclusive education. *Procedia Social and Behavioral Sciences*, 5, 1210-1219.
- Kouzes, J. M., & Posner, B. Z. (1995). The leadership challenge: How to keep getting extraordinary things done in organisations. *Foreword by Tom Peters*. San Francisco: Jossey-Bass Publishers.
- Kugelmass, J. (2001). Collaboration and compromise in creating and sustaining an inclusive school. *International Journal of Inclusive Education*, 5, 47-65.
- Lambe, J., & Bones, R. (2006). Student teachers' perceptions about inclusive classroom teaching in Northern Ireland prior to teaching practice experience. *European Journal of Special Needs Education*, 21, 167-186.
- Lambert, L., Walker, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Slack, P. J. F. (1995). *The constructivist leader*. York: Teachers College Press.
- Langdridge, D. (2004). *Introduction to research methods and data analysis in psychology*. Glasgow: Pearson Education Limited.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lawson, A. (2005). The 'EU Rights Based Approach to Disability': Strategies for shaping an inclusive society. *International Journal of Discrimination and the Law*, 6, 269-287.

- Levin, J., & Nolan, J. F. (2004). *Principles of classroom management: A professional decision-making model* (4th ed.). Boston, MA: Pearson-Allyn and Bacon.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.
- Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77, 1-24.
- Lindsay, G., Harris, A., Chapman, C., & Muijs, D. (2005). *School federations: Preliminary report to the DfES*. Coventry: University of Warwick.
- Lippitt, R., Watson, J., & Westley, B. (1958). *The dynamics of planned change*. New York: Harcourt, Brace and World.
- Lipsky, D. K., & Gartner, A. (1997). *Inclusion and school reform: Transforming America's classrooms*. Baltimore, MD: Brooks.
- Macmillan, D. L., Jones, R. L., & Meyers, C. E. (1976). Mainstreaming the mildly retarded: Some questions, cautions, and guidelines. *Mental Retardation*, 14, 3-10.
- Maher, J., Burroughs, C., Dietz, L., & Karnbach, A. (2010). From solo to ensemble: Fine arts teachers find a harmonious solution to their isolation. *Journal of Staff Development*, 31, 24-29.
- Mariotti, A. S., & Homan, S. P. (2005). *Linking reading assessment to instruction* (4th ed.). Mahwah, NJ: Erlbaum.
- Marston, A. R. (1979). Behavior ecology emerges from behavior modification side-steps toward a nonspecial profession. *Behavior Modification*, 3, 147-160.
- Martin, J., & Sugarman, J. (1993). *Models of classroom management* (2nd ed.). Bellingham, Washington: Temeron Books Inc.
- Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mason, M., & Rieser, R. (1994). *Altogether better*. London: London Charity Projects.
- Mastropieri, M. A., Scruggs, T. E., Norland, J. J., Berkeley, S., McDuffie, K., Halloran, E. T., & Connors, N. (2006). Differentiated curriculum enhancement in inclusive middle school science: Effects on classroom and high-stakes tests. *The Journal of Special Education*, 40, 130-137.
- Maw, J. (1998). An inspector speaks: The annual report of Her Majesty's Chief Inspector. *The Curriculum Journal*, 9, 145-152.

- McDermott, R. P. (1993). The acquisition of a child by a learning disability. In S. Chaiklin & J. Lave (Eds.), *Understanding Practice: Perspectives on Activity and Context* (pp. 269-305). Cambridge: Cambridge University Press.
- McKenney, S., Nieveen, N., & van den Akker, A. (2006). Design research from a curriculum perspective. In A. van den Akker, K. Gravemeijer, S. McKenney, & N. Nieveen, *Educational design research* (pp. 67-91). Oxon: Routledge.
- McLaughlin, M. J., Dyson, A., Nagle, K., Thurlow, M., Rouse, M., Hardman, M., Norwich, B., Burke, P. J., Perlin, M. (2006). Cross-cultural perspectives on the classification of children with disabilities: Part II. Implementing classification systems in schools. *The Journal of Special Education*, 40, 46-58.
- McLeskey, J., & Waldron, N. L. (2007). Making differences ordinary in inclusive classrooms. *Intervention in School and Clinic*, 42, 162-168.
- McNary, S. J., Glasgow, N. A., & Hicks, C. D. (2005). *What successful teachers do in inclusive classrooms*. Thousand Oaks, CA. Corwin Press.
- McNaughton, D., & B. R., Vostal. (2010). Using active listening to improve collaboration with parents. *Intervention in School and Clinic*, 45, 251-256.
- Meadan, H., & Monda-Amaya, L. (2008). Collaboration to promote social competence for students with mild disabilities in the general classroom: A structure for providing social support. *Intervention in School and Clinic*, 43, 158-167.
- Meijer, C. J. W., Pijl, S. J., & Hegarty, S. (2002a). Inclusion: Implementation and approaches. In S. J. Pijl, C. J. W. Meijer, & S. Hegarty (Eds.), *Inclusive education: A global agenda* (pp. 150-162). London and New York: Routledge.
- Meijer, C. J. W., Pijl, S. J., & Hegarty, S. (2002b). Introduction. In S. J. Pijl, C. J. W. Meijer, & S. Hegarty (Eds.), *Inclusive education: A global agenda* (pp. 1-8). London and New York: Routledge.
- Melekoglu, M. A., Cakiroglu, O., & Malmgren, K. W. (2009). Special education in Turkey. *International Journal of Inclusive Education*, 13, 287-298.
- Meral, B. F. (2015). Obstacles to special education for students with intellectual disabilities in Turkey: A brief report. *European Journal of Special Needs Education*, 30, 93-105.
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass Publishers.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology* (2nd ed.). London: Sage.
- Mertens, D. M. (2009). *Transformative research and evaluation*. New York: The Guilford Press.

- Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed-methods* (3rd ed). Thousand Oaks, CA:Sage
- Mertens, D. M., & McLaughlin, J. A. (Eds.). (2004). *Research and evaluation methods in special education*. Corwin Press.Thousand Oaks.
- Meyerson, D. E., & Fletcher, J. K. (2000). A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, 78, 126-136.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage
- Miller, R. (2000). *A brief introduction to holistic education*. Retrieved from <http://www.infed.org/biblio/holisticeducation.htm>
- Miller, G., & Hall, T. (2005). *Classroom management*. Wakefield, MA: National Center on Accessing the General Curriculum.
- Ministry of Family and Social Policy. (2013). *Development and disability in Turkey: A report of the last decade*. Retrieved from http://eyh.aile.gov.tr/data/545886b5369dc3281c69af4f/BM_kitapcigi_Ingilizce_Tumu_23.05.2014.pdf
- Ministry of National Education [MEB]. (1997). *Özel eğitim hakkında kanun hükmünde kararname* [Decree law on special education]. Retrieved from <http://mevzuat.meb.gov.tr/html/1041.html>
- Ministry of National Education [MEB]. (2001). *Rehberlik ve psikolojik danışma yönetmeliği* [Republic of Turkey Ministry of National Education, Guidance and Psychological Counselling Services Regulation]. Retrieved from <http://mevzuat.meb.gov.tr/html/68.html>
- Ministry of National Education [MEB]. (2004). *Kaynaştırma uygulamaları yönetmeliği* [Inclusive practices regulation]. Retrieved from <http://www.egitimmevzuat.com/index.php/201012311723/2004/kaynatırma-uygulamalar-20047-genelge.html>
- Ministry of National Education [MEB]. (2008). *Kaynaştırma yoluyla eğitim uygulamaları yönetmeliği* [Educational practices through inclusion regulation]. Retrieved from http://mebk12.meb.gov.tr/meb_iys_dosyalar/45/03/353203/dosyalar/2012_12/26103815_kaynastirma.pdf
- Ministry of National Education [MEB]. (2009). *Yapılandırmacı yaklaşım* [Constructivist approach]. Retrieved from ogm.meb.gov.tr/belgeler/program_yaklasim.ppt
- Ministry of National Education [MEB]. (2010a). *Okullarımızda neden niçin nasıl kaynaştırma: Yönetici öğretmen ve aile kılavuzu* [The why, how and what of inclusion in our schools: A guide for administrators, teachers and families]. Retrieved from http://orgm.meb.gov.tr/alt_sayfalar/yayimlar/kaynastirma/kaynastirma.pdf

- Ministry of National Education [MEB]. (2010b). *Özel eğitim hizmetleri yönetmeliği* [Special educational services regulation]. Retrieved from http://mevzuat.meb.gov.tr/html/26184_0.html
- Ministry of National Education [MEB]. (2011a). *Özel eğitim ve rehabilitasyon merkezi yönetmeliği* [Regulation for special education and rehabilitation centres]. Retrieved from http://mevzuat.meb.gov.tr/html/27807_0.html
- Ministry of National Education [MEB]. (2011b). *National education statistics 2010-2011*. Retrieved from http://sgb.meb.gov.tr/meb_iys_dosyalar/2012_12/06021014_meb_istatistikleri_orgun_egitim_2010_2011.pdf
- Ministry of National Education [MEB]. (2012). *Özel eğitimin güçlendirilmesi projesi* [Strengthening Special Education Project]. Retrieved from http://orgm.meb.gov.tr/alt_sayfalar/projeler_oegp.html
- Ministry of National Education [MEB]. (2013). *2013-2014 eğitim-öğretim yılı ortaöğretim geçiş ortak sınavları e-kılavuzu* [2013-2014 Educational year national examination for transition to high school e-book]. Retrieved from http://oges.meb.gov.tr/docs2104/2013_OGES_Klvz.pdf
- Ministry of National Education [MEB]. (2014a). *National education statistics 2013-2014*. Retrieved from http://sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2013_2014.pdf
- Ministry of National Education [MEB]. (2014b). *Milli Eğitim Bakanlığı okul öncesi eğitim ve ilköğretim kurumları yönetmeliği* [Ministry of National Education Regulation of pre-school and primary educational institutions]. Retrieved from <http://www.resmigazete.gov.tr/eskiler/2014/07/20140726-4.htm>
- Ministry of National Education [MEB]. (2015). *National Education Statistics 2013-2014*. Retrieved from http://sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2014_2015.pdf
- Minow, M. (2013). Universal design in education. In A. S. Kanter & B. A. Ferri (Eds.), *Righting educational wrongs: Disability studies in law and education* (pp. 38-58), New York: Syracuse University Press.
- Mitchell, D. (2005). Introduction: Sixteen propositions on the contexts of inclusive education. In D. Mitchell (Ed.), *Contextualizing inclusive education: Evaluating old and new international perspectives* (pp. 1-22). London and New York: Routledge.
- Mittler, P. (1993). Childhood disability: A global challenge. In P. Mittler, R. Brouillete, & D. Harris (Eds.), *World yearbook of education 1993: Special educational needs* (pp. 3-15). Kogan Page, London.

- Mittler, P. (1995). Special needs education: an international perspective. *British Journal of Special Education*, 22, 105–108.
- Mittler, P. (2005). The global context of inclusive education: The role of the United Nations. In Mitchell, D. (Ed.), *Contextualizing inclusive education: Evaluating old and new international perspectives* (pp. 22-37). Oxfordshire: Routledge.
- Mittler, P. (2012). *Working towards inclusive education: Social contexts*. Oxon: David Fulton Publishers.
- Montague, M., & Rinaldi, C. (2001). Classroom dynamics and children at risk: A follow-up. *Learning Disabilities Quarterly*, 24, 75-83.
- Morrison, J. M., & Ursprung, A. W. (1987). Children's attitudes toward people with disabilities: A review of the literature. *Journal of Rehabilitation*, 53, 45-49.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London: Sage.
- Muijs, D., Ainscow, M., Chapman, C., & West, M. (2011). *Collaboration and networking in education*. Springer: London and New York.
- Nayır, O. Y., Yıldırım, B., & Koştur, H. I. (2009). Pre-service teachers' opinions about constructivism. *Procedia Social and Behavioural Sciences*, 1, 848–851.
- Nel, N., Müller, H., Hugo, A., Helldin, R., Bäckmann, Ö., Dwyer, H., & Skarlind, A. (2011). A comparative perspective on teacher attitude-constructs that impact on inclusive education in South Africa and Sweden. *South African Journal of Education*, 31, 74–90.
- Nes, K., & Stromstad, M. (2003). Creating structures for inclusive development in teacher education. In T. Booth, K. Nes & M. Strømstad (Eds.), *Developing inclusive teacher education* (pp. 117-131). London: RoutledgeFalmer.
- Neuman, W. L. (2007). *Basics of social research: Qualitative and quantitative approaches* (2nd ed.). Boston: Pearson.
- Nind, M., Benjamin, S., Sheehy, K., Collins, J., & Hall, K. (2004). Methodological challenges in researching inclusive school cultures. *Educational Review*, 56, 259-270.
- Nizamoğlu, N. (2006). *Sınıf öğretmenlerinin kaynaştırma uygulamalarındaki yeterliklerin ilişkin görüşleri* [Views of class teachers on their competence on inclusive education] (Unpublished master's dissertation). Abant İzzet Baysal University, Bolu.
- Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandall, S., Hanson, M. J., ... & Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs*, 4, 17-49.

- Oliver, M. (1996). *Understanding disability: From theory to practice*. London: Macmillan.
- Oliver, M. (2004). If I had a hammer: The social model in action. In S. French, J. Swain, C. Barnes, & C. Thomas (Eds.), *Disabling barriers, enabling environments* (pp. 7-12). London: Sage Publications.
- Olivos, E., Gallagher, R. J., & Aguilar, J. (2010). Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. *Journal of Educational and Psychological Consultation*, 20, 28–40.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. London: Bloomsbury Publishing.
- Organisation for Economic Cooperation and Development. (2006). *Diversity, inclusion and equity: Insights from special needs provision*. Retrieved from <http://www.oecd.org/edu/school/26527517.pdf>
- Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access*. ERIC/OSEP Topical Brief. Reston, VA: ERIC/OSEP Special Project.
- Özak, H., Vural, M., & Avcıoğlu, H. (2008). Rehberlik araştırma merkezi müdürlerinin gönderme, tanılama, yerleştirme, izleme ve değerlendirmeye yönelik görüş ve önerileri [Views and suggestions of heads of guidance and research centres on referral, identification, placement and follow up]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 8, 189-206.
- Özbulut, M., & Sayar, Ö. (2009). Bir sosyal dışlanma fotoğrafı: Engelli bireylerin toplumla bütünleştirilmesine yönelik tespit, bilgilendirme ve veri tabanı oluşturma çalışması (ÖZVERİ-Malatya) projesi araştırma sonuçları [A picture of social exclusion: outcomes of the ÖZVERİ-Malatya project regarding inclusion of disabled individuals]. *Aile ve Toplum*, 5, 59-76.
- Özgür, I. (2004). *Engelli çocuklar ve eğitimi: Özel eğitim* [Disabled children and their education: Special education]. Adana: Karahan Kitabevi.
- Öztek Z. (1998). *Halk sağlığı sözlüğü* [Public health dictionary]. The Ministry of Health, Ankara.
- Özyürek, M. (2004). *Bireyselleştirilmiş eğitim programı: Temelleri ve geliştirilmesi* [Individual education program: Its foundations and development]. Ankara: Kök Yayıncılık.
- Palmer, K. D. (2011). *Intertwining of duality and non-duality*. Retrieved from <http://www.iss.org/2000meet/papers/20163.pdf>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park; London: SAGE.
- Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

- Pijl, S. J. (1995). The resources for regular schools with special needs students: an international perspective. In C. Clarke, A. Dyson, & A. Millward (Eds.), *Towards inclusive schools?* (pp. 54-62). London: Fulton.
- Pijl, S. J., & Meijer, C. J. W. (1999). 7. The Netherlands: supporting integration by redirecting cash flows. In Daniels, H. & Garner, P. (Eds.), *World yearbook of education 1999: Inclusive education* (p. 82). London: Kogan Page.
- Pisha, B., & Stahl, S. (2005). The promise of new learning environments for students with disabilities. *Intervention in School and Clinic*, 41, 67-75.
- Platt, J. (1981). Evidence and proof in documentary research. *The Sociological Review*, 21, 31-66.
- Polat, F. (2001). Changing attitudes of school psychologists towards pupils with special educational needs in Turkey. *European Journal of Special Needs Education*, 16, 55-64.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52, 126-136.
- Praisner, C. L. (2003). Attitudes of elementary school principals towards the inclusion of students with disabilities. *Council for Exceptional Children*, 69, 135-145.
- Principal Office for Disability Management [Ozurluler Idaresi Baskanligi]. (2006). *Türkiye ozürlüler araştırması temel göstergeleri* [Turkish disability research main indicators]. Retrieved from <http://www.engelsiz.hacettepe.edu.tr/belge/ozida.pdf>
- Prosser, J. (Ed.). (1999). *School culture*. London: Paul Chapman Publishing Ltd.
- Putnam, M., Geenen, S., Powers, L., Saxton, M., Finney, S., & Dautel, P. (2003). Health and wellness: People with disabilities discuss barriers and facilitators to well being. *The Journal of Rehabilitation*, 69, 37.
- Radtake, P. (2003). *Between beggar and batman: The image of people with disabilities in the media*. In Special issues on Media and Disability. European disability forum bulletin April-June.
- Rakap, S., & Kaczmarek, L. (2010). Teachers' attitudes towards inclusion in Turkey. *European Journal of Special Needs Education*, 25, 59-75.
- Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities, in inclusive and pullout programs. *Exceptional Children*, 68, 203-223.
- Reindal, S. M. (2010). Disability, capability, and special education: Toward a capability-based theory. *European Journal of Special Needs Education*, 24, 155-168.

- Rieck, W. A., & Wadsworth, D.E.D. (1999). Foreign exchange: An inclusionary strategy. *Intervention in School and Clinic*, 35, 22–28.
- Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration, *Review of Educational Research*, 70, 55–81.
- Rieser, R., & Mason, M. (1992). *Disability equality in the classroom: A human rights issue*. London: Inner London Education Authority.
- Roach, V., & Salisbury, C. (2006). Promoting systemic, statewide inclusion from the bottom up. *Theory Into Practice*, 45, 279-286.
- Roberts, P., Priest, H., & Traynor, M. (2006). Reliability and validity in research. *Nursing standard*, 20, 41-45.
- Robson, C. (2002). *Real world research* (2nd ed). Oxford: Blackwell Publishers.
- Robson, C. (2011). *Real world research: A resource for users of social research methods in applied settings*. Chichester: Wiley.
- Rogers, B. (2004). Making a discipline plan. *Classroom*, 24, 24–5.
- Rohrer, J. (2005). Toward a full-inclusion feminism: A feminist deployment of disability analysis. *Feminist Studies*, 31, 34-63.
- Rouse, M., & Florian, L. (1996). Effective inclusive schools: A study in two countries. *Cambridge Journal of Education*, 26, 71-85.
- Rouse, M., & Florian, L. (1997). Inclusive education in the market-place. *International Journal of Inclusive education*, 1, 323-336.
- Sadioğlu, Ö. (2011). *Sınıf öğretmenlerinin kaynaştırmaya ilişkin sorunları, beklentileri ve önerilerine yönelik nitel bir araştırma* [A qualitative study on the problems, expectations and suggestions of class teachers regarding inclusion] (Unpublished doctoral dissertation). Uludag University, Bursa.
- Sage, R. (2007). *Inclusion in schools: Making a difference*. New York: Network Continuum.
- Sağiroğlu, N. (2006). *Özel gereksinimli bireylere sahip ailelerin çocuklarının devam ettiği özel eğitim ve rehabilitasyon merkezlerinden beklentileri* [Expectations of parents of students with special needs from the special education and rehabilitation centres] (Unpublished master's dissertation). Abant İzzet Baysal University, Bolu.
- Sakız, H., & Woods, C. (2014). From thinking to practice: school staff views on disability inclusion in Turkey. *European Journal of Special Needs Education*, 29, 135-152.

- Sakız, H., & Woods, C. (2015). Achieving inclusion of students with disabilities in Turkey: Current challenges and future prospects. *International Journal of Inclusive Education*, 19, 21-35.
- Sakız, H., Woods, C., Sart, H., Erşahin, Z., Aftab, R., Koç, N., & Sarıçam, H. (2015). The route to 'inclusive counselling': Counsellors' perceptions of disability inclusion in Turkey. *International Journal of Inclusive Education*, 19, 250-269.
- Salend, S. J. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Salend, S. J. (2008). *Creating inclusive classrooms: Effective and reflective purposes* (6th ed.). Upper Saddle River, NJ, Ohio: Pearson Merrill/Prentice Hall.
- Salend, S., & Duhaney, L. (1999). The impact of inclusion with and without disabilities and their educators. *Remedial and Special Education*, 20, 114-126.
- Salisbury, C., & McGregor, G. (2002). The administrative climate and the context of inclusive elementary schools. *Exceptional Children*, 68, 259- 274.
- Sapon-Shevin, M. (1992). Celebrating diversity, creating community: Curriculum that honors and builds on differences. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating learning for all students* (pp. 19-36). Baltimore: Paul H. Brookes.
- Sapon-Shevin, M. (2007). *Widening the circle: The power of inclusive classrooms*. Boston: Beacon Press.
- Saraç, T., & Çolak, A. (2012). Kaynaştırma uygulamaları sürecinde ilköğretim sınıf öğretmenlerinin karşılaştıkları sorunlara ilişkin görüş ve önerileri [Views of class teachers on the challenges they face during inclusive practices]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8, 13-28.
- Sarıçam, H., & Sakız, H. (2014). Burnout and teacher self-efficacy among teachers working in special education institutions in Turkey. *Educational Studies*, 40, 423-437.
- Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O. P. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: Implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27, 51-68.
- Schein, E. H. (1985). *Organisational culture and leadership*. San Francisco: Jossey-Bass.
- Scott, D. (2003). *Reading educational research and policy*. London and New York: Routledge.
- Scott, J. (1990). *A matter of record*. Cambridge: Polity Press.

- Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73, 392-416.
- Sebba, J., & Ainscow, M. (1996). International developments in inclusive schooling: Mapping the issues. *Cambridge Journal of Education*, 26, 5–18.
- Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410–421.
- Sen, A. (1985). *Commodities and capabilities*, Oxford: Elsevier Science Publisher.
- Sen, A. (1992). *Inequality reexamined*. Oxford: Clarendon Press.
- Sen, A. (1993). Capability and well being. In M. Nussbaum & A. Sen (Eds.), *The quality of life* (pp. 30-53). Oxford: Oxford University Press.
- Sen, A. (1997). Human capital and human capability. *World Development*, 25, 1959-1961.
- Sen, A. (1999). *Development as freedom*. Oxford University Press, Oxford.
- Sen, A. (2002). *Rationality and freedom*. Cambridge, MA: Harvard University Press.
- Sen, A. (2009). *The idea of justice*. Penguin, London.
- Shakespeare, T. (1993). Disabled peoples' self-organisation: A new social movement?. *Disability and Society*, 8, 249-64.
- Shakespeare, T. (2000). *Help*. Birmingham: Venture.
- Shakespeare, T. (2006a). *Disability rights and wrongs*. Oxon: Routledge.
- Shakespeare, T. (2006b). The social model of disability. *The Disability Studies Reader*, 2, 197-204.
- Shakespeare, T., & Watson, N. (2001). The social model of disability: An outdated ideology?. *Research in Social Science and Disability*, 2, 9-28.
- Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23, 773–785.
- Shenton, A. K. (2004). Strategies in ensuring trustworthiness in qualitative research projects. *Education for information*, 22, 63-75.
- Sheridan, S. M., Clarke, B. L., Knoche, L. L., & Edwards, C. P. (2007). The effects of conjoint behavioral consultation in early childhood settings. *Early Education and Development*, 15, 593–617.

- Shivers, E. M., Howes, C., Wishard, A. G., & Ritchie, S. (2004). Teacher-articulated perceptions and practices with families: Examining effective teaching in diverse high quality childcare settings. *Early Education and Development, 15*, 167–186.
- Silman, F., & Simsek, H. (2009). A comparative case study on school management practices in two schools in the United States and Turkey. *Compare, 39*, 483-496.
- Simpson, R. L., de Boer-Ott, S. R., & Smith-Myles, B. (2003). Inclusion of learners with autism spectrum disorders in general education settings. *Topics in Language Disorders, 23*, 116-133.
- Sindelar, P. T., Shearer, D. K., Yendol-Hoppey, D., & Liebert, T. W. (2006). The sustainability of inclusive school reform. *Exceptional Children, 72*, 317-331.
- Singal, N. (2005). Mapping the field of inclusive education: A review of the Indian literature. *International Journal of Inclusive Education, 9*, 331-350.
- Singal, N. (2006). Inclusive education in India: International concept, national interpretation. *International Journal of Disability, Development and Education, 53*, 351-369.
- Singal, N., & Rouse, M. (2003). 'We do inclusion': Practitioner perspectives in some 'inclusive schools' in India: Research paper. *Perspectives in Education, 21*, 85-97.
- Skrtic, T. M. (1991). *Behind special education: A critical analysis of professional culture and school organisation*. Denver, CO: Love.
- Skrtic, T. M. (Ed.). (1995). *Disability and democracy: Reconstructing (special) education for postmodernity*. New York, Teachers College Press.
- Slavin, R. E., Madden, N. A., Dolan, L. J., & Wasik, B. A. (1996). *Every child, every school: Success for all*. Newbury Park, CA: Corwin.
- Slee, R. (2005). Education and the politics of recognition: Inclusive education – an Australian snapshot. In Mitchell, D. (Ed.), *Contextualizing inclusive education: Evaluating old and new international perspectives* (pp. 139-166). Oxfordshire: Routledge.
- Slee, R. (2006). Limits to and possibilities for educational reform. *International Journal of Inclusive Education, 10*, 109-119.
- Slee, R. (2010). Political economy inclusive education and teacher education. In Forlin, C. (Ed.), *Teacher education for inclusion: Changing paradigms and innovative approaches* (pp. 13-22). London: Routledge.
- Slee, R. & Allan, J. (2001). Excluding the included: A reconsideration of inclusive education. *International Studies in Sociology of Education, 11*, 173-192.

- Smagulova, L. (2009). *Özel eğitim ve rehabilitasyon hizmetleri yönetimi* [Management of special education and rehabilitation services] (Unpublished master's dissertation). Uludağ University, Bursa.
- Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Educational Researcher*, 12, 6–13.
- Smith, S. W. (1990). Comparison of individualized education programs (IEPs) of students with behavioral disorders and learning disabilities. *The Journal of Special Education*, 24, 85-100.
- Smith, D. D. (2007). *Introduction to special education: Making a difference*. Boston, MA: Pearson Inc./Allyn & Bacon.
- Soodak, L. C. (1998). Parents and inclusive schooling: Advocating for and Participation in the Reform of Special Education. In S. J. Vitello & D. E. Mithaug (Eds.), *Inclusive schools: National and international perspectives* (pp. 113-131). New Jersey: Lawrence Erlbaum Associates, Inc.
- Stainback, W., & Stainback, S. (1990). *Support networks for inclusive schooling: Independent integrated education*. Baltimore: Paul H. Brookes.
- Stake, R. E. (1995). *The art of case study research*. London: Sage Publications Ltd.
- Staub, D., & Peck, C. A. (1994). What are the outcomes for nondisabled students? *Educational Leadership*, 52, 36–40.
- Stoll, L. (1999). School culture: Black hole or fertile garden for school improvement?. In Prosser, J. (Ed.), *School culture* (pp. 30-47). London: Sage Publications.
- Sucuoğlu, B., & Kargın, T. (2006). *İlköğretimde kaynaştırma uygulamaları: Yaklaşımlar, yöntemler ve teknikler* [Inclusive practices in primary education: approaches, methods and techniques]. İstanbul: Morpa Kültür Yayınları Ltd. Şti.
- Sutherland, A. (1981). *Disabled we stand*. London: Souvenir Press.
- Swain, J. & Cook, T. (2001). In the name of inclusion: We all, at the end of the day, have the needs of the children at heart. *Critical Social Policy Limited*, 21, 185-207.
- Swain, J., French, S., Barnes, C., & Thomas, C. (2004). *Disabling barriers, enabling environments* (2nd ed.). London: Sage.
- Şahin, H. (2004). Engelilik kimin sorunu? Bireyin mi, toplumun mu? [Whose problem is disability? That of the individual or that of the community?]. *Özveri Dergisi*, 1, 49.
- Talbert, J., & McLaughlin, M. (1994). Teacher professionalism in local school contexts. *American Journal of Education*, 102, 123-53.

- Tansel, A., & Bircan, F. (2006). Demand for education in Turkey: A tobit analysis of private tutoring expenditures. *Economics of Education Review*, 25, 303-313.
- Tanti Burlò, E. (2010). Inclusive education: A qualitative leap. *Life Span and Disability*, 13, 203-221.
- Tanti Burlò, E., Soresi, S., Nightingale, B., Cini, M., Camilleri, J., & Borg, M. (1995). *Including the excluded: The importance of Peer Preparation Programmes for the success of inclusive education*. IChD/Eden Foundation.
- Tapasak, R., & Walther-Thomas, C. (1999). Evaluation of a first-year inclusion program: Student perceptions and classroom performance. *Remedial and Special Education*, 20, 216-226.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research*. Thousand Oaks, CA: Sage.
- Tekin-İftar, E. (2009). Kaynaştırma uygulamalarında öğrenci gereksinimlerinin değerlendirilmesi [Assessment of students needs in inclusion]. In Süleyman Eripek (Ed.), *İlköğretimde kaynaştırma* [Inclusion in primary education] (pp. 41-61). Eskişehir: Anadolu Üniversitesi.
- Terzi, L. (2007). Capability and educational equality: The just distribution of resources to students with disabilities and special educational needs. *Journal of Philosophy of Education*, 41, 757-773.
- Terzi, L. (2008). *Justice and equality: A capability perspective on disability and special educational needs*. London: Continuum.
- Thomas, C. (1999). *Female forms: Experiencing and understanding disability*. Buckingham: Open University Press.
- Thomas, C. (2004). Developing the social relational in the social model of disability: A theoretical agenda. In C. Barnes & G. Mercer (Eds.), *Implementing the social model of disability: Theory and research* (pp. 32-48). Leeds: The Disability Press.
- Thomas, D. (1985). The determinants of teachers' attitudes to integrating the intellectually handicapped. *British Journal of Educational Psychology*, 55, 251-263.
- Thomas, G. (1997). Inclusive schools for an inclusive society. *British Journal of Special Education*, 24, 103-107.
- Thomas, G. & Loxley, A. (2001). *Deconstructing special education and constructing inclusion* (2nd ed.). Maidenhead: Open University Press.

- Thomas, G., Walker, D., & Webb, J. (2001). *The making of the inclusive school* (2nd ed.). Routledge: London and New York.
- Tikly, L., & Barrett, A. M. (2011). Social justice, capabilities and the quality of education in low income countries. *International Journal of Educational Development*, 31, 3-14.
- Tiryakioğlu, Ö., & Avcıoğlu, H. (2013). Rehberlik ve araştırma merkezi müdürlerinin özel eğitim bölümünün sorunlarını algılama [Perceptions of heads of guidance and research centres on problems of special education departments]. *Turkish International Journal of Special Education and Guidance & Counseling (TIJSEG)*, 2, 13-29.
- Tjernberg, C., & Mattson, E. H. (2014). Inclusion in practice: A matter of school culture. *European Journal of Special Needs Education*, 29, 247-256.
- Tohum Foundation [Tohum Vakfı]. (2010). Türkiye’de otizm spektrum bozuklukları ve özel eğitim [Autism spectrum disorders and special education in Turkey]. Retrieved from <http://tohumotizm.org.tr/sites/default/files/kcfinder/files/Turkiyede%20Otizm%20Spektrum%20Bozukluklari%20ve%20Ozel%20Egitim%20%28Haziran%202010%20%29.pdf>
- Tomlinson, C. A. (1999). *The differential classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, S. (1982). *A sociology of special education*. London: Routledge & Kegan Paul.
- Tremain, S. (2002). On the subject of impairment. In M. Corker & T. Shakespeare (Eds.), *Disability/postmodernity: Embodying disability theory* (pp. 32- 47). London: Continuum.
- Tsao, L. L., Odom, S. L., Buysse, V., Skinner, M., West, T., & Vitztum-Komanek, J. (2008). Social participation of children with disabilities in inclusive preschool programs: Program typology and ecological features. *Exceptionality*, 16, 125-140.
- Turkish Statistical Institute [Türkiye İstatistik Kurumu]. (2010). *Survey on problems and expectations of disabled people*. Retrieved from www.tuik.gov.tr/IcerikGetir.do?istab_id=244
- Turkish Statistical Institute [Türkiye İstatistik Kurumu]. (2012). *Health survey*. Retrieved from http://www.turkstat.gov.tr/IcerikGetir.do?istab_id=223
- Turkish Statistical Institute [Türkiye İstatistik Kurumu]. (2014). *Eğitim istatistikleri* [Education statistics]. Retrieved from http://www.tuik.gov.tr/PreIstatistikTablo.do?istab_id=1606
- Turnbull, R., Huerta, N., & Stowe, M. J. (2006). *The individuals with disabilities education act as amended in 2004*. Columbus, OH and Saddle River, NJ: Pearson/Merrill-Prentice Hall.

- Udvari-Solner, A., & Thousand, J. (1995). Effective organisational, instructional and curricular practices in inclusive schools and classrooms. In C. Clarke, A. Dyson, & A. Millward (Eds.), *Towards inclusive schools?* (pp. 147-163), London: Fulton.
- UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. Spain: UNESCO.
- UNESCO. (2001). *Open file on inclusive education: Support materials for managers and administrators*. France: UNESCO Publishing.
- UNESCO. (2009). *Policy guidelines on inclusion in education*. France: UNESCO Publishing.
- UNESCO. (2015). *EFA global monitoring report: Education for all 2000-2015 achievements and challenges*. Paris: UNESCO Publishing.
- United Nations. (2009). *Democracy and human rights*. Retrieved from http://www.unis.unvienna.org/pdf/Democracy_Human_Rights_2008.pdf
- Uzun, G. (2009). *Kaynaştırma uygulamalarında ilköğretim okulu müdürlerinin rolü ve kaynaştırma uygulamalarına ilişkin görüş ve önerileri* [Role of primary school principals in inclusion applications and their views and suggestions related to inclusion applications] (Unpublished master's dissertation). Maltepe University, İstanbul.
- Ünay, E. (2012). *Bireysel destek eğitiminin kaynaştırma öğrencilerinin matematik başarıları ve özyeterlilik algıları üzerindeki etkililiği* [Efficiency of individualized instruction on inclusion students' math achievement and perceived self-efficacy] (Unpublished doctoral dissertation). Dokuz Eylül University, İzmir.
- Van Maanen, J., Manning, P. K., & Miller, M. L. (2001). Series editor's introduction. In R. A. Stebbins (Ed.), *Exploratory research in the social sciences* (pp. v-vi). London: Sage.
- Vanderstoep, S. W., & Johnson, D. D. (2008). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: John Wiley & Sons.
- Vaughan, M. (2002). An index for inclusion. *European Journal of Special Needs Education*, 17, 197-201.
- Vaughn, S., Schumm, J. S., Jallad, B., Slusher, J., & Saumell, L. (1996). Teachers' views of inclusion. *Learning Disabilities Research and Practice*, 11, 96-106.
- Vehmas, S., Kristiansen, K., & Shakespeare, T. (2009). Introduction: The unavoidable alliance of disability studies and philosophy. In *Arguing about disability: Philosophical perspectives*. Oxon: Routledge.

- Vislie, L. (1995). Integration policies, school reforms and the organisation of schooling for handicapped pupils in Western societies. In C. Clark, A. Dyson, & A. Milward (Eds.), *Towards inclusive schools* (pp. 42-53). London: David Fulton.
- Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*, 18, 17–35.
- Vlachou, A. (1997). *Struggles for inclusive education*. London: Open University Press.
- Vollmer, S., & Ziegler, M. (2009). *Political institutions and human development- does democracy fulfil its' constructive' and 'instrumental' role?*. World Bank Policy Research Working Paper Series.
- Vuran, S. (2000). Bireyselleştirilmiş Eğitim Programları (BEP) [Individual education programs (IEP)]. In O. Gürsel (Ed.), *Bireyselleştirilmiş eğitim programlarının geliştirilmesi* [Development of individual education programs] (pp. 1-12). Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.
- Vuran, S., & Ünlü, E. (2013). *Türkiye’de özel gereksinimli çocukların eğitimi ile ilgili örgütlenme ve mevzuat* [Organization and legislation on the education of children with special needs in Turkey]. Ankara: Maya Akademi.
- Vuran, S., & Yücesoy, Ş. (2003). Türkiye’de özel gereksinimli bireylere yönelik hizmetlerin yasal yapılanmasında Avrupa Birliği’ne uyum çabalarının yansımaları [Reflection of the attempts made to integrate to the European Union on the legal development of services for individuals with special needs in Turkey]. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 3, 141-157.
- Walker, M. (2006). *Higher education pedagogies*. Maidenhead, UK: Open University Press and McGraw-Hill Education.
- Walker, M., & Unterhalter, E. (Eds.). (2007). *Amartya Sen's capability approach and social justice in education* (pp. 1-18). New York: Palgrave Macmillan.
- Wallace, T., Anderson, A. R., & Bartholomay, T. (2002). Collaboration: An element associated with the success of four inclusive high schools. *Journal of Educational and Psychological Consultation*, 13, 349–381.
- Wattenberg, T. (2004). Beyond legal compliance: Communities of advocacy that support accessible online learning. *Internet and Higher Education*, 7, 123-139.
- Wedell, K. (2003). What’s in a label? *British Journal of Special Needs Education*, 30, 107.
- Wedell, K. (2008). Confusion about inclusion: Patching or system change. *British Journal of Special Education*. 25, 127-135.

- Wehmeyer, M. L., Lattin, D., & Agran, M. (2001). Achieving access to the general curriculum for students with mental retardation: A curriculum decision-making model. *Education and Training in Mental Retardation and Developmental Disabilities*, 36, 327-342.
- Weick, K. E. (1984). Small wins: Redefining the scale of social problems. *American Psychologist*, 39, 40.
- Wendt, A. (1999). *Social theory of international politics*. Cambridge, UK: Cambridge University Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.
- Westwood, P. (2007). *Commonsense methods for children with special educational needs* (5th ed.). London: Routledge.
- Whitbread, K. M., Bruder, M. B., Fleming, G., & Park, H. J. (2007). Collaboration in special education parent-professional training. *Teaching Exceptional Children*, 39, 6-14.
- WHO & World Bank. (2011). *World report on disability*. Geneva, Switzerland/Washington, DC: World Health Organization/World Bank.
- Wilgosh, L. (1990). Issues in education and daily living for families of children with disabilities. *The Alberta Journal of Educational Research*, 36, 299-309.
- Williams, M., & May, T. (1996). *Introduction to the philosophy of social research*. London: UCL Press.
- Williams, G. J., & Reisberg, L. (2003). Successful inclusion: Teaching social skills through curriculum integration. *Intervention in School and Clinic*, 38, 205-210.
- Winzer, M. A., & Mazurek, K. (Eds.). (2000). *Special education in the 21st century: Issues of inclusion and reform*. Gallaudet University Press.
- Wolff, S. (2004). Analysis of documents and records. In U. Flick, E.v. Kardorff, & I. Steinke (Eds.), *A companion to qualitative research* (pp. 284-290). London: Sage.
- Wong, K. L. H., Kauffman, J. M., & Lloyd, J. W. (1991). Choices for integration: Selecting teachers for mainstreamed students with emotional or behavioral disorders. *Intervention in Classroom and Clinic*, 27, 108-115.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization.
- Yazan, B. (2013). Come on girls, let's go to school: An effort towards gender educational equity in Turkey. *International Journal of Inclusive Education*, 18, 836-856.

- Yıkmaş, A., & Özbey, F. Y. (2009). Otistik çocuğa sahip annelerin çocuklarının devam ettiği rehabilitasyon merkezlerinden beklentilerinin ve önerilerinin belirlenmesi [Determining the expectations and suggestions of mothers of autistic children from the special education and rehabilitation centres]. *IOJES International Online Journal of Educational Sciences*, 1, 124-153.
- Yıldız, M., Yıldırım, K., Ateş, S., & Rasinski, T. (2012). Perceptions of Turkish parents with children identified as dyslexic about the problems that they and their children experience. *Reading Psychology*, 33, 399-422.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Beverly Hills, CA: Sage.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- Zanten, A., & A. Robert. (2000). Plus ça change...? Changes and continuities in education policy in France. *Education Policy*, 15, 1-4.
- Zigmond, N., & Baker, J. M. (2002). Inclusion of pupils with learning disabilities in general education settings. In S. J. Pijl, C. J. W. Meijer, & S. Hegarty (Eds.), *Inclusive education: A global agenda* (pp. 98-115). London and New York: Routledge.
- Zinkil, S. S., & Gilbert, T. S. (2000). Parents' view: What to consider when contemplating inclusion. *Intervention in School and Clinic*, 35, 224-227.

APPENDICES

Appendix I

Legislation on the education of disabled students in mainstream schools in Turkey

The history of passing legislation related to the education of disabled students in mainstream school dates back to 1983, when the idea was introduced to the Turkish education system by the Law on Children who need Special Education (No: 2916). While the law was specifically designed to introduce the principles of special education and specify the institutions responsible for its maintenance, Article 4 in the law states that mainstream schools should educate disabled students who are able to cope with the requirements of these schools (Kargin, 2004). This law was considered to refer to the integration of disabled students and not to their inclusion as the responsibility to adapt is placed on students. It also included ambiguities in terms of the students who are considered appropriate for education within mainstream schools, and the ability level that they have to possess in order to be placed in these schools (Erkılıç & Durak, 2013).

In the 1990s, the movement towards educating disabled students in mainstream schools accelerated. One triggering force behind this movement was adherence to the international frameworks, such as the Salamanca Statement (UNESCO 1994) through which 92 governments and 25 international organisations stated their commitment to develop inclusive education in their education systems. Also, the publication of the Special Education Regulation (No: 573) in 1997 was an important guide that clarified issues concerning education of disabled students in mainstream schools. As well as emphasising the need to do so, the regulation explained the roles of the main bodies responsible for implementing this process. The regulation underlined that schools were expected to implement individual education plans (IEP) in order to provide education appropriate to students' needs and to monitor their development.

In the last decade, the Ministry of National Education continued attempts to educate disabled students in mainstream schools by aiming to create inclusive

schools for them. The first disability law in Turkey (No: 5378, enacted on 01.07.2005) aimed at enacting necessary regulations in order to ensure participation of disabled individuals within the community and prevent disabling conditions and barriers to participation of disabled individuals in education (Ergenekon, 2012).

In 2008, the Regulation for Educational Practices through Inclusion (No: 2008/60) was published (MEB, 2008). This aimed to specify the measures that must be taken by schools and other relevant institutions to develop successful inclusive practices in schools. The main foci for attention included: (i) enrolling all students who are able to be educated in mainstream schools and sustaining their presence in schools at all levels; (ii) disseminating the responsibility to maintain inclusive practices to all staff members, including class teachers, counsellors, special education teachers, teachers from other branches, and school administrators; (iii) considering the needs of students from each impairment group and conducting realistic assessment for each child; (iv) opening a resource room for disabled students to provide them with individual and group education as needed, and improving the conditions of existing special education classrooms; (v) taking care of disabled students, especially those with severe mental impairment and autism, during the whole process of their presence at schools and providing free transportation for them; (vi) keeping records of disabled students who are enrolled in mainstream schools; and (vii) ensuring their entrance to the national secondary school exams if they wish. The regulation also provided a list of suggestions and relevant materials for teachers whose schools educate disabled students. The suggestions consisted of ways of sustaining constructive relations with students and creating a welcoming classroom climate, strategies for classroom management and designing rigorous assessment procedures, and alternative ways of planning education based on individual needs.

The next movement was the publication of a new policy by the Ministry (2010a) regarding the inclusion of disabled students. The following guidelines were listed as essential components of inclusion of disabled students:

- Inclusive education is an inseparable part of general and special education.
- Services are not planned according to impairments; but educational needs.

- Decision -making processes are based on family-school-educational diagnosis.
- Starting inclusive education at an early age is crucial.
- Inclusive education recognises individual differences.
- Benefitting from sensory inclusion is crucial (e.g. supporting a student with limited vision to use this ability to write, instead of teaching him/her the Braille alphabet).
- Inclusive education requires volunteerism, love, patience, and effort.
- Inclusive education must be provided with normal people and in natural environments.
- Inclusive education aims to make the student part of the community.
- Inclusive education is based on school-family and environmental collaboration.

In contrast to the first laws and regulations which referred to the education of disabled students in mainstream schools, the disability law and recent regulations (MEB, 2008, 2010a) seem to provide more details about the procedures accommodating disabled students in mainstream schools. However, the policies and regulations developed to create inclusive schools have not introduced explicit aims for promoting inclusion in school regulations and other guidelines for practice in management, teaching, and learning in Turkish schools. All legislative attempts, which actually aimed to enhance the inclusion of disabled students, have addressed the need for special classrooms or schools, while at the same time prescribing mainstream environments and practices for these students. It seems plausible that difficulties in implementation may stem in large part from the policy position of identifying and maintaining inclusive education, with its associated practices, under the umbrella of and integrated into special education (Erkılıç & Durak, 2013). This evidence corroborates the notion that when the Ministry refers to ‘inclusion’, it is actually referring to a process that would more commonly be referred to as ‘physical integration’ by advocates of inclusionary practices.

Recently, projects launched by several institutions about participation of disabled individuals in mainstream schools have multiplied (Ministry of Family and Social Policy, 2013). A new project called ‘Strengthening Special Education’ was launched by the alliance of the Turkish Republic and the European Union with the

aim of improving the conditions of special education in Turkey. Although the name suggests that the project addresses practices regarding special education, the project has made a broad conceptualization of inclusion which was based on creating ‘barrier free schools’. Inclusion was defined as:

- accepting and respecting all individuals irrespective of their individual differences,
- ensuring that all children have access to the type of education which they think responds to their needs best,
- arranging the school environment according to the children and not the other way around,
- assessing needs of each individual and evaluating and monitoring whether they receive the most appropriate education,
- an active and ongoing process which does not occur in a trice, and ensuring that the school makes necessary changes and arrangements by assessing children’s development, the physical environment, the instructional methods, materials and elements in this process,
- ensuring that this process continuously supported by the family, the school and the community,
- requiring collaboration of other individuals (other children, class teachers, subject teachers, counsellors, school administration, other school personnel and all families) and other institutions (GRCs, local education authorities and non-governmental organizations).

In the same set of explanations of the project, the Ministry reported that their overall objective regarding inclusion of disabled students was to contribute to the social inclusion of disabled individuals by improving the special education services in Turkey. The main purpose was defined as to increase opportunities and to improve learning environments with a view to enhance access of disabled students to education. Another purpose was to facilitate the inclusion of disabled students within society through campaigns, in-service training, psychological assessment and diagnostic tests, equipment and educational material support with the active participation and support of NGOs, local public institutions, municipalities and private sector organizations.

The project mentioned above did not have legal qualification and sanction like a regulation or a law. However, it reflects a slight improvement in the conceptualization of inclusion and indicates the entry of the term ‘barrier free school’ into the Turkish education system. Philosophically, this can be considered as a positive statement which indicates that the Ministry has a commitment to the inclusion of disabled students not only within the mainstream school environments but also within the community. However, this statement, in common with many policy documents, falls short of offering an effective template for inclusive reforms. To clarify, the framework offered by the Ministry does not seem to significantly consider the organizational and curricular barriers to inclusion.

It is evident from the overall policy that the framework presented by the Ministry towards creating inclusive schools and community is confined by ‘low leverage activities’ (Ainscow, 2005, p.111); such as seminar-giving and material provision which may not realize large scale changes in the current structure and practices of the education system and educational institutions. It is, again, understandable from the policy that inclusion has long been seen as a branch within the field of special education, upon which the existing paradigms and practices of educating disabled students are heavily based. Diker and Türkün (2013) argued that the way policy-makers, schools and the community in Turkey understand inclusion varies to a significant extent because of the lack of participation of all stakeholders within the education system and therefore, a unified mission towards inclusion.

Appendix II

Index for Inclusion-Indicators (Brief version)

Dimension A: Creating inclusive cultures

A1: Building community

- 1- Everyone is welcomed.
- 2- Staff co-operate.
- 3- Children help each other.
- 4- Staff and children respect one another.
- 5- Staff and parents/carers collaborate.
- 6- Staff and governors work well together.
- 7- The school is a model of democratic citizenship.
- 8- The school encourages an understanding of the interconnections between people around the world.
- 9- Adults and children are responsive to a variety of ways of being a gender.
- 10- The school and local communities develop each other.
- 11- Staff link what happens in school to children's lives at home.

A2: Establishing inclusive values

- 1- The school develops shared inclusive values.
- 2- The school encourages respect for all human rights.
- 3- The school encourages respect for the integrity of planet earth.
- 4- Inclusion is viewed as increasing participation for all.
- 5- Expectations are high for all children.
- 6- Children are valued equally.
- 7- The school counters all forms of discrimination.
- 8- The school promotes non-violent interactions and resolutions to disputes.
- 9- The school encourages children and adults to feel good about themselves.
- 10- The school contributes to the health of children and adults.

Dimension B: Producing inclusive policies

B1: Developing the school for all

- 1- The school has a participatory development process.
- 2- The school has an inclusive approach to leadership.
- 3- Appointments and promotions are fair.
- 4- Staff expertise is known and used.
- 5- All new staff are helped to settle into the school.
- 6- The school seeks to admit all children from its locality.
- 7- All new children are helped to settle into the school.

- 8- Teaching and learning groups are arranged fairly to support all children's learning.
- 9- Children are well prepared for moving on to other settings.
- 10- The school is made physically accessible to all people.
- 11- The buildings and grounds are developed to support the participation of all.
- 12- The school reduces its carbon footprint and use of water.
- 13- The school contributes to the reduction of waste.

B2: Organising support for diversity

- 1- All forms of support are co-ordinated.
- 2- Professional development activities help staff respond to diversity.
- 3- English as an additional language support is a resource for the whole school.
- 4- The school supports continuity in the education of children in public care.
- 5- The school ensures that policies about 'special educational needs' support inclusion.
- 6- The behaviour policy is linked to learning and curriculum development.
- 7- Pressures for disciplinary exclusion are decreased.
- 8- Barriers to attendance are reduced.
- 9- Bullying is minimised.

Dimension C: Evolving inclusive practices

C1: Constructing curricula for all

- 1- Children explore cycles of food production and consumption.
- 2- Children investigate the importance of water.
- 3- Children study clothing and decoration of the body.
- 4- Children find out about housing and the built environment.
- 5- Children consider how and why people move around their locality and the world.
- 6- Children learn about health and relationships.
- 7- Children investigate the earth, the solar system and the universe.
- 8- Children study life on earth.
- 9- Children investigate sources of energy.
- 10- Children learn about communication and communication technology.
- 11- Children engage with, and create, literature, arts and music.
- 12- Children learn about work and link it to the development of their interests.
- 13- Children learn about ethics, power and government.

C2: Orchestrating learning

- 1- Learning activities are planned with all children in mind.
- 2- Learning activities encourage the participation of all children.
- 3- Children are encouraged to be confident critical thinkers.

- 4- Children are actively involved in their own learning.
- 5- Children learn from each other.
- 6- Lessons develop an understanding of the similarities and differences between people.
- 7- Assessments encourage the achievements of all children.
- 8- Discipline is based on mutual respect.
- 9- Staff plan, teach and review together.
- 10- Staff develop shared resources to support learning.
- 11- Teaching assistants support the learning and participation of all children.
- 12- Homework is set so that it contributes to every child's learning.
- 13- Activities outside school lessons involve all children.
- 14- Resources in the locality of the school are known and used.

Appendix III

Participant information sheet and consent form

English version

Investigating disability inclusion in Turkey: An exploratory case study

You are being invited to take part in a research study as part of a doctoral research. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who will conduct the research?

Halis SAKIZ, School of Education, University of Manchester, PhD in Education, Full-time

Title of the Research

Investigating disability inclusion Turkey: An exploratory case study

What is the aim of the research?

The research aims to make an in-depth investigation in a Turkish primary school as to how and to what extent inclusion of disabled students is successfully implemented. The study investigates inclusion, as it relates to (a) the school's culture; (b) the school's practices; and (c) policy concerning the management of inclusion.

Why have I been chosen?

This research collects data from multiple participants in order to better comprehend the process of inclusion as a whole. Therefore, you, as a school administrator, have a significant place in the school system and have been chosen to take part in this study.

What would I be asked to do if I took part?

You are being asked to participate in answering a set of questions that intend to explore the process of inclusion. The aim of this interview is to assess the administrator's views and beliefs about the inclusion of disabled students within the school. The interview will take approximately 45 minutes and will take place on school premises at a mutually convenient time. You have the right to see the collected data from you.

What happens to the data collected?

Interviews will be recorded with your permission and transcribed. The transcripts and audio records will be kept in a password protected computer. You will be given the transcript to check for accuracy.

How is confidentiality maintained?

Identifiable names will never be written on data, and the name of the school and participants' names will be changed when writing up the analysis. The collected data will be stored in a password-protected computer and written transcripts will be kept in a locker. Audio records of the interviews will be destroyed after the research.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason. You may withdraw from the study even after having accepted to take part. Please feel free to contact me if you have any questions or concerns.

Will I be paid for participating in the research?

This study does not include payment to the participants. It is based on voluntary participation.

What is the duration of the research?

This particular interview is expected to last for 45 minutes. Besides this, the doctoral research as a whole includes (a) interviews with five teachers, a counsellor, five parents, and four administrators (including the local education branch administrative), (b) observation of lessons, review meetings and students, (c) analysis of policy documents and individual education plans, and (d) a questionnaire for the school staff.

Where will the research be conducted?

The research will be conducted in the school.

Will the outcomes of the research be published?

The outcomes of this research might be published in academic journals and excerpts from interview transcripts might be published. However, full confidentiality will be maintained and it will not be possible to identify the school and the study participants.

Criminal Records Check

I have undergone a satisfactory criminal records check and no student records on his/her behalf will be included in publications.

Contact for further information

For further contact related to other issues, you might contact the researcher's supervisor.

Dr. Charlotte Woods E-mail: charlotte.woods@manchester.ac.uk

University of Manchester, School of Education, Oxford Road, Manchester, M13 9PL UK

What if something goes wrong?

If there are any issues regarding this research that you would prefer not to discuss with

members of the research team, please contact the Research Practice and Governance Coordinator by either writing to 'The Research Practice and Governance Coordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', by emailing: Research-Governance@manchester.ac.uk, or by telephoning 0161 275 7583 or 275 8093.

CONSENT FORM

If you are happy to participate please complete and sign the consent form below and please return the consent form within 2 weeks of receipt.

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily. ☐
2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason. ☐
3. I understand that the interviews will be audio/video-recorded ☐
4. I agree to the use of anonymous quotes ☐
5. I agree that any data collected may be published in anonymous form in academic books or journals. ☐

I agree to take part in the above project

Name of participant	Date	Signature
_____	_____	

 Name of person taking consent	 Date	 Signature
_____	_____	

**Participant information sheet and consent form Turkish versions
Türkçe formlar**

‘Türkiye’de kaynaştırma eğitiminin incelenmesi: Betimleyici bir vak’a çalışması’

Katılımcı bilgi formu ve onam formu

Bu formun amacı yapılan bir doktora araştırması ile ilgili size bunu sunmak ve sizden katılımını talep etmektir. Katılmaya karar vermeden önce araştırmanın ne içerdiğini ve neden yapılmakta olduğunu bilmeniz önemlidir. Lütfen aşağıdaki bilgileri dikkatlice okuyunuz ve dilerseniz bunları başkalarıyla paylaşabilirsiniz. Yeterince açık olmadığını sezdiğiniz zaman veya aklınıza başka sorular geldiğinde bunları sorabilirsiniz. Çalışmaya katılıp katılmama konusunda karar verebilmek için lütfen zamanınızı istediğiniz oranda kullanınız. Bunu okuduğunuz için teşekkür ederiz.

Araştırmayı kim gerçekleştirecek?

Halis SAKIZ, Eğitim Fakültesi, Manchester Üniversitesi, Eğitimde doktora programı

Araştırmanın başlığı

Türkiye’de kaynaştırma eğitiminin incelenmesi: Betimleyici bir vak’a çalışması

Araştırmanın amacı nedir?

Bu araştırma Türkiye’deki bir ilkokulun kaynaştırma eğitimini nasıl uyguladığı ve bu uygulamada ne düzeyde başarılı olduğunu araştırmayı hedeflemektedir. Araştırma kaynaştırma eğitimini (a) okul kültürü; (b) okul uygulamaları; ve (c) politikaları ile ilişkisini gözününe alarak incelemektedir.

Neden ben seçildim?

Bu araştırma kaynaştırma sürecini daha iyi anlayabilmek için çok sayıda paydaştan veri toplamayı hedeflemektedir. Bu nedenle, bir okul yöneticisi olarak, sizin okul sistemi içinde etkin bir rolünüzün olduğu tespit edilmiş ve sizin çalışmaya katılımınız planlanmıştır.

Çalışmaya katılırsam benden neler beklenmektedir?

Çalışmaya katılmanız durumunda yaklaşık 45 dakika sürecek bir mülakatta size çeşitli sorular yöneltilenektir. Bu sorular sizin okuldaki kaynaştırma süreci ile ilgili görüşlerinizi araştırmayı amaçlamaktadır. Araştırma okul sınırları içerisinde gerçekleştirilecektir.

Toplanan verilere ne olacaktır?

Mülakatlar sizin de onayınızla kayıt altına alınacak ve sonra transkripsiyon (yazıya çevirme) işlemi uygulanacaktır. Yazıya çevrilen belgeler ve ses kayıtları şifreli bir bilgisayarda tutulacaktır. Mülakatın yazıya dökülmüş hali doğruluğunu gözden geçirmeniz için size verilecektir.

Gizlilik nasıl sağlanacak?

Veriler toplanırken isimler hiçbir yere yazılmayacak ve veriler analiz edilirken katılımcıların ve okulun ismi bu yazılarda yer almayacaktır. Toplanan veriler şifreli bir bilgisayarda saklanacak ve yazılı dökümanlar kilitli bir dolapta saklanacak. Çalışma tamamlandıktan sonra veriler yok edilecektir.

Katılmak istemezsem veya çalışmadan çekilmek istersem ne olacak?

Çalışmaya katılıp katılmamak tamamen sizin elinizdedir. Çalışmaya katılmak istemeniz durumunda bu bilgi formu size verilecek ve çalışmaya katılmak istediğinize dair sizden bir onam formunu imzalamanız talep edilecektir. Çalışmaya katılmak istemeniz durumunda, çalışma başlasa dahi sonradan istediğiniz zaman ve hiçbir gerekçe göstermeden çalışmadan ayrılabilirsiniz. Lütfen bir sorunuz veya kaygınız olması durumunda benimle irtibat kurmaktan çekinmeyiniz.

Araştırma için bana bir ödeme yapılacak mı?

Bu çalışma katılımcılara ödeme yapmayı içermemektedir. Çalışmaya katılım gönüllülük ilkesine dayanır.

Çalışma ne kadar sürecek?

Bu mülakatın yaklaşık 45 dakika sürmesi beklenmektedir. Ancak tüm çalışma (a) beş öğretmen, okul danışmanı, beş veli, ve dört yönetici ile yapılacak mülakatları, (b) Ders, toplantı ve öğrenci gözlemi, (c) bireysel eğitim planları, yasa ve düzenlemelerin analizini ve (d) okul çalışanlarına uygulanacak anketi içermektedir.

Araştırma nerede gerçekleşecektir?

Araştırma okulda gerçekleşecektir.

Araştırmanın sonuçları yayınlanacak mıdır?

Bu araştırmanın sonuçları akademik dergilerde yayınlanabilir ve mülakatlardan çeşitli alıntılar yapılabilir. Ancak bu durumda tam gizlilik sağlanacak ve okul ve katılımcılara dair isimler kullanılmayacaktır.

Sabıka kaydı

Araştırmacı olarak ben tam teşekküllü sabıka kaydı almış ve bu kayıta herhangi bir sorun ile karşılaşmamış bulunmaktayım.

Daha fazla bilgi için iletişim

Daha fazla bilgi için araştırmacının danışmanına ulaşabilirsiniz.

Dr. Charlotte Woods E-mail: charlotte.woods@manchester.ac.uk

Adres: University of Manchester, School of Education, Oxford Road, Manchester, M13 9PL UK

Sorun yaşanması durumunda?

Bu araştırma ile ilgili olup da araştırma ekibinin dışında kişilerle görüşmek istediğiniz bir konu olması durumunda Araştırma Uygulama ve Yönetim Koordinatörlüğüne (Research Practice and Governance Coordinator) 'The Research Practice and Governance Coordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', yoluyla posta ile, e-mail yoluyla: Research-Governance@manchester.ac.uk adresini kullanarak veya 0161 275 7583 numarası üzerinden telefonla ulaşabilirsiniz.

ONAM FORMU

Bu araştırmaya katılmak istiyorsanız lütfen aşağıdaki formu doldurup imzalayınız ve 2 hafta içinde formu araştırmacıya teslim ediniz.

1. Katılımcı bilgi formunu okuduğumu, düşünmek için bana yeterli zaman verildiğini, bu zamanı kullandığımı ve sorduğum sorulara yanıt aldığımı beyan ederim. ☐
2. Çalışmaya katılımımın gönüllü olduğunu ve dilediğim zaman çekilebileceğimi anlamış bulunmaktayım. ☐
3. Mülakatın kayıt altına alınacağını anlamış bulunmaktayım. ☐
4. Mülakattan anonim şekilde alıntılar yapılabileceğine onay vermekteyim. ☐
5. Toplanan verilerin akademik dergi veya kitaplarda anonim halinde basılabileceğine ☐

onay vermekteyim.

Yukarıda verilen çalışmaya katılmayı kabul ediyorum.

Katılımcının adı

Tarih

Imza

Onayı alanın adı

Tarih

Imza

Appendix IV

Data collection tools

1. Questionnaire

English version

The following questionnaire aims to collect views of school staff regarding the process of including disabled students into the school. It is designed in four dimensions. Dimension A is related to the general attitudes of the school staff towards inclusive education and disabled students. Dimensions B, C and D aims to reveal staff's views on the culture, policy and practice of the school with regards to inclusive education, respectively.

Your profession:

☐ Class teacher
 ☐ Subject teacher
 ☐ Counsellor
 ☐ Administrator
 ☐ Special education teacher

Your gender: ☐ Female ☐ Male

A.	CULTURE	Strongly agree	Agree to some extent	Neutral	Disagree	Strongly disagree
A.1	An "educator" should facilitate learning for children of all learning abilities.					
A.2	I value all children and their contribution to society regardless of their ability levels.					
A.3	All children belong and are capable of learning in the mainstream of school and community.					
A.4	Special education rooms are not needed and disabled students should spend the entire day in regular classrooms.					
A.5	Disabled students are able to actively participate in class activities with their non-disabled peers in regular schools.					
A.6	Disabled students are able to achieve their potential.					
A.7	Students with mental/cognitive impairment are able to participate productively in general education school and classroom learning activities.					
A.8	Students with emotional difficulties and behavioural disorders are able to participate productively in general education school and classroom learning activities.					
A.9	Students with specific learning disabilities are able to participate productively in general education school and classroom activities.					
A.10	Students with orthopaedic impairments are able to participate productively in general education school and classroom activities.					
A.11	Students with auditory impairments are able to participate productively in general education school and classroom activities.					
A.12	Students with speech and language disorders are able to participate productively in general education school and classroom activities.					
A.13	Students with visual impairments are able to participate productively in general education school and classroom activities.					
A.14	Students with autism spectrum disorders are able to participate productively in general education school and classroom activities.					
A.15	Inclusion of disabled students in mainstream classes improves educational skills of those students.					
A.16	Inclusion of disabled students in mainstream classes improves social and emotional skills of disabled students.					
A.17	Inclusion of disabled students in mainstream classes has benefits for non-disabled students.					

A.18	I think inclusive education promotes friendships between disabled students and their non-disabled peers.					
A.19	Identification of student impairments in categories (e.g. learning disability, mental impairment) is needed to educate them.					
A.20	Part of education of disabled students should sometimes take place in special education classrooms.					
A.21	Disabled students who spend half of their school day or more in the special education room have their academic, social and emotional needs met adequately.					
A.22	Having disabled students in regular schools may disrupt the education of non-disabled students.					
A.23	General education teachers have sufficient knowledge, skills, and experience to teach disabled students in their classrooms.					
A.24	School counsellors have sufficient knowledge, skills, and experience to contribute effectively to the inclusion of disabled students.					
A.25	School administrators have sufficient knowledge, skills, and experience to contribute effectively to the inclusion of disabled students.					
A.26	In the school, there is adequate ongoing training for staff needs.					
A.27	General education teachers, counsellors and other staff need to collaborate in order to provide successful inclusive education.					
A.28	Teachers, counsellors and other staff receive sufficient administrative support in planning lessons and other activities, to meet the needs of disabled students in and outside of their classes.					
A.29	Disabled students accept their non-disabled peers in classrooms and other school areas.					
A.30	Non-disabled students accept their disabled peers in regular education classrooms.					
A.31	Students with mental impairment appear to adapt academically and behaviourally to inclusion.					
A.32	Students with emotional and/or behavioural difficulties appear to adapt academically and behaviourally to inclusion.					
A.33	Students with learning disabilities (LD) appear to adapt academically and behaviourally to inclusion.					
A.34	Students with orthopaedic difficulties appear to adapt academically and behaviourally to inclusion.					
A.35	Students with auditory impairment appear to adapt academically and behaviourally to inclusion.					
A.36	Students with speech and language difficulties appear to adapt academically and behaviourally to inclusion.					
A.37	Students with visual impairment appear to adapt academically and behaviourally to inclusion.					
A.38	Students with autism appear to adapt academically and behaviourally to inclusion.					
A.39	Disabled students and their parents are made to feel welcome in this school.					
A.40	The school's physical environment is appropriate to include disabled students.					
A.41	Students are equally valued and respected in the school.					
A.42	Disabled students and their peers help each other.					
A.43	School staff collaborate effectively in meeting the educational and individual needs of disabled students.					
A.44	Formal channels of communication in the school are effective in enabling collaboration between staff in meeting the needs of disabled students.					
A.45	Staff and parents work in partnership in meeting the educational and individual needs of disabled students.					
A.46	School staff and administrators work cooperatively in meeting the educational and individual needs of disabled students.					
A.47	Educational expectations from disabled students aim to enhance their potential for learning.					
A.48	Teachers in the school are comfortable communicating with disabled students.					
A.49	School counsellors are comfortable communicating with disabled students.					
A.50	School administrators are comfortable communicating with disabled students.					

A.51	School staff seek to remove barriers to learning and participation of disabled students in all aspects of the school.					
A.52	The school works hard to minimize discrimination.					
A.53	Disabled students and their families are made to feel like full members of the school community.					
B. POLICY						
B.1	The school has clear policy and regulations for the provision of inclusive education.					
B.2	National inclusion policy is well-understood and implemented in the school.					
B.3	The school inclusion policy and regulations are well-understood and implemented in the school.					
B.4	Staff members contribute to the process of policy making in the school.					
B.5	Each staff member knows his/her assigned role or appointed position.					
B.6	During the process of registration and orientation, disabled students are admitted regardless of their ability levels.					
B.7	There are clear and feasible school regulations regarding accommodating new disabled students.					
B.8	Support to be given to disabled students is well coordinated and planned.					
B.9	Staff are helped and development activities are carried out to make them feel competent in working with disabled students.					
B.10	School regulations help to prevent any form of discrimination against disabled students.					
B.11	School regulations help to remove barriers to attendance of disabled students.					
B.12	School regulations help to prevent bullying against disabled students.					
B.13	Staff are informed about steps taken in the implementation of national and school's inclusion policy.					
B.14	School's policy and regulations aim at enhancing collaboration among school staff.					
B.15	School's policy and regulations aim at ensuring family partnership.					
C. PRACTICE						
C.1	Teaching is planned in a way to target the learning of disabled students.					
C.2	Lessons encourage the participation of disabled students.					
C.3	Disabled students are actively involved in their own learning.					
C.4	Students learn collaboratively in active and cooperative learning groups of mixed abilities.					
C.5	Teachers plan, teach and review in partnership with families and other school staff.					
C.6	Teachers are comfortable with the support services provided for their classrooms.					
C.7	Disabled students take part in activities outside the classroom.					
C.8	Homework contributes to the learning of disabled students and assignments are structured for them to be successful.					
C.9	Disabled students are supported in maximizing their access to the regular curriculum.					
C.10	Responses to the individual needs of disabled students are well planned and coordinated.					
C.11	Individual education plans are inspired by the regular school curriculum and include objectives appropriate to their individual attainment level.					
C.12	Accommodations and adaptations to the curriculum content are made when developing long-range (yearly/unit) plans (e.g. establish realistic long- term objectives)					
C.13	Adaptations for disabled students are made when planning daily activities, being aware of potential problems before they occur.					
C.14	Referral is accurately made at school to related Guidance and Research Centre.					
C.15	Identification and placement is accurately carried out in the related Guidance and Research Centre.					
C.16	There are formal channels of communication between the school and related guidance and research centre which ensure collaboration and contribute to the referral, diagnosis and placement procedures.					

C.17	Identification helps to facilitate instructional planning and practices (e.g. accommodation of curriculum content, adaptation and differentiation of instruction).					
C.18	Classroom management strategies (e.g. time out, point systems etc.) are employed as well as reinforcements and encouragements that are effective with disabled students.					
C.19	Alternative and additional materials and resources for disabled students are effectively used (variety of textbooks, supplemental readers, calculators).					
C.20	Successful learning strategies as well as content material are taught to disabled students.					
C.21	The physical environment of the class is arranged for disabled students (e.g. seating arrangements, space for movement)					
C.22	Sufficient time is allowed to monitor the students' understanding of directions and assigned tasks.					
C.23	Individual instruction for disabled students as needed is provided (plan for one-to-one sessions after schools, allocate time for individual instruction during class, provide cross-age tutoring).					
C.24	Extra time is consciously provided as needed for disabled students to process information and complete tasks.					
C.25	Disabled students are observed in groups and individually, documenting progress and interaction.					
C.26	Various assessment procedures are adopted as needed to ensure success (oral test, open book test, shortened test, and more time for completion).					
C.27	Individual criteria for student assessment are satisfactorily employed.					
C.28	Material is presented in a variety of learning modalities within the classroom (auditory, visual, kinaesthetic, tactile).					

Questionnaire/Anket

Turkish version/Turkce formu

Değerli eğitimci meslektaşlarım;

Bu anket, ülkemizde engelli eğitimi ve kaynaştırma eğitiminin durumunu ve nasıl daha iyi hale getirilebileceğini araştıran bir çalışma için veri toplamayı hedeflemektedir. Vereceğiniz bilgiler çok önemli olup; bilgilerinizin tamamının gizli kalacağı ve kimliğinizle alakalı olarak herhangi bir paylaşım yapılmayacağını garanti eder, teşekkür ederim.

Anket okul çalışanlarının okullarında devam eden kaynaştırma uygulamaları ile ilgili görüşlerini almayı hedeflemektedir. Anket dört boyut içermektedir. A boyutu tutumları içerir ve okul çalışanlarının engelli/özel gereksinimli çocuklar ve kaynaştırma eğitimine yönelik genel tutumlarını içerir. B, C ve D boyutları, sırasıyla, okul çalışanlarının kaynaştırmayla ilgili olarak, okulun kültürü, politikaları ve uygulamaları hakkındaki görüşlerini almayı amaçlamaktadır.

Okuldaki göreviniz:

☐ Sınıf öğretmeni ☐ Brans öğretmeni ☐ Rehber öğretmen ☐ İdareci ☐ Özel eğitim ogr.

Cinsiyet: ☐ Kadın ☐ Erkek

A. KÜLTÜR BOYUTU		Kesinlikle katılıyorum	Kısmen katılıyorum	Net bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
A.1	Bir eğitimci yeterlilik düzeylerinde fark gözetmeksizin tüm öğrencilerin öğrenimini sağlamak için çalışmalıdır.					
A.2	Yeterlilik düzeylerinde fark gözetmeksizin tüm çocuklara ve bu çocukların topluma yapacakları katkıya inanır ve değer veririm.					
A.3	Tüm çocuklar toplumun ve normal eğitim veren okulların doğal ögesidir ve buralarda öğrenme yeterliliğine sahiptir.					
A.4	Özel eğitim sınıflarına ihtiyaç vardır ve engelli/özel gereksinimi olan öğrenciler tüm okul gününü bu sınıflarda geçirmelidir.					
A.5	Engelli/özel gereksinimli çocuklar, normal eğitim veren okullarda akranlarıyla beraber sınıf etkinliklerine aktif katılım gösterebilme potansiyeline sahiptir.					
A.6	Engelli/özel gereksinimli öğrenciler potansiyellerine ulaşma yeterliliğine sahiptir.					
A.7	Zihinsel ve bilişsel yetersizliği olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					
A.8	Duygu ve davranış bozukluğu olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					
A.9	Özel öğrenme güçlüğü olan öğrenciler normal okul ve sınıflardaki öğrenime üretken bir şekilde katılabilirler.					
A.10	Ortopedik yetersizliği olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					
A.11	İşitme yetersizliği olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					
A.12	Dil ve konuşma güçlüğü olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					

A.13	Görme yetersizliği olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					
A.14	Otizmi olan öğrenciler normal okul ve sınıflardaki öğrenim etkinliklerine üretken bir şekilde katılabilirler.					
A.15	Normal sınıflarda verilen kaynaştırma eğitimi engelli/özel gereksinimli çocukların eğitsel becerilerini geliştirmeye yetmemektedir.					
A.16	Kaynaştırma eğitimi engelli/özel gereksinimli çocukların sosyal ve duygusal becerilerini geliştirir.					
A.17	Kaynaştırma eğitiminin engelli/özel gereksinimi olmayan çocuklar için çeşitli faydaları vardır.					
A.18	Kaynaştırma eğitimi engelli/özel gereksinimi olan ve olmayan çocuklar arasında arkadaşlık kurulmasında yardımcı olur.					
A.19	Başarılı bir eğitim için öğrencilerin farklı kategorilerde (öğrenme güçlüğü, zihinsel yetersizlik vb.) tanınması gereklidir.					
A.20	Engelli/özel gereksinimi olan çocukların eğitiminin bir kısmı özel eğitim sınıflarında gerçekleşmelidir.					
A.21	Özel eğitim sınıfında okul gününün yarısını veya daha fazlasını geçiren engelli/özel gereksinimli çocukların eğitsel/akademik, sosyal ve duygusal ihtiyaçları yeterli bir şekilde karşılanabilir.					
A.22	Engelli/özel gereksinimi olan çocukların eğitiminden dolayı, engelli/özel gereksinimi olmayan çocukların eğitimi aksayabilir.					
A.23	Sınıf öğretmenleri engelli/özel gereksinimli çocukların eğitimine katkıda bulunmak için yeterli bilgi, beceri ve deneyime sahiptir.					
A.24	Okul psikolojik danışmanları, kaynaştırma eğitimine etkin bir şekilde katkı sağlayacak bilgi, beceri ve deneyime sahiptir.					
A.25	Okuldaki idareciler kaynaştırma eğitimine etkin bir şekilde katkı sağlayacak bilgi, beceri ve deneyime sahiptir.					
A.26	Okulumuzda, çalışanların ihtiyaçlarına yönelik yeterli ve sürekli bir şekilde verilen eğitim mevcuttur.					
A.27	Sınıf öğretmenleri, psikolojik danışmanlar ve diğer personelin, iyi bir kaynaştırma eğitimi verebilmek için işbirliği içinde çalışma ihtiyacı vardır.					
A.28	Öğretmenler, psikolojik danışmanlar ve diğer okul personeli ders planlama ve diğer etkinliklerde, sınıf içinde ve dışında engelli/ özel gereksinimi olan çocukların ihtiyaçlarının karşılanması için yeterli yönetsel/ idari desteği alır.					
A.29	Engelli/özel gereksinimli çocuklar, engelli/ özel gereksinimi olmayan çocukları sınıflarda ve okulun diğer alanlarında kabul etmekte zorlanır.					
A.30	Engelli/özel gereksinimi olmayan çocuklar, engelli/ özel gereksinimi olan çocukları sınıflarda ve okulun diğer alanlarında kabul etmekte zorlanır.					
A.31	Zihinsel yetersizliği olan çocuklar kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.32	Duygusal ve davranışsal yetersizliği olan çocuklar kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.33	Özel öğrenme güçlüğü olan öğrenciler kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.34	Ortopedik yetersizliği olan öğrenciler kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.35	İşitme yetersizliği olan öğrenciler kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					

A.36	Dil ve konuşma güçlüğü olan öğrenciler kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.37	Görme yetersizliği olan öğrenciler kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.38	Otizmi olan öğrenciler kaynaştırma sürecine akademik ve davranışsal anlamda uyum göstermekte zorlanır.					
A.39	Engelli/özel gereksinimli çocuklar ve aileleri okulda iyi bir şekilde karşılanır.					
A.40	Okulun çevresel ve fiziki yapısı engelli/özel gereksinimli çocukların eğitimi için uygundur.					
A.41	Okulda öğrencilere eşit bir şekilde değer verilir ve özelliklerine saygı gösterilir.					
A.42	Engelli/özel gereksinimli çocuklar ve akranları sınıf içerisinde ve dışındaki etkinliklerde birbirine yardımcı olur.					
A.43	Okul personeli engelli/özel gereksinimli çocukların kişisel ve eğitsel ihtiyaçlarının karşılanmasında etkili bir işbirliği yapar.					
A.44	Engelli/özel gereksinimli çocukların eğitsel ve kişisel ihtiyaçlarının karşılanmasında, okuldaki resmi iletişim kanalları okul personeli arasında etkili bir işbirliği sağlamada etkin bir rol oynar.					
A.45	Okul personeli ve veliler engelli/özel gereksinimli çocukların eğitsel ve kişisel ihtiyaçlarının karşılanmasında etkili bir işbirliği ve ortaklık içindedir.					
A.46	Okul personeli ve idareciler engelli/özel gereksinimli çocukların eğitsel ve kişisel ihtiyaçlarının karşılanmasında işbirliği içinde çalışır.					
A.47	Engelli/özel gereksinimli çocuklara yönelik eğitsel beklentiler, onların öğrenme potansiyellerini artırmayı hedefler.					
A.48	Okuldaki öğretmenler engelli/özel gereksinimli çocuklarla rahatça ve kolayca iletişim kurar.					
A.49	Okuldaki psikolojik danışmanlar engelli/özel gereksinimli çocuklarla rahatça ve kolayca iletişim kurar.					
A.50	Okuldaki idareciler engelli/özel gereksinimli çocuklarla rahatça ve kolayca iletişim kurar.					
A.51	Okul personeli, engelli/özel gereksinimli çocukların katılımı ve öğrenmesinin önünde okulun her alanında duran engelleri kaldırmak için etkin bir çaba gösterir.					
A.52	Okulda ayrımcılığı en aza indirmek için yoğun bir çaba mevcuttur.					
A.53	Engelli/özel gereksinimli çocuklar ve ailelerinin okul toplumu içinde kendilerini esas eleman hissetmeleri için okulda yoğun bir çaba vardır.					
B. POLİTİKA/YASA/DÜZENLEME BUYUTU						
B.1	Okulun kaynaştırma eğitimi ile ilgili düzenli ve net politikaları ile düzenlemeleri mevcuttur.					
B.2	Bakanlığın kaynaştırma ile ilgili politika ve düzenlemeleri okulda iyi anlaşılır ve uygulanır.					
B.3	Okulun kaynaştırma ile ilgili politika ve düzenlemeleri okulda iyi anlaşılır ve uygulanır.					
B.4	Her bir okul çalışanı kendisine verilen görevi veya kendisi için belirlenen rolün farkındadır.					
B.5	Okul personeli, okuldaki politika ve düzenlemelerin hazırlanmasında etkin bir role sahiptir.					
B.6	Okula kayıt ve uyum sürecinde engelli/özel gereksinimli çocuklar yetenek düzeylerine bakılmaksızın okula kabul edilir.					
B.7	Okula yeni gelen engelli/özel gereksinimli çocukların okula dahil edilmesi ve onlara verilecek kaynaştırma eğitimi ile ilgili okulun açık, net ve uygulanabilir düzenlemeleri mevcuttur.					
B.8	Engelli/özel gereksinimli çocuklara verilecek destek okulda iyi planlanıp koordine edilmektedir.					

B.9	Okul personelinin engelli/özel gereksinimli çocuklarla çalışırken kendilerini yeterli hissetmeleri için kendilerine gereken yardım yapılır ve kendileri için kendini-geliştirme etkinlikleri düzenlenir.					
B.10	Okuldaki düzenlemeler engelli/özel gereksinimli çocuklara yönelik her tür ayrımcılığı önlemeye yardımcı olur.					
B.11	Okuldaki düzenlemeler engelli/özel gereksinimli çocukların katılımına yönelik engelleri kaldırmayı amaçlar.					
B.12	Okuldaki düzenlemeler engelli/özel gereksinimli çocuklara yönelik zorbalık içeren davranışları önlemeye yardımcı olur.					
B.13	Bakanlığın ve okulun kaynaştırma ile ilgili politika ve düzenlemelerinin uygulanması süresince atılan adımlardan okul personeli bilgilendirilir.					
B.14	Okulun politika ve düzenlemeleri okul personeli arasında işbirliğini geliştirmeye yardımcı olur.					
B.15	Okulun politika ve düzenlemeleri aile ile işbirliği ve ortaklık kurulmasını hedefler.					
C. UYGULAMA BOYUTU						
C.1	Okulda eğitim engelli/özel gereksinimli çocukların öğrenimini hedefleyecek şekilde planlanmaktadır.					
C.2	Dersler engelli/özel gereksinimli çocukların katılımını cesaretlendirecek şekilde işlenmektedir.					
C.3	Engelli/özel gereksinimli çocuklar kendi öğrenme süreçlerine etkin bir şekilde katılır.					
C.4	Okuldaki öğrenciler, içinde farklı yetenek düzeylerinde bireylerin olduğu işbirlikçi öğrenme gruplarında yardımlaşarak öğrenir.					
C.5	Öğretmenler diğer okul personeli ve aileler ile ortaklık ve işbirliği içinde planlama yapar, öğretir ve değerlendirme yapar.					
C.6	Öğretmenler sınıfları için sağlanan destek hizmetlerinden memnundurlar.					
C.7	Engelli/özel gereksinimli çocuklar sınıf dışında gerçekleşen etkinliklerde yer alır.					
C.8	Ev ödevleri engelli/özel gereksinimli çocukların öğrenimini hedefler ve başarılarını artırmak için yapılandırılır.					
C.9	Engelli/özel gereksinimli çocukların normal müfredattan maksimum düzeyde faydalanmaları için kendilerine gerekli destek sağlanmaktadır.					
C.10	Engelli/özel gereksinimli çocukların bireysel ihtiyaçlarına yönelik karşılık hizmetler iyi planlanır ve koordine edilir.					
C.11	Bireysel eğitim planları (BEP) normal müfredattan esinlenir ve çocukların erişme/başarı seviyelerine uygun kazanımlar içerir.					
C.12	Uzun dönem (yıllık/dönemlik) planlar yapılırken müfredat içeriğine çeşitli düzenleme (accommodation) uyarlamalar (adaptation) yapılır (örn. gerçekçi uzun dönem amaçlar yazmak vb.).					
C.13	Günlük etkinlik planlaması yapılırken, karşılaşılabilecek muhtemel sorunlar hesaba katılarak engelli/özel gereksinimli çocuklar için gerekli düzenleme ve uyarlamalar yapılır.					
C.14	Okulda ilgili rehberlik ve araştırma merkezine yönlendirmeler doğru ve tam bir şekilde yapılır.					
C.15	Tanılama ve yerleştirme, ilgili rehberlik ve araştırma merkezince tam ve doğru bir şekilde yapılır.					
C.16	Okul ve ilgili rehberlik araştırma merkezi arasındaki resmi iletişim kanalları işbirliğini kolaylaştırır ve yönlendirme, tanılama ve yerleştirme süreçlerine katkı sağlar.					
C.17	Yapılan tanılama, öğretim süreçlerinin (örn. müfredat içeriğinin uyarlanması ve düzenlenmesi, öğretimin farklılaştırılması vb.) planlanma ve uygulanması süreçlerinin gerçekleştirilmesine yardımcı olur.					

C.18	Sınıf yönetim teknikleri (ara verme, puan sistemi vb.) ve engelli/özel gereksinimli çocukların eğitiminde etkili olan pekiştiriciler etkin bir şekilde kullanılır.					
C.19	Engelli/özel gereksinimli çocukların eğitiminde etkili olan alternative ve ek materyaller (çeşitli kitaplar, ek okumalar, hesap makineler vb.) etkili bir şekilde kullanılır.					
C.20	Engelli/özel gereksinimli çocuklara etkili öğrenme teknikleri öğretilir.					
C.21	Sınıfın fiziksel durumu engelli/özel gereksinimli çocukların eğitimine uygun şekilde düzenlenir (oturma düzeni, hareket alanı vb.).					
C.22	Engelli/özel gereksinimli çocukların verilen yönerge ve ödevleri tam anlamaları için kendilerine yeterli miktarda zaman verilir ve bu süreç etkin şekilde takip edilir.					
C.23	Engelli/özel gereksinimli çocuklara ihtiyaç duymaları halinde bireysel yöntemlerle öğretim yapılır (örn. okul saati sonrası birebir öğretim, sınıf içinde birebir öğretim, farklı yaş grubu akran öğretimi vb.).					
C.24	Engelli/özel gereksinimli çocuklara ihtiyaç duymaları halinde sınıf içinde yönergeleri anlama ve verilen ödevleri tamamlamaları için ilave zaman verilir.					
C.25	Engelli/özel gereksinimli çocuklar grup içinde ve bireysel olarak gözlemlenir, iletişim ve gelişimleri takip edilir.					
C.26	İhtiyaç halinde engelli/özel gereksinimli çocukların başarıları için çeşitli değerlendirme prosedürleri benimsenir (örn. sözlü test, açık-kitap sınavı, kısaltılmış sınav, sınavı tamamlamak için ekstra zaman vb.).					
C.27	Öğrenci değerlendirmesi için gerçekçi ve kişisel ölçütler kullanılır.					
C.28	Materyaller sınıf içinde çeşitli öğrenme modlarında (görsel, işitsel, motor, dokunsal vb.) sunulur.					

2. Interview schedules

English forms

Halis Sakız

School of Education, Full-time PhD in Education, University of Manchester

'Investigating disability inclusion in Turkey: An exploratory case study'

Interview Schedule for teachers

The aim of this interview is to assess class teachers' views on (a) how they attempt to include disabled students into the classroom environment and curriculum, and (b) the nature and ways of consultation and cooperation between professionals in issues related to inclusive practice planning and implementation by investigating the following:

Interview Protocol

- ☐ Explain who I am and what I am doing in School.
- ☐ Remind the respondent of their rights (Participant Information Sheet) and collect the Consent form.
- ☐ Remind the respondent that the interview will take approximately one hour.
- ☐ Remind the respondent that I am asking them for permission to audio record. Remind them that their name will not be attached to the data. If the person does not give permission to have an audio recording then I will take notes. If this is refused then the interview cannot go ahead.
- ☐ I will ask the respondent if they have any questions before the interview goes ahead.

Questions

- ☐ What are the opportunities and difficulties you encounter working to support the learning of all students in your class?
- ☐ What does inclusion mean to you?
- ☐ How are the individual needs of your disabled students planned and coordinated? What is your role in this process? What kind of a support is in place for you?
- ☐ What obstacles do you think hinder the school from meeting the needs of disabled students?
- ☐ What do you think can be done to improve the learning/inclusion of disabled students within the given constraints you mentioned above?
- ☐ What do you feel is the level of participation of disabled students in your class?
- ☐ What do you feel is the level of benefit of disabled students in the school's regular curriculum?
- ☐ How do you plan long-range and daily activities for your disabled students?
- ☐ What is the role of IEP in your disabled students' education?
- ☐ What kind of elements/objectives exist in your disabled students' IEPs?
- ☐ How do you plan homework/assignments for your disabled students?

- ☐ How do you assess your disabled students' work?
- ☐ How do you monitor your disabled students' understanding and learning?
- ☐ What teaching strategies/materials do you use to suit the subject, the size of the group and the students' different ability levels?
- ☐ What strategies do you use to manage the class?
- ☐ To what extent do you involve the students in group work in a way that disabled students are included in these groups?
- ☐ What is your role in the identification process? What is the role of diagnosis in the education of your disabled students?
- ☐ What evaluative measures are in place for your use?
- ☐ What kind of extra work does including disabled students in the class entail?
- ☐ What effect do disabled students have on the rest of the class?
- ☐ To what extent do you encourage the involvement of parents in their child's learning?
- ☐ To what extent do families cooperate and provide support for the inclusion process in your classroom?
- ☐ What support is in place towards your own professional development?
- ☐ To what extent do other school staff (including teachers, counselors and administrators) cooperate and provide support for the inclusion process in your classroom as well as the whole school?
- ☐ What collaborative activities help you in successfully providing inclusive education in your class?
- ☐ What do you think prevents collaboration in your school?
- ☐ What do you think are the biggest barriers for including disabled students into the class?
- ☐ What helps to improve your role as a class teacher to foster inclusion/learning of disabled students?
- ☐ How would you envisage better inclusive practices in the future?

Interview schedule for school counsellors

The aim of this interview is to assess school counsellor' views on (a) how they engage in the process of developing inclusive education in the school, and (b) the nature of consultation and cooperation between professionals in issues related to inclusive practice planning and implementation by investigating the following:

Questions

- ☐ What is the mission of your school for targeting learning of students with different abilities?
- ☐ What does inclusion mean to you?
- ☐ How able is your school to provide quality inclusive education?
- ☐ What do you feel is the level of inclusion of disabled students into the school environment?
- ☐ What kind of activities takes place for a welcoming school for disabled students and their families?
- ☐ What kind of extra work does including disabled students in the school entail?
- ☐ What obstacles do you think hinder the school from meeting the needs of disabled students?
- ☐ What do you think can be done to improve the learning/inclusion of disabled students within the given constraints you mentioned above?
- ☐ How does your role help you to contribute to the process of enhancing the quality of inclusive education?
- ☐ What supports are in place towards your own development?
- ☐ What helps to improve your role as a counsellor to foster inclusion/learning of disabled students?
- ☐ What is your role in the IEP team?
- ☐ How important are IEPs in the education of disabled students?
- ☐ What effect do disabled students have on the rest of the students in your school?
- ☐ To what extent do you encourage the involvement of parents in their child's learning?
- ☐ To what extent do families cooperate and provide support for the inclusion process in the school?
- ☐ To what extent does other school staff (including teachers, counselors and administrators) cooperate and provide support for the inclusion process in the whole school?
- ☐ What collaborative activities help you in contributing to better inclusive education?
- ☐ What do you think prevents collaboration in your school?
- ☐ What do you think are the biggest barriers for including disabled students into the school?
- ☐ How would you envisage better inclusive culture and practices in the future?

Interview schedule for school deputies

The aim of this interview is to assess deputies' views on (a) how the school assesses individual and educational needs and utilizes resources for these needs of disabled students, and (b) how national inclusion policy is understood and implemented at the school level by investigating the following:

Questions

- ☐ What does inclusion mean to you?
- ☐ How do you help newly coming disabled students settle in the school?
- ☐ How do you assess/decide upon individual needs of students?
- ☐ How are staff encouraged to join the process of assessment of students' needs?
- ☐ How are parents given the opportunity to be actively involved in the process of assessing student needs?
- ☐ What is the role of individual education plan (IEP) team in the process of assessing student needs?
- ☐ How does the school respond to individual educational needs of disabled students?
- ☐ How do you provide resources for teachers to respond to individual educational needs of students (curriculum materials etc.)?
- ☐ How is emotional and pastoral support provided for students, parents and staff?
- ☐ How do you evaluate the collaboration among staff and between staff and families in the needs assessment and service provision process?
- ☐ What are the challenges you face while assessing individual needs and responding to them?
- ☐ What might help you in overcoming these challenges?
- ☐ What is the school's mission with regards to inclusive education?
- ☐ What kind of policies/decisions do you make in your school to enhance the quality of inclusive education?
- ☐ How are the policies made in your school (by whom, by which means etc.)?
- ☐ What are the challenges you face while making and implementing inclusion policies/decisions in your school?
- ☐ To what extent can the national inclusion policy help you in the process of providing inclusive education?
- ☐ To what extent can the national inclusion policy be applied in your school?
- ☐ What are the current constraints in making full use of the national inclusion policy?
- ☐ What can be done to facilitate better implementation of the national inclusion policy in your school?

Interview schedule for the head of the local education authority

The aim of this interview is to assess the Ministry Representative's views and beliefs about (a) the inclusion of disabled students and (b) national inclusion policy by investigating the following:

Questions

- ☐ Why does the government embrace inclusive education?
- ☐ What does inclusion mean to you?
- ☐ How does the government's educational mission reflect an acceptance of disabled students?
- ☐ How do you think the national inclusion policy facilitate successful implementation of inclusive education in schools?
- ☐ How do the ministry and local authorities support schools to enhance the quality of inclusive education (Financially, in terms of resources-materials etc.)?
- ☐ How do you support school staff (training etc.) to implement the national inclusion policy?
- ☐ How do you think national inclusion policy ensures access to the regular curriculum?
- ☐ How do you think the inclusion policy disseminates knowledge of inclusive education to stakeholders (families, wider community, and other stakeholders)?
- ☐ What evaluative measures are used to judge the performance and progress of both disabled students' and schools?
- ☐ How do you evaluate the progress made up to now in terms of inclusive education?
- ☐ What do you think the current barriers to successful implementation of inclusive education are?
- ☐ How do you think the current and future inclusion policy can/will address these barriers?
- ☐ How would you envisage better inclusive policies in the future?

Interview schedule for parents of disabled students

The aim of this interview is to assess parents' views and beliefs about (a) the inclusion of disabled students, and (b) how the school attempts to create an inclusive school culture for their children and themselves by investigating the following:

Questions

- ☐ What do you think about placing disabled students in regular school? Do you think it is a good idea?
- ☐ What does inclusion mean to you?
- ☐ How do you evaluate the value given to your child by the school?
- ☐ Did the school consult you during the inclusion process?
- ☐ How do you evaluate the ongoing (if any) consultation between you and the school?
- ☐ Do you feel the school takes your concerns seriously?
- ☐ What concerns do/did you have about your child being in a regular school?
- ☐ Do you still have these concerns?
- ☐ What things do you like about your child attending this school?
- ☐ How do you feel when you need to come to school? (e.g. comfortable, anxious etc.)
- ☐ How often do you attend your child's parents' meetings?
- ☐ What do you think about the effectiveness of these meetings?
- ☐ How do you think your child feels about being in a classroom where there are non-disabled students?
- ☐ What concerns, if any, does your child have about being in this classroom?
- ☐ How does the school address these concerns?
- ☐ What do you think about the educational programme your child is receiving?
- ☐ How has being in an inclusive classroom affected your child's academic, social and behavioural development? What are the benefits and negative consequences, if any?
- ☐ How do you evaluate communication between teacher and yourself?
- ☐ How do you evaluate communication between yourself and school?
- ☐ How are you included into the process of assessing the needs of your child?
- ☐ What things seem to prevent inclusion from working well?
- ☐ In what way do you think the inclusion process in the school can improve?

Interview schedule for parents of non- disabled students

The aim of this interview is to assess parents' views and beliefs about (a) the inclusion of disabled students, and (b) how the school attempts to create an inclusive school culture for their children and themselves by investigating the following:

Questions

- ☐ How do you evaluate the value given to your child by the school?
- ☐ How do you evaluate the relationships between you and the school?
- ☐ How do you evaluate communication between teacher and yourself?
- ☐ Do you feel the school takes your concerns seriously?
- ☐ How do you feel when you need to come to school? (e.g. comfortable, anxious etc.)
- ☐ What do you think about placing disabled students in regular school? Do you think it is a good idea?
- ☐ What does inclusion mean to you?
- ☐ How do you feel about your child for being in a mainstream school with students from with different ability levels?
- ☐ How often do you attend your child's parents' meetings?
- ☐ How do you think your child feels about being in a classroom where there are disabled students?
- ☐ How has being in an inclusive classroom affected your child's academic, social and behavioural development? What are the benefits and negative consequences, if any?

Interview schedule for the school principal

The aim of this interview is to assess the principal's views and beliefs about the inclusion of disabled students within the school environment by investigating the following:

Questions

- ☐ How does the school mission reflect acceptance of disabled students?
- ☐ Why do you provide inclusive education?
- ☐ What does inclusion mean to you?
- ☐ How are disabled students and their families helped to feel welcome in the school?
- ☐ What kind of arrangements have you made in the physical space of the school to welcome all students, including disabled students?
- ☐ Do you feel there is a partnership (a) among staff and (b) between staff and parents?
- ☐ How are parents given the opportunity to be actively involved in the school and in the decisions taken?
- ☐ How do you accommodate student differences?
- ☐ How do you respond to individual and educational needs of disabled students?
- ☐ How do you ensure staff development in order to respond to student diversity?
- ☐ What evaluative measures are used to judge the performance and progress of both students' and other staff?
- ☐ How does the structure of the day encourage collaboration?
- ☐ How do you lead the administrative board as well as the staff teams to develop better inclusive practices?
- ☐ What helps to improve your role as a principal to foster inclusion/learning of disabled students?
- ☐ How would you envisage better inclusive practices in the future?

Interview schedule for teachers in the childcare unit

The aim of this interview is to assess the head of GRC's views on (a) how they engage in the process of developing inclusive education in the school, and (b) the nature of consultation and cooperation between professionals in issues related to inclusive practice planning and implementation by investigating the following:

Questions

- ☐ What does inclusion mean to you? What do you think about placing disabled students in mainstream schools?
- ☐ What is your role and what are the activities you carry out in the process of including disabled students?
- ☐ What is the level of communication between your institution and the school?
- ☐ What is the level of communication between your institution and families?
- ☐ What are the problems that your students experience in schools?
- ☐ How are disabled students and their families involved in the identification and placement process?
- ☐ What do you feel is the level of inclusion of disabled students in schools?
- ☐ What kind of communication do you set up with schools during the process of inclusion?
- ☐ What obstacles do you think hinder schools from meeting the needs of disabled students?
- ☐ What obstacles do you think hinder schools from meeting the needs of disabled students?
- ☐ What do you think can be done to improve the learning/inclusion of disabled students within the given constraints you mentioned above?

Interview schedule for the head of the GRC

The aim of this interview is to assess the GRC head' views on (a) how they engage in the process of developing inclusive education in the school, and (b) the nature of consultation and cooperation between professionals in issues related to inclusive practice planning and implementation by investigating the following:

Questions

- ☐ What does inclusion mean to you?
- ☐ What are the activities you carry out in the process of including disabled students?
- ☐ What is the main motivation behind placing disabled students in mainstream schools?
- ☐ How are disabled students and their families involved in the identification and placement process?
- ☐ What kind of assessment methods do you use in the process of identifying disabled students?
- ☐ How do you perceive your role in your institution? What opportunities for professional development are available to you? What opportunities are available to the staff working in the centre?
- ☐ What do you feel is the level of inclusion of disabled students in schools?
- ☐ What kind of communication do you set up with schools during the process of inclusion?
- ☐ What obstacles do you think hinder schools from meeting the needs of disabled students?
- ☐ What do you think can be done to improve the learning/inclusion of disabled students within the given constraints you mentioned above?

Interview schedule for counsellors in the GRC

The aim of this interview is to assess the GRC counsellors' views on (a) how they engage in the process of developing inclusive education in the school, and (b) the nature of consultation and cooperation between professionals in issues related to inclusive practice planning and implementation by investigating the following:

Questions

- ☐ What does inclusion mean to you?
- ☐ What are the activities you carry out in the process of including disabled students?
- ☐ What is the main motivation behind placing disabled students in mainstream schools?
- ☐ How are disabled students and their families involved in the identification and placement process?
- ☐ What kind of assessment methods do you use in the process of identifying disabled students?
- ☐ How do you perceive your role in your institution? What opportunities for professional development are available to you?
- ☐ What do you feel is the level of inclusion of disabled students in schools?
- ☐ What kind of communication do you set up with schools during the process of inclusion?
- ☐ What obstacles do you think hinder schools from meeting the needs of disabled students?
- ☐ What do you think can be done to improve the learning/inclusion of disabled students within the given constraints you mentioned above?

Pilot study interview schedule

Could you tell me about your career so far? Where did you study before?

- 1) Which grade are you teaching in this school? (Teacher) / How many students do you have in your school? (Counsellor)
- 2) How many students do you have in your class? / How many disabled students or students with impairments do you have in your school and how often do you see them?
- 3) What does the word 'inclusion' mean for you?
- 4) What potential advantages might inclusion have in schools?
- 5) What do you think the challenges of inclusion are?
- 6) How do you manage the task of dealing with different abilities in your class? / How able is your school to meet the needs of disabled students?
- 7) What are the obstacles you encounter while you try to include disabled children in your class? / What obstacles do you think hinder the school from meeting the above needs of disabled students?
- 8) What do you think can be done to improve the learning of disabled students within the given constraints you mentioned above?
- 9) What kind of support would help you as a teacher/counsellor for making classes more meaningful for disabled children within these constraints?
- 10) What are the ways of collaboration in your school?
- 11) How do you cooperate with other staff, school administrators and families?
- 12) How useful do you think are the collaborative activities you mentioned?
- 13) How do you think the current collaborative activities/collaboration level be improved within the given constraints?
- 14) What are the benefits of your role as a teacher/counsellor in facilitating the inclusion/learning of disabled students?
- 15) What are the challenges of your role as a teacher/counsellor in your effort to facilitate the inclusion/learning of disabled students?
- 16) What do you think can be done to improve your role as a teacher/counsellor to foster inclusion/learning of disabled students?

Turkish versions/Turkce formlar

Halis Sakız

Eğitim Fakültesi, Eğitimde doktora programı, Manchester Üniversitesi

‘Türkiye’de kaynaştırma eğitiminin incelenmesi: Betimleyici bir vak’a çalışması’

Sınıf öğretmeni mülakat formu

Bu mülakatın amacı sınıf öğretmenlerinin iki konu hakkında görüşlerini almaktır. Bu konular: (a) engelli/özel gereksinimi olan öğrencileri sınıf ortamına ve müfredata nasıl dahil ettikleri, ve (b) okuldaki yardımlaşma ve işbirliğinin içeriğini ve yöntemlerini ve bunun kaynaştırma eğitiminin uygulanmasındaki yeridir. Bunlar aşağıdaki sorular yoluyla araştırılacaktır:

☐ Sınıfınızda tüm öğrencilerin öğrenimini sağlamada ne gibi fırsatlara sahipsiniz ve ne tür zorluklar yaşamaktasınız?

☐ Kaynaştırma sizin için ne ifade etmektedir?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin bireysel ihtiyaçları nasıl planlanıp koordine edilmektedir? Sizin bu süreçteki rolünüz ve size sunulan destekler nelerdir ?

☐ Sizce kaynaştırma eğitimi uygulama sürecinde okulunuzun önünde duran engeller nelerdir?

☐ Üstte bahsettiğiniz engelleri de gözünüze alarak okulunuzdaki kaynaştırma eğitiminin ve engelli/özel gereksinimi olan öğrencilerin öğreniminin gelişmesi için neler yapılabileceğini düşünürsünüz?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin dersler ve etkinliklere katılım seviyesini nasıl değerlendirirsiniz?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin normal müfredattan faydalanma düzeyini nasıl değerlendirirsiniz?

☐ Sizce kaynaştırma eğitimi uygulama sürecinde okulunuzun önünde duran engeller nelerdir?

☐ Üstte bahsettiğiniz engelleri de gözünüze alarak okulunuzdaki kaynaştırma eğitiminin ve engelli/özel gereksinimi olan öğrencilerin öğreniminin gelişmesi için neler yapılabileceğini düşünürsünüz?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrenciler için uzun dönem ve günlük etkinlikleri nasıl planlarsınız?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin eğitiminde bireysel eğitim planının yeri nedir?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin bireysel eğitim planları ne tür öğeler ve amaçlar içerir?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrenciler için ev ödevlerini nasıl planlarsınız?

☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin çalışmalarını nasıl değerlendirirsiniz?

- ☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin anlama ve öğrenme süreçlerini nasıl izlersiniz?
- ☐ Konu, öğrenci grubunun büyüklüğü ve öğrencilerin farklı yetenek düzeyleri arasında uyum sağlayabilmek için ne tür öğretim stratejileri ve materyaller kullanırsınız?
- ☐ Sınıf yönetimini sağlamak için ne tür stratejiler kullanırsınız?
- ☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin bütünleşmesini sağlamak amacıyla öğrencilerinizi ne sıklıkta grup çalışmalarına dahil edersiniz?
- ☐ Öğrencilerin tanımlanması sürecindeki rolünüz nedir? Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin eğitiminde yapılan teşhisin rolü nedir?
- ☐ Ne tür değerlendirme ölçekleri ve yöntemleri kullanırsınız?
- ☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrencilerin kaynaştırma süreci sizin için ne tür ekstra işler yapılmasını gerektirmektedir?
- ☐ Sınıfınızdaki engelli/özel gereksinimi olan öğrenciler, sınıfın kalanı üzerinde ne gibi bir etkiye sahiptir?
- ☐ Velileri öğrencilerinin öğrenme süreçlerine ne düzeyde dahil etmektesiniz?
- ☐ Sınıfınızdaki kaynaştırma sürecine katkıda bulunabilmesi için aileler ne düzeyde sizle işbirliği kurar ve size ne düzeyde destek verir?
- ☐ Kendi profesyonel gelişiminiz için size ne gibi imkanlar sunulmaktadır?
- ☐ Okuldaki diğer personel ssizin sınıfınızdaki ve tüm okuldaki kaynaştırma sürecine katkıda bulunabilmek için sizle ne düzeyde işbirliği kurar ve size ne düzeyde destek verir?
- ☐ Ne tür işbirliği sınıfınızdaki kaynaştırma sürecine destek verir?
- ☐ Okulunuzdaki işbirliğini engelleyen ne gibi etkenler olduğunu düşünüyorsunuz?
- ☐ Sınıfınızda kaynaştırma sürecini önünde ne gibi engeller olduğunu düşünüyorsunuz?
- ☐ Bir sınıf öğretmeni olarak kaynaştırma eğitimine daha fazla katkıda bulunabilmeniz için rolünüzün daha etkin hale getirilmesinde ne gibi şeyler yapılabilir?
- ☐ Gelecekte daha iyi bir kaynaştırma eğitimi için neler olması gerektiğini düşünürsünüz?

Psikolojik danışman mülakat formu

Bu mülakatın amacı psikolojik danışmanların iki konu hakkında görüşlerini almaktır. Bu konular: (a) okulda kaynaştırma eğitimi sürecine nasıl dahil oldukları ve, (b) okuldaki yardımlaşma ve işbirliğinin içeriğini ve yöntemlerini ve bunun kaynaştırma eğitiminin uygulanmasındaki yeridir. Bunlar aşağıdaki sorular yoluyla araştırılacaktır:

- ☐ Okulunuzun farklı yeterlilik düzeylerindeki öğrencilerin öğrenmesini hedeflemedeki misyonu nedir?
- ☐ Kaynaştırma sizin için ne ifade etmektedir?
- ☐ Okulunuz sizce kaynaştırma eğitimi uygulamada ne kadar başarılı?
- ☐ Okulunuzdaki engelli/özel gereksinimi olan öğrencilerin okula kaynaştırılma seviyesini nasıl değerlendirirsiniz?
- ☐ Okulunuzdaki engelli/özel gereksinimi olan öğrenciler ve ailelerinin okulda iyi karşılanması için okulunuzda ne tür etkinlikler düzenlenmektedir?
- ☐ Okulunuzdaki engelli/özel gereksinimi olan öğrencilerin kaynaştırma süreci sizin için ne tür ekstra işler yapılmasını gerektirmektedir?
- ☐ Sizce kaynaştırma eğitimi uygulama sürecinde okulunuzun önünde duran engeller nelerdir?
- ☐ Üstte bahsettiğiniz engelleri de gözününe alarak okulunuzdaki kaynaştırma eğitiminin ve engelli/özel gereksinimi olan öğrencilerin öğreniminin gelişmesi için neler yapılabileceğini düşünürsünüz?
- ☐ Okulunuzdaki kaynaştırma eğitiminin kalitesinin artırılmasında rolünüzün size nasıl yardımcı olmaktadır? Bireysel eğitim planı birimindeki rolünüz nedir?
- ☐ Kendi profesyonel gelişiminiz için size ne gibi imkanlar sunulmaktadır?
- ☐ Bir danışman olarak kaynaştırma eğitime daha fazla katkıda bulunabilmeniz için rolünüzün daha etkin hale getirilmesinde ne gibi şeyler yapılabilir?
- ☐ Okulunuzdaki engelli/özel gereksinimi olan öğrencilerin eğitiminde bireysel eğitim planının yeri nedir?
- ☐ Okulunuzdaki engelli/özel gereksinimi olan öğrenciler, sınıfın kalanı üzerinde ne gibi bir etkiye sahiptir?
- ☐ Velilerin çocuklarının eğitime katkıda bulunabilmesi için onları ne düzeyde teşvik edebiliyorsunuz?
- ☐ Okulunuzdaki kaynaştırma sürecine katkıda bulunabilmesi için aileler ne düzeyde sizle işbirliği kurar ve size ne düzeyde destek verir?
- ☐ Okulunuzdaki kaynaştırma sürecine katkıda bulunabilmesi için öğretmen, idareci ve diğer çalışanlar ne düzeyde sizle işbirliği kurar ve size ne düzeyde destek verir?
- ☐ Okulunuzdaki işbirliğini engelleyen ne gibi etkenler olduğunu düşünüyorsunuz?
- ☐ Sizce engelli/özel gereksinimi olan öğrencilerin okula kabulünün önünde duran engeller nelerdir?
- ☐ Gelecekte daha iyi bir kaynaştırma eğitimi için neler olması gerektiğini düşünürsünüz?

Müdür yardımcısı mülakat formu

Bu mülakatın amacı müdür yardımcılarının iki konu hakkında görüşlerini almaktır. Bu konular (a) okulun engelli/özel gereksinimi olan öğrencilerin bireysel ve eğitsel ihtiyaçlarının nasıl değerlendirilip bunların karşılanması için okulun kaynaklarını nasıl kullandığı ve (b) kaynaştırma politikalarının okulda nasıl algılanıp uygulandığıdır. Bunlar aşağıdaki sorularla araştırılacaktır:

- ☐ Kaynaştırma sizin için ne ifade etmektedir?
- ☐ Okula yeni gelen engelli/özel gereksinimi olan öğrencilerin okula kolayca uyum sağlayabilmesi için neler yapmaktasınız?
- ☐ Engelli/özel gereksinimi olan öğrencilerin ihtiyaçlarını nasıl belirler ve bunları nasıl değerlendirirsiniz?
- ☐ Okuldaki öğretmen, danışman ve diğer personelin bu değerlendirme sürecine katılabilmesi için onları nasıl teşvik edersiniz?
- ☐ Velilerin değerlendirme sürecine katılabilmesi için onlara nasıl bir fırsat tanımaktasınız?
- ☐ Engelli/özel gereksinimi olan öğrencilerin ihtiyaçlarının belirlenmesinde bireysel eğitim planlarının rolü nedir?
- ☐ Okulunuz, engelli/özel öğrencilerin ihtiyaçlarına nasıl cevap vermektedir?
- ☐ Engelli/özel gereksinimi olan öğrencilerin ihtiyaçlarının karşılanması için öğretmenlere ne gibi kaynaklar sağlamaktasınız (örn. Sınıf içi material, ekstra eğitim vb.)?
- ☐ Okulunuzda öğrencilere, ailelerine ve çalışanlarınıza yönelik ne tür duygusal ve psikolojik destek mekanizmaları mevcuttur?
- ☐ Engelli/özel gereksinimi ihtiyaçlarının belirlenmesi ve kendilerine sağlanan eğitim sürecinde, personel, idareci ve aileler arasındaki işbirliğini nasıl değerlendirmektesiniz?
- ☐ Okulunuz, engelli/özel gereksinimi olan öğrencilerin ihtiyaçlarının belirlenip onlara cevap vermede ne tür zorluklar yaşamaktadır?
- ☐ Bu zorlukların aşılabilmesi için size ne yardımcı olabilir?
- ☐ Kaynaştırma eğitimi ile ilgili olarak okulunuzun misyonu nedir?
- ☐ Okulunuzda kaynaştırma eğitiminin kalitesini artırmak için ne tür düzenlemeler yapıp ne tür kararlar almaktasınız?
- ☐ Okulunuzda düzenlemeler nasıl yapılmaktadır (kim tarafından, hangi yöntemlerle vs.)?
- ☐ Okulunuzda kaynaştırma ile ilgili düzenlemelerde karşılaştığınız zorluklar nelerdir?
- ☐ Hükümetin kaynaştırma politikaları ve düzenlemeleri iyi bir kaynaştırma eğitimi verilmesine ne düzeyde yardımcı olmaktadır?
- ☐ Hükümetin kaynaştırma politikaları ve düzenlemeleri okulunuzda ne düzeyde uygulanabilmektedir?
- ☐ Hükümetin kaynaştırma politikaları ve düzenlemelerinin tam olarak uygulanabilmesinin önünde duran engeller nelerdir?
- ☐ Hükümetin kaynaştırma politikaları ve düzenlemelerinin tam olarak ve daha iyi uygulanabilmesi için sizce neler yapılabilir?

Milli eğitim müdürü mülakat formu

Bu mülakatın amacı milli eğitim müdürünün iki konu hakkında görüşlerini almaktır. Bu konular (a) engelli/özel gereksinimi olan öğrenciler için uygulanan kaynaştırma eğitimi ve (b) hükümetin kaynaştırma politikalarıdır. Bunlar aşağıdaki sorularla araştırılacaktır:

- ☐ Hükümet neden kaynaştırma eğitimine önem verip okullarda uygulamaktadır?
- ☐ Kaynaştırma sizin için ne ifade etmektedir?
- ☐ Hükümetin eğitimle ilgili misyonu engelli/özel gereksinimi olan öğrencileri nasıl kapsamaktadır?
- ☐ Sizce hükümetin kaynaştırma politikaları ve düzenlemeleri, iyi bir kaynaştırma eğitimi verilmesini ne düzeyde sağlamaktadır?
- ☐ Bakanlık ve milli eğitim müdürlükleri okullara kaynaştırma eğitiminin kalitesinin artırılması için ne tür destekler vermektedir (finansal destek, kaynak temini vb.)?
- ☐ Sizler okul personelinin kaynaştırma politika ve düzenlemelerini daha iyi uygulayabilmesi için onlara ne tür destekler vermektесiniz (eğitim vb.)?
- ☐ Sizce hükümetin kaynaştırma politika ve uygulamaları engelli/özel gereksinimi olan öğrencilerin normal müfredattan faydalanmasını ne düzeyde sağlamaktadır?
- ☐ Sizce hükümetin kaynaştırma politika ve uygulamaları kaynaştırma eğitimi ile ilgili bilinmesi gerekenleri aileler, topluma ve diğer ilgililere ne düzeyde yaymayı başarabilmektedir?
- ☐ Sizler kaynaştırma eğitiminin başarı düzeyini ve bu süreçte öğrenci ve okulların gelişimini değerlendirmek için neler yapmaktasınız?
- ☐ Bugüne kadar kaynaştırma eğitimi sizce ne kadar başarılı olabilmіştir?
- ☐ Sizce iyi bir kaynaştırma eğitimi verilebilmesinin önünde ne gibi engeller vardır?
- ☐ Sizce mevcut ve gelecekte yapılabilecek kaynaştırma politika ve düzenlemeleri bu engelleri ortadan nasıl kaldırabilir?
- ☐ Gelecekte daha iyi bir kaynaştırma eğitimi için neler olması gerektiğini düşünürsünüz?

Veli mülakat formu

Bu mülakatın amacı velilerin iki konu hakkında görüşlerini almaktır. Bu konular (a) engelli/özel gereksinimi olan öğrenciler için uygulanan kaynaştırma eğitimi ve (b) okulun çocukları ve kendileri için olumlu bir okul iklimi oluşturma çabalarıdır. Bunlar aşağıdaki sorularla araştırılacaktır.

- ☐ Engelli/özel gereksinimi olan öğrencilerin normal okullara yerleştirilmesi fikrini nasıl değerlendiriyorsunuz? Sizce bu iyi bir fikir midir?
- ☐ Kaynaştırma sizin için ne ifade etmektedir?
- ☐ Okulunuzun çocuğunuza verdiği değeri konusunda ne düşünüyorsunuz?
- ☐ Çocuğunuzun kaynaştırma sürecinde okul size danıştı mı?
- ☐ Okul ile aranızdaki iletişimi nasıl değerlendirmektesiniz?
- ☐ Okulun sizin kaygılarınızı yeterince ciddiye aldığını düşünüyor musunuz?
- ☐ Çocuğunuzun normal bir okulda eğitim görmesiyle alakalı olarak kaygılarınız oldu mu?
- ☐ Hala böyle kaygılar taşıyor musunuz?
- ☐ Çocuğunuzun bu okulda okumasıyla alakalı olarak neler size memnun etmektedir?
- ☐ Okula gelmeniz gerektiğinde kendinizi nasıl hissedersiniz? (örn. rahat, kaygılı vs.)
- ☐ Okuldaki veli toplantılarına ne sıklıkta katılırsınız?
- ☐ Bu toplantıların ne düzeyde etkili ve faydalı olduğunu düşünüyorsunuz?
- ☐ Sizce çocuğunuz kendisi gibi zorluklar yaşamayan çocuklarla aynı sınıfta olma hakkında nasıl hissediyor?
- ☐ Çocuğunuzun bu sınıfta olmakla ilgili ne tür kaygıları vardır?
- ☐ Okul bu kaygıları ne kadar göz önünde bulundurmaktadır?
- ☐ Okuluza verilen eğitimin içeriği ve kalitesiyle ilgili ne düşünüyorsunuz?
- ☐ Normal bir sınıfta eğitim görmek çocuğunuzun eğitsel, sosyal ve davranışsal gelişimine nasıl etki etti? Sizce bunun olumlu ve varsa olumsuz ne gibi sonuçları oldu?
- ☐ Siz ve öğretmen arasındaki iletişimi nasıl değerlendirmektesiniz?
- ☐ Siz ve okul arasındaki iletişimi nasıl değerlendirmektesiniz?
- ☐ Çocuğunuzun bireysel ve eğitsel ihtiyaçlarının değerlendirilmesi sürecine ne kadar dahil ediliyorsunuz?
- ☐ Sizce kaynaştırma eğitiminin daha iyi hale gelmesinin önünde ne gibi engeller bulunmaktadır?
- ☐ Sizce okulunuzdaki kaynaştırma süreci nasıl daha iyi hale gelebilir?

Okul mdr mlakat formu

Bu mlakatın amacı okul mdrnn kaynařtırma eēitimi ile ilgili grř ve inançlarını ařaēıdaki sorular yoluyla deēerlendirmektir.

- ☐ Okulunuzun eēitimle ilgili misyonu engelli/zel gereksinimi olan ērencileri nasıl ilgilendirmektedir?
- ☐ Okulunuzda neden kaynařtırma eēitimi vermektesiniz?
- ☐ Kaynařtırma size ne ifade etmektedir?
- ☐ Engelli/zel gereksinimi olan ērenciler ve ailelerinin okula uyum saēlamaları iēin onlara nasıl yardımcı olmaktadır?
- ☐ zellikle engelli/zel gereksinimi olan ērencilerinizin okulu etkin bir řekilde kullanabilmeleri iēin okulun fiziksel alanında ne gibi dzenlemeler yapmaktadır?
- ☐ Sizce (a) okul personeli arasında ve (b) personel ile aileler arasında yeterli iřbirliēi var mıdır ?
- ☐ Ailelerin okulda ve ocuklarıyla ilgili olarak alınan kararlarda sz sahibi olabilmesi sz konusu mudur? Bunun iēin kendilerine nasıl fırsatlar tanımaktadır?
- ☐ ērencilerinin farklılıklarını okul iēinde nasıl kontrol etmekte ve bu farklılıkların sebep olabileceēi olası zorlukların stesinden nasıl gelebilmektesiniz?
- ☐ Okulda engelli/zel gereksinimi olan ērencilerinizin bireysel ve eēitsel ihtiyaēlarına nasıl yanıt vermektesiniz?
- ☐ ērencilerin farklı ihtiyaēlarına yanıt verebilmek iēin personelinizin geliřimini nasıl saēlamaktadır?
- ☐ Okulunuzda hem engelli/zel gereksinimi olan ērencilerinizin hem de diēer personelinizin kaynařtırma eēitimi baēlamındaki başarısını nasıl deēerlendirmektesiniz?
- ☐ Bir okul gnt, personel arası iřbirliēine ne dzeyde olanak saēlamaktadır?
- ☐ Okul ynetimini ve diēer personelinizi daha iyi kaynařtırma eēitimi verebilmek iēin nasıl ynetirsiniz?
- ☐ Bir okul mdr olarak kaynařtırma eēitimine daha fazla katkıda bulunabilmeniz iēin rolnzn daha etkin hale getirilmesinde ne gibi řeyler yapılabilir?
- ☐ Gelecekte daha iyi bir kaynařtırma eēitimi iēin neler olması gerektiēini dřnrsnz?

3. Observation schedules

English forms

Observation Schedule: Lessons

Time	Activity	Comments

Prompts and further comments

1. Are teaching activities planned in a way to target disabled students' learning?
2. Is the teacher sharing/assisted while planning schemes of work for lessons and homework?
3. Is the teacher building/modifying his/her teaching in response to the feedback from colleagues (if any)?
4. Are the teacher and other staff who work together providing a model of collaboration?
5. Is the classroom's physical environment arranged in a way to reflect disabled students' needs?
6. Is the teacher valuing and respecting disabled students irrespective of their status?
7. Is the lesson encouraging the participation of disabled students in class activities?
8. Are disabled students actively involved in their own learning?

9. Are there opportunities for disabled students to support each other?
10. Are students with more knowledge or skill in an area sometimes tutoring those with less?
11. Is there an attempt to address the fear of failure of disabled students?
12. Are disabled students seen to make an important contribution to teaching and learning going on in the lesson?
13. How different is the content taught to disabled students from the general curriculum?
14. How is the teacher differentiating instruction in order to address disabled students' learning?
15. What kind of teaching strategies, that are effective with disabled students, is the teacher using?
16. Is the teacher effectively using alternative materials for disabled students (variety of textbooks, supplemental readers, calculators)?
17. Is material to a variety of learning modalities within the classroom is presented (auditory, visual, kinaesthetic, tactile)?
18. Is the teacher using the available time effectively to reflect disabled students' understanding of directions and assigned tasks (e.g. ask children to repeat or demonstrate what I have asked them to do, check in with students to be sure they are performing assignments correctly)?
19. Is extra time consciously provided for students to process information and complete tasks?
20. Is individual instruction for disabled students as needed is provided (plan for one-to-one sessions after schools, allocate time for individual instruction during class, provide cross-age tutoring)?
21. Does homework have a clear learning aim for disabled students?
22. Is the homework clearly understood?
23. Are various assessment procedures adopted as needed to ensure success (oral test, open book test, shortened test, and more time for completion)?

Observation Schedule: Review meeting

Prompts and further comments

1. Are all related staff invited to the staff meeting?
2. Do all related staff attend the meeting?
3. How do related staff engage with the meeting at specific points on the agenda?
4. What issues are on the agenda?
5. What issues are on the agenda with regards to inclusive education and disabled students?
6. How is the meeting led (e.g. one way, interactive, top-down)?
7. What is the level of contribution by participants?
8. Do staff treat each other with respect irrespective of their genders and roles in the school?
9. Do staff feel comfortable about discussing problems in the meeting?
10. What issues are brought to the meeting by the staff regarding inclusive education or disabled students?
11. How are decisions taken (e.g. determined, negotiated etc.)?
12. Are professionals' voices heard when decisions are taken?
13. Are families' views/suggestions/demands considered in the meeting?
14. How are tasks assigned (e.g. to individual staff, to teams etc.)?
15. What is the nature of the interaction among staff during the meeting?
16. Do all the participants seem content with the decisions taken?
17. Do staff support each others' opinions?
18. What kind of work do the decisions taken require (e.g. individual work, group work etc.)?

Observation Schedule: School environment

Prompts and further comments

1. Is the first contact that people have with the school friendly and welcoming?
2. Is the physical environment of the school generally welcoming to disabled students and their families?
3. Does the school's garden entrance hall reflect disabled students' needs?
4. Do the classroom structures reflect disabled students' needs?
5. Are all floors and bathrooms accessible for disabled students?
6. Do students and parents feel ownership of the school and reflect this on their behaviour?
7. Do staff treat disabled students with respect irrespective of their status?
8. Are school staff comfortable communicating with disabled students?
9. Do staff help students and parents when asked?
10. Do staff offer help when they see it is needed?
11. Can all disabled students and their parents access information when they need?

Observation Schedule: Students

Prompts and further comments

1. Do school records show maximum attendance of the student? What does this attendance level indicate?
 2. Is the student in his/her own class? If not, where is the student and why?
 3. Is the student alone/with peers? What is he/she doing?
 4. Is the student playing in his/her free times? What kind of play (e.g. solitary, with peers) is that? Do friends facilitate this? If not, what is the student doing in his/her free time?
 5. Is the student following the rules? If not, why?
 6. Is the student seeking help from other students when it is needed? What are the ways of interacting with them to ask for help? If not; what are the ways the student is assisted?
 7. Is the student greeting others in a manner similar to that of his/her peers? If not, in what way does the student greet his/her peers?
 8. Is the student accepted by his/her peers? If not, why?
 9. Is there inappropriate behaviour towards the student? If yes, what type of behaviour is that and why did it emerge?
 10. How often is the student interacting with others? (All the time, sometimes, never?)
 11. Who is initiating interaction most of the time? (The student, peers, others?)
 12. What is the nature of the interaction? (Spontaneous, disciplinary, assistive, attention-seeking, reciprocal, playful, instructional, other?)
 13. Is the student reporting to a member of staff when he/she or someone else needs assistance?
- What is the way she/he is doing this? If not, what is he/she doing in case of a need for help?
14. Is the need/request for help treated in a positive way? If not, what is the staff reaction to this request/need?
 15. Can the student have access to all facilities in the classroom? What are the facilities available for him/her? If not, what are the barriers?
 16. Is the student easily making use of the school environment? If not, what are the barriers?
 17. Is the student being supervised by a teacher or member of staff? If yes, in what way is it done and why?
 18. Can the students find an activity which appeals to him/her?

English forms/Turkce formlar

Gözlem formu: Dersler

Sorular ve ekstra yorumlar

1. Öğretim etkinlikleri engelli/özel gereksinimli öğrencilerin öğrenmesini ne düzeyde hedeflemekte midir?
2. Sınıf öğretmeni ders ve ödevler için çalışma planları oluştururken destekleniyor mu veya iş arkadaşlarıyla paylaşımda bulunuyor mu?
3. Sınıf öğretmeni, kendisine verilen dönütler doğrultusunda (varsa) hazırlıklarında bir değişime gidiyor mu? Öğretmen ve beraber çalıştığı iş arkadaşları bir işbirliği örneği sergiliyorlar mı?
4. Sınıf düzeni engelli/özel gereksinimli öğrencilerin ihtiyaçları doğrultusunda düzenlenmiş midir?
5. Öğretmen derste engelli/özel gereksinimli öğrencilere yetersizliklerine bakmadan yeterli değeri vermekte midir?
6. Dersler engelli/özel gereksinimli öğrencilerin etkinliklere katılmalarını ne düzeyde teşvik etmektedir?
7. Engelli/özel gereksinimli öğrenciler kendi öğrenme süreçlerine hangi etkinlik düzeyinde katılabilmektedir?
8. Engelli/özel gereksinimli öğrencilerin birbirlerini desteklemeleri için yeterli miktarda fırsat var mıdır?
9. Daha fazla bilgili öğrenciler daha az olanlara zaman zaman yardımcı olmakta mıdır?
10. Engelli öğrencilerin derste kaygılarını azaltmak için çaba sarfedilmekte midir?
11. Engelli/özel gereksinimli öğrenciler derste öğrenme ve öğretme süreçlerine ne düzeyde bir katkı sağlamaktadır?
12. Engelli öğrencilere öğretilen içerik müfredattan ne düzeyde farklılık göstermektedir?
13. Öğretmen engelli/özel gereksinimli öğrencilerin öğrenimini kolaylaştırmak için öğretim tekniklerinde nasıl bir farklılık uygulamaktadır?
14. Öğretmen, engelli/özel gereksinimli öğrencilerin eğitiminde etkili olan ne tür öğretim stratejileri uygulamaktadır? Öğretmen engelli/özel gereksinimli öğrenciler için alternatif materyaller kullanıyor mu (kitap çeşitleri, destekleyici okumalar, hesap makineleri vb.)?
15. Sınıftaki materyal farklı duyu modlarına hitap edebilecek şekilde sunuluyor mu?
16. Öğretmen engelli/özel gereksinimli öğrencilerin yönerge ve ödevleri anlamasını sağlayacak düzeyde kendilerine yeterli zaman verip bu zamanı etkin bir şekilde kullanmakta mıdır?
17. Engelli/özel gereksinimli öğrencilere bilgiyi işleme ve ödevleri tamamlamada ekstra zaman veriliyor mu? Ödevler net bir şekilde anlaşılıyor mu?
18. İhtiyaç duymaları halinde engelli/özel gereksinimli öğrencilere bireysel eğitim veriliyor mu (okul sonrası birebir eğitim, sınıf içinde bireysel eğitim, akran eğitimi vs.)?
19. Ödevler engelli/özel gereksinimli öğrenciler için açık öğrenme amaçları içeriyor mu?
20. Gerektiğinde çeşitli değerlendirme prosedürleri kullanılıyor mu?

Gözlem formu: Değerlendirme toplantısı

Sorular ve ekstra yorumlar

1. İlgili tüm personel toplantıya davet edilmiş midir?
2. İlgili tüm personel toplantıya katılmış mıdır?
3. Okul personeli toplantıya ne düzeyde dahil olup katkıda bulunmaktadır?
4. Toplantı gündemi neleri içermektedir?
5. Kaynaştırma eğitimi ve engelli/özel gereksinimli öğrenciler ile ilgili olarak hangi konular gündemdedir?
6. Toplantı nasıl yönetilmektedir (örn. tek yönlü, interaktif, tepeden inme vb.)?
7. Katılımcıların toplantıya etkin katılım düzeyi nedir?
8. Katılımcılar birbirlerine statüleri ve okuldaki rollerine bakmaksızın saygı çerçevesinde davranmakta mıdır?
9. Katılımcılar toplantıda sorunları dile getirirken ve tartışırken rahat mıdır?
10. Kaynaştırma eğitimi ve engelli/özel gereksinimli öğrenciler ile ilgili olarak hangi konular toplantıya getirilmiştir?
11. Kararlar nasıl alınmaktadır (örn. önceden belirlenerek, istişare ile vb.)?
12. Kararlar alınırken okul personelinin talepleri dikkate alınmakta mıdır?
13. Ailelerin görüş/öneri/talepleri toplantıda dikkate alınmakta mıdır?
14. Görevler nasıl verilmektedir (örn. bireysel olarak, çalışma gruplarına vb.)?
15. Toplantı esnasında personel arasındaki iletişimin türü nasıldır?
16. Tüm katılımcılar alınan kararlardan memnun görünmekte midir?
17. Okul personeli birbirlerinin görüşlerini desteklemekte midir?
18. Alınan kararlar ne tür iş yapmayı gerektirmektedir (örn. bireysel, takım çalışması vb.)?

Gözlem formu: Okul çevresi

Sorular ve ekstra yorumlar

1. İnsanların okulla ilk iletişimi olumlu ve samimi midir?
2. Okulun fiziksel çevresi engelli/özel gereksinimli öğrenciler ve aileleri için genel anlamda olumlu bir görüntü vermekte midir?
3. Okulun bahçesi ve girişleri engelli/özel gereksinimli öğrencilerin ihtiyaçları gözünde tutularak düzenlenmiş midir?
4. Sınıflar engelli/özel gereksinimli öğrencilerin ihtiyaçları gözünde tutularak düzenlenmiş midir?
5. Tüm katlar ve tuvaletler engelli/özel gereksinimli öğrencilerin ulaşabileceği konumda mıdır?
6. Öğrenci ve veliler okula karşı bir aidiyet hissediyor ve bunu gösteriyor mu?
7. Okul personeli engelli/özel gereksinimli öğrencilere statülerine bakmaksızın saygı göstermekte midir?
8. Okul personeli engelli/özel gereksinimli öğrencilerle rahat bir şekilde iletişim kurabilmekte midir?
9. Kendilerinden yardım istendiğinde okul personeli engelli/özel gereksinimli öğrencilere yardım etmekte midir?
10. İhtiyaç duyulduğunu gördüklerinde okul personeli yardım etmekte inisiyatif almakta mıdır?
11. Engelli/özel gereksinimli öğrenciler ve aileleri bilgiye ihtiyaç duyduklarında ulaşabilmekte midir?

Gözlem formu: Öğrenci

Sorular ve ekstra yorumlar

1. Okul kayıtları öğrencinin maksimum devam düzeyinde olduğunu göstermekte midir? Öğrencinin devam düzeyi ne anlama gelmektedir?
2. Öğrenci kendi sınıfında mıdır? Değilse nerededir ve niçin?
3. Öğrenci yalnız mıdır-akranlarıyla mıdır? Ne yapmaktadır?
4. Öğrenci boş zamanlarında oyun oynamakta mıdır? Bu oyun ne türdedir (örn. kendi başına, grupla)? Arkadaşları oyun sürecini kolaylaştırmakta mıdır? Öğrenci oyun oynamıyorsa ne yapmaktadır?
5. Öğrenci kurallara uymakta mıdır? Değilse sebebi nedir?
6. Öğrenci gerektiğinde akranlarından yardım istemekte midir? Yardım istediğinde onlarla iletişimi nasıl kurmaktadır? Onlardan yardım istemiyorsa kendisine nasıl destek verilmektedir?
7. Öğrenci akranlarıyla iletişim kurabildiği gibi diğer kişilerle de iletişim kurabilmekte midir? Değilse, diğerleriyle nasıl iletişim kurmaktadır?
8. Öğrenci akranları tarafından kabul edilmekte midir? Edilmiyorsa sebebi nedir?
9. Öğrenciye yönelik uygun olmayan davranışlar sergilenmekte midir? Sergileniyorsa, bunlar ne tür davranışlardır ve neden ortaya çıkmaktadır?
10. Öğrenci başkalarıyla ne sıklıkta iletişim kurabilmektedir? (Her zaman, zaman zaman, asla?)
11. İletişimi çoğunlukla kim başlatmaktadır? (öğrenci, arkadaşları, diğer kişiler?)
12. Bu iletişimin türü nedir? (Spontane, disiplinli, destekleyici, ilgi bekleyen, karşılıklı, oyun içerikli, eğitsel, diğer?)
13. Kendisi veya başkası yardıma ihtiyaç duyduğunda öğrenci bunu bir yetkiliye bildirmekte midir?
Bunu hangi yolla yapmaktadır? Bunu yapmıyorsa, yardıma ihtiyaç duyulduğunda ne yapmaktadır?
14. Yardım talebi veya ihtiyacı olumlu bir şekilde karşılanmakta mıdır? Karşılanmıyorsa, personelin bu talebe karşılığı nedir?
15. Öğrenci sınıftaki tüm olanaklara ulaşabilmekte midir? Bu olanaklar nelerdir? Ulaşamıyorsa engeller nelerdir?
16. Öğrenci okul ortamını kolaylıkla kullanabilmekte midir? Kullanamıyorsa engeller nelerdir?
17. Öğrenci bir öğretmen veya bir görevli tarafından gözetlenmekte midir? Evetse bu neden ve hangi yöntemle yapılmaktadır?
18. Öğrenci kendisini ilgilendiren ve katılabileceği bir etkinlik bulabilmekte midir?

Appendix V

Piloting the instruments

During the planning phase of this thesis, two pilot studies were conducted in order to test the pilot versions of the instruments. According to Gillham (2000), a pilot study is one of the preliminaries of a case study and a good opportunity to rehearse the instruments. In the first study, pilot versions of the teacher and counsellors interviews were tested, whereas the second study included pilot testing of the questionnaire and the observation tool for the observation of lessons and the school environment.

In the first pilot study, three class teachers and two school counsellors, working in a Turkish primary school, were interviewed. Each interview schedule included 16 questions which were constructed based on the study's aims, research questions and relevant national and international literature. At the end of each interview, respondents in the pilot test were asked to provide their opinions whether the questions were clear. The researcher also draws the sample during this phase.

Transcripts of these interviews were obtained and thematic analysis of the interview transcripts was implemented. The pilot study helped in testing the appropriateness of the interview schedules. The open ended questions, which were designed to be less leading, were tested if they could serve purpose of encouraging staff to express opinions in a full and meaningful way. In some questions, some terms (e.g., SEN & disabled, access to curriculum etc.) seemed to be confusing for some participants. Such terms were clarified in the actual study. Some questions were irrelevant to some participants and some were dependent on answers coming from previous questions.

In the second pilot study, two methods were tested. First, the questionnaire was tested which included 96 items and three dimensions, school culture, policy and practice. Second, two observation schedules were designed to explore the school environment and disabled students in lessons. The content of the questionnaire was guided by the Index for Inclusion (Booth & Ainscow, 2002). The observation schedules were informed by related literature that views development from systemic and ecological perspectives (Bronfenbrenner, 1979) and considers

disability from a social and interactive point of view (Shakespeare, 2010; Oliver, 1996).

In the second pilot study, the design of the questionnaire went through a process of item construction and expert check, which was followed by final revision of items. I constructed the items based on relevant Turkish and international literature which guided me conceptually and methodologically, and related government policy on inclusion in Turkey. After item construction was completed, the questionnaire was first sent to my supervisor and another expert (an assistant professor working in the field of inclusion) in the field in Turkey to receive their feedback on the content and language. The first revision was made based on their views. Secondly, the questionnaire was sent to 25 school staff working in different schools (other than the case school). This process helped to enhance the appropriateness of the questionnaire as well as to improve the questions, the format and the scale (Creswell, 2009).

The design of the observation schedules went through a similar process to that of the questionnaire. The schedules were designed in a semi-structured way which included predetermined themes to prompt the observation as well as blank space for possibly emerging points that might be important to the research. After the schedules were constructed, feedback from experts was received and further revision was made in the content of the questions/prompts and structure of the schedules.

Data in the second pilot study were collected in Turkey. Observations took place in a primary school which had been defined by the Ministry of Education as engaging in the process of inclusion of disabled students. After preliminary contact was set with the school, I spent the first two days observing the physical environment of the school. The following three days included lesson and student observations. The questionnaire data were gathered from school staff working in three different primary schools, including the school where observation took place. The questionnaire was sent to 37 school staff, either in person or via e-mail; however twenty-five school staff including 11 class teachers, six school counsellors, six school managers and two special education teachers returned the questionnaire. Participants who returned the questionnaires were asked to provide

their opinions on the clarity of the meaning of questions. This feedback was taken into account while constructing the final version.

Appendix VI

Original Turkish excerpts used in the thesis/Tezde kullanılan Türkçe alıntılar

Excerpt 1/Alıntı 1

Mülakatçı: Okulunuzun engelli öğrencilerin bütünleştirilmesiyle ilgili olarak kısa dönem ve uzun dönem misyonları nelerdir? Bunlar neyi içermektedir?

Okul müdür yardımcısı: Aslında böyle bir misyon olup olmadığı çok net değil. Aslında bu sadece bizim okulumuz için de geçerli olan bir şey değil. Her okulda aynıdır bu. Sanırım misyon genelde normal olmayan öğrencilere ve onların sosyalleştirilmesine yönelik.

Excerpt 2/Alıntı 2

Sanırım onların özel yani kendileri için gerekli şeylere ihtiyacı var. Zaten adları da özel ihtiyaçlı çocuklar değil mi? Ancak bence onları normal bireylerle aynı sınıfa koyduğunuz zaman bu bir hata olur. Siz mesela engelli bir öğrenciyi normal bir öğrenciyle aynı sınıfta beraberce eğitebilir misiniz? Onlara en muazzam özeni dahi gösterseniz başarılı olamazsınız.

Excerpt 3/Alıntı 3

Uygulanmakta olan program bütünleştirme eğitimi doğru bir program değildir. Zihinsel olarak engeli olan çocuklar ile yüksek zekâlı öğrencileri bir arada eğitmek uygun bir yöntem değildir. Bu birtakım okul uygulamaları ve politika ile olabilecek bir iş değildir, olsa bile aynı müfredattan faydalanamazlar. Onlar zaten engellidir.

Excerpt 4/Alıntı 4

Aslında çocuk bedensel engelli ve inanıyorum ki bir gün yürüyecek. Yani umudumuz iyi bir insan olmasıdır. Allaha şükür zekâsı normaldir yani beyinde bir şey yok. Yoksa burada olamazdı. Burada da eğitim alamazdı. Yani tek farkı çocuğumun yürüyememesidir.

Excerpt 5/Alıntı 5

Bence tüm çocuklar aynı okula gitmeli. Niye? Çünkü cevabı kendi çocuğumdan verebilirim. Diğer çocuklarla beraberken öğrenebiliyor. Hem davranışları hem de dili gelişti çocuğun çünkü normal okul ona iyi geldi.

Excerpt 6/Alıntı 6

Özel eğitim sınıfı dersiniz de ben bunu kabul etmem. Bu mümkün değildir. Bunu kabul edemem çünkü biliyorsun çocuklar orada dışlanıyor. Beraber öğrenmeleri bence daha uygun. Zor ama. İlk defa benim bir engelli öğrencim oldu ve okuldan hiç destek almadan çocuğu eğitiyorum şimdi.

Excerpt 7/Alıntı 7

Aslında bu çocukların hayata katılması için önemlidir. Bunu da görebiliyoruz. Yani çok küçük şeyler dahi yaptığımızda ki pek hakkıyla vazifemizi yapamadığımızı düşünüyorum,

çocukların kaynaşabildiğini ve akranlarıyla sosyalleşebildiklerini görebiliyoruz. Yani en azından öğretmenlerle iyi bir iletişimleri var. Yani benim iki kaynaştırma öğrencim var ve bu anlamda gelişimlerinden memnunum. Yani daha iyi olabilir mi evet olabilir.

Excerpt 8/Alıntı 8

Kaynaştırma gerçekleştirilemeyecek. Yani uzun yıllar çalışsak ve de kaynaştırma öğrencilerini kaynaştırmak için çok çabalasak da eldeki fırsatların yetersizliği buna izin vermeyecektir. Şartların düzeldiğini farz edelim, sınıf mevcutlarının azaldığını ve müfredatın daha az yoğun olduğunu düşünelim. Bana hala bu imkânsız gibi geliyor. Bence o öğrenciler için hakikaten iyi bir şeyler yapmak istiyorsak onlara ayrı yerlerde bireysel eğitim vermemiz lazım. Yani bize kimse normal sınıflarda onlara eğitim vermemizi istemesin. Ha olsa da ne olur, sınıfta dururlar, topluma entegre olurlar ve duygu paylaşımında bulunabilirler. Yapabilecekleri bence bu sadece. Yani onlara akademik eğitim verilmemesi lazım, alamazlar zaten. Mesela bizden onlara sınav yapmamızı istiyorlar. Yani onlara sınav veriyorum ama sonuç hep aynı, açık. Biliyorum ki bu öğrenciler sonunda üniversiteye gidemeyecekler dolayısıyla bunun sadece sosyal amaçları içermesini doğru buluyorum, eğitsel gelişim değil.

Excerpt 9/Alıntı 9

Yani 38-40 öğrenciyle bir sınıfta sadece 40 dakika. Tüm öğrencileri bir kenara bırakıp sadece o öğrenciyle mi ilgileneyim. Bu mümkün değil. Yapabileceğim şey ona bir alıştırma verip hadi bunu çalış demek. Yani bunu yapmak bile çoğu zaman zor. Örneğin ona bir ödev verdiğimde diğer çocukların dikkati dağılıyor. Ona soruları hem açıklamam hem de bazen yazmama gerekebiliyor. Yani diğer tüm öğrencileri bırakıp sadece bir öğrenciye odaklanmak bence çok zor.

Excerpt 10/Alıntı 10

Doğrusunu söylemek gerekirse onlarla çok sık görüşemiyorum. Bazen derslere giriyorum. Yani onları odama çağırıp görüşmeyi pek yapmıyorum çünkü zaten sorunları belli, hep aynı. Yani biraz oturup muhabbet ediyoruz. Yani bunu da ne diye sık sık yapayım. Bir süre sonra diyorum ki çok zorlamamam gerek çünkü zaten bir şey değişmeyecek.

Excerpt 11/Alıntı 11

Bence kaynaştırmanın dezavantajları avantajlarından çok daha fazla. Engelli öğrenciler bazen dışlanmış hissedebiliyor böyle. Diğer çocuklar onları dışlayabiliyor. Kaynaştırma öğrencileri de daha davranış bozukluğu ve hiperaktivite olduğundan dersleri aksatıyorlar çünkü dersle pek ilgili değiller. Öğretmenler bir şey yapmak istediğinde onlar başka şeylerle ilgilenip diğer öğrencileri rahatsız edebiliyor.

Excerpt 12/Alıntı 12

Yani bu çocukların kaynaştırma olduğunu neden herkes biliyor? Neden önce etiketlenip daha sonra bu etiketlerle okula gönderiliyorlar. Bu çok kötü bir şey. Bu ayrımcılığın ta kendisi. Şu da var, bazen durumu daha ağır öğrenciler görüyorum ancak onlar kaynaştırma öğrencisi değil. Neden, çünkü onlar bir yerde teşhis edilmemiş.

Excerpt 13/Alıntı 13

Yani bence bizim kaynaştırma olarak bildiğimiz ve uyguladığımız şeyin başarılı olduğunu sanmıyorum. Yani bizim okulumuzda başarılı değil çünkü bana daha çok kaynaştırmadan çok ayırıştırma gibi geliyor. Çocuğun daha çok dışlandığını hissediyorum.

Excerpt 14/Alıntı 14

Benim çocuğum oldukça içe kapanık. Okulda onu açılan resim kursuna göndermek istedim ama biliyor musunuz ona resim öğretmeni ne dedi? Git bir daha gelme dedi. Yani resmi mükemmel. Görebiliyorsunuz. Yani ona bir şeyler öğretmek yerine... Bir daha da çocuğum asla kursa gitmedi. Eline de fırçayı alıp hiç resim yapmadı.

Excerpt 15/Alıntı 15

O seçme öğrencilerin kaldığı bir sınıftır. Öğretmenleri onları merkezi sınavlara hazırlıyor onun için onlar çok ilerledi. Müfredatta baya öndeler. Diğerleri de haliyle dışlanıyor. Benim çocuğum da çok geride şu an. Onlarla beraber ilerleyemiyor. Yani akranları yedinci sınıf düzeyindeyken benim çocuğum birinci sınıf seviyesinde. Orada kaldı yıllardır. Bu sınıfta hiçbir şey öğrenemiyor. Bunu farkındayız.

Excerpt 16/Alıntı 16

Yani bence bu programın olmaması lazım. Onlar için bence aynı düzeydeki akranlarıyla kalması daha doğru olur. Aslında özel okullardaki çocuklar bence daha mutlu. Aralarındaki iletişimin daha güçlü olduğunu görebiliyorum. Kaynaştırma öğrencileri orada daha mutlu. Örneğin... ya bakın. Psikiyatrik sorunları var ve okula hiç ayak uyduramıyor bu açık. Bazen ilaçlarını almıyor ve arkadaşlarını rahatsız edip şiddet gösterebiliyor. İyileşene kadar da hastanede kalması gerekiyor. Örneğin okula iki hafta geliyor birkaç hafta gelmiyor. Yani bu okula yerleştirmesinin nasıl yapıldığını anlamıyorum.

Excerpt 17/Alıntı 17

Bence en çok vurgulamamız gereken şey onları burada nasıl bizim bir parçamız haline getirebileceğimizdir. Sınavlarda ne kadar başarılı olabilecekleri değil. Onlar bizim parçamız olmadan da onlara eğitsel olarak yardım edebilmemiz mümkün değil. Onlarla iyi iletişim kurmamız çok gereklidir. Kaldı ki onlar zaten okula birtakım sorunlarla ve zorluklarla geliyorlar. Bazıları çok asabi bazıları da çok içe kapanık olabiliyor. Böylece akranlarıyla iletişim kurmakta zorlanabiliyorlar. Örneğin ben ...nın ciddi sorunları olduğunu okula gelmeden önce bilmiyordum. Yuvada kalıyordu ve çok desteğe ihtiyacı vardı. Ama çoğu öğretmen bunu bilmiyordu yani rehber öğretmenler dahi ben öğrendikten sonra öğrendi durumu. Yani bizim öğretmenler olarak yapmamız gereken çocuğu tanımdır. Onu sorunlarıyla değil onu insan ve öğrenci yapan özellikleriyle tanımak. Onların akranlarıyla arkadaş olabilmelerini sağlamak zorundayız. Ancak bunun için plan ve program lazım. İşte bu noktada eksik olan bir şeyler olduğunu görüyorum. Çocuklar Ram'da ve hastanede tanınıp sonra psikiyatristler onları okula gönderiyor. Tüm yaptıkları bu. Bize hiç destek ve işbirliği yok.

Excerpt 18/Alıntı 18

Yani engeli olan çocuklar normal akranlarıyla eğitim görürse. Bilmiyorum. Belki aynı sınıflarda değil de... Söylemem gerekir ki özellikle zihinsel engelli çocuklar. Engelli akranlarıyla beraber özel eğitim sınıflarında eğitilirlerse -ama normal okullarda- bence bu daha uygun olacak. Bu teneffüslerde sağlıklı akranları görmelerine ve günlük insanlarla karşılaşmalarına yardımcı olacak. Aksi takdirde öğretmen düzenli sınıflarda nasıl o çocukla uğraşabilir o kadar kalabalıkta. Öğretmen o öğrenciye yeterli zaman ayırabilir mi? Bu bir dezavantaj olur.

Excerpt 19/Alıntı 19

Gittikçe azalıyor mesleki yeterlilik hislerim. Yani öğrencilerim üzerinde etki yarattığıma dair hisler kayboluyor. Yani sınıflar öyle karmaşık ki 100 alan öğrenciler, tüm şakaları hemen anlayan öğrenciler ve hangi sayfayı açamayacağını anlamayan öğrenciler hep aynı sınıfta. Bu anlamda okuldaki karışık yapının benim gelişimimi engellediğini düşünüyorum. Bunu üstesinden gelemiyorum. Yani... ile ...nın aynı sınıfta olması beni rahatsız ediyor. Keşke farklı sınıflarda olsaydı diyorum. Bu artık bizim sadece hayal edebileceğimiz bir şey. Yani başarılı öğrenciler ile daha düşük başarıda öğrencileri farklı sınıflarda yerleştirmek daha iyi olur muydu: bence evet. Böylece sadece bir seviye için anlatmış olurduk. Bu benim hayalim.

Excerpt 20/Alıntı 20

Burada bir şey öğrenebildiklerini gerçekten sanmıyorum. Ama burada olmaları gerektiğini düşünüyorum. Evet, onlar için üzülüyorum. Çok kötü durumda çoğu. Bazılarının ailesi yok. Özellikle bazı kızlar bu durumda. Yani bu üzüntüyü bazı öğrencilerde de görebiliyorum arkadaşları için. Sanırım onlar da arkadaşlarına acıyorlar ve onlara yardımcı olmaya çalışıyorlar.

Excerpt 21/Alıntı 21

Ben tüm çocukların aynı okula gidebileceklerini düşünüyorum. Ama öğretmenler bunu istemez. Bizim çocuklarımız birbirlerini görerek eğitim almalılar. Öğretmenleri de anlarını hani. Haklı olabilirler. Herkese bir anda eğitim vermek zor olabiliyor. Ama bir de şöyle benim çocuğum farklı bireyler görmese toplumdaki farklılığı anlayamaz. Hayatı da öğrenemez.

Excerpt 22/Alıntı 22

Bence bu okullar sağlıklı çocuklar için ama biliyorum ki o çocuklar için de açılmış okullar var. Her öğrenci grubu için okullar var. Mesela benim akrabamın bir kızı var, onda Down Sendromu var. Özel okula gidiyor. Ayrıca mesela kör çocuklar için de okullar olduğunu duydum. Yani siz tüm çocukları bir araya getirirseniz sağlıklı çocuklar nasıl öğrenebilir ki?

Excerpt 23/Alıntı 23

Benim çocuğum yavaş öğrenen bir çocuk. Bazı aileler bu yüzden benim çocuğumu istemiyor veya kendi çocuklarının o sınıftan alınmasını istiyorlar. Benim çocuğum yüzünden kendi çocuklarının gerilediğini zannediyorlar. Bunun öyle olmadığını bilmiyorlar ama. Öğretmen zaten hep onların çocuklarıyla ilgileniyor. Bence çocuklar çok

iyi anlaşıyor. Mesela sürekli teneffüslerde yardımlaştıklarını görüyorum. Bana göre kaybeden bir taraf yok burada.

Excerpt 24/Alıntı 24

Bizim amacımız onları sosyalleştirmek. Onların sosyalleştirilmesine katkısı olabilir ama BEPlerin üzerinde fazla zaman harcamanın gerekli olmadığını düşünüyorum. Zannetmiyorum ki onların becerilerini ortaya çıkarsın ve farkındalıklarını artırsın işte onlar da evet bunu yapabilirim desin. Böyle amaçlar olabileceğini zannetmiyorum.

Excerpt 25/Alıntı 25

Bakanlığın bizden beklentisi işte onlara akademik şeyler kazandıralım değil yani. Onların arkadaşlarıyla entegre edilmesidir. Biz de bunu gerçekleştirmeye çalışıyoruz. Hatta biz bazen de onlara karşı pozitif ayrımcılık da yapıyoruz. Ama diğerlerini de ihmal etmeden tabii. Bunu daha çok onlarla olan konuşmalarımızla yapıyoruz. Örneğin işte onlara kızım sen benim en sevdiğim öğrencimsin. Biz bu çocukları motive ediyoruz onlar da tabii mutlu oluyor. Bunu görebiliyoruz. Zorluklara gelince; bakanlık bizden en minimum beklenti içinde biz de en basit kazanımları vermeye çalışıyoruz. Mesela bizden diğer çocuklar için 10 kazanım belirlememizi isterlerse bunlar için 5 tane istiyorlar. Zaten sınav başarısı gibi bir beklenti hem aileden hem de bakanlıktan yok. Bizim zorluğumuz ekstra dokümanlar hazırlama. Yani açıkçası doğru mu yapıyoruz onu da bilmiyoruz. Bunu siz daha iyi bilirsiniz.

Excerpt 26/Alıntı 26

Bana yeterli destek verildiğini söyleyemem. Aslında buna çok takmıyorum ama benim çocuğum onların arasına girsin kaynaşsın bu yeter. Varsın öğretmen bir şey yapmasın. Benim çocuğum onların arasındaysa ve ona karşı ayırım yoksa etiketlenmiyorsa gerisi önemli değil.

Excerpt 27/Alıntı 27

Herkes okula rahatça girebiliyor. Kapalı kapımız yok kimse için. Geliyorlar. Beni görüyorlar, ben yoksam yardımcılarımdan veya başka personeli görüyorlar. Onlara da mümkün olduğunca yardım etmeye çalışıyoruz.

Excerpt 28/Alıntı 28

Veli: Normal okuldayken elbette daha iyi. Bizim buradaki en büyük sorunumuz asansör olmaması. Ayrıca sınıf da üçüncü katta. ...yı merdivenlerde ve eve götürürken sırtımızda taşıyoruz. Sınıf zemin katta olsaydı taşıma sorunu ortadan kalkacaktı.

Mülakatçı: Bununla ilgili idare ile görüşüp şikâyetle bulundunuz mu?

Veli: Evet. Sınıf düzenlemesinin bir şekilde yapıldığını ve artık değişmeyeceğini söylediler.

Mülakatçı: Daha üst düzey kurumlara olayı bildirdiniz mi?

Veli: Hayır. Sadece okulda müdür ve yardımcısıyla konuştuk. Onlar da hiçbir şey yapmadı.

Excerpt 29/Alıntı 29

Yani biz gerçekten ihmal eden anne baba değiliz. Keşke daha ciddi bir şeyler olsaydı. Okulda çocuğumun faydalanacağı daha iyi eğitim. En azından bir saat bile olsa. Anlıyor musunuz? Benim çocuğumu şu an eğiten veya onu cesaretlendiren bir hocası yok. Mesela okul idaresi rehber öğretmenle yılda bir kere ya görüşüyor ya görüşmüyor. Başka bir şey yok. Bizler bunların farkındayız. Bazen okula geliyorum, rehber öğretmeni arıyorum, bulamıyorum. Yani bunu onları suçlamak için söylemiyorum. Burada yaptıkları şey evrak imzalamak. Rehberlik ve danışmanlık bu değildir yani. Benim bildiğim öğrenci haftada en az bir kere izlenmelidir. On günde bir veya 15 günde bir de. Bana deseler ki bak senin çocuğunun durumu budur haydi bunu yapalım, yaparız. Ben buna açığım. Eşim de açık.

Excerpt 30/Alıntı 30

Aileler pek yardımcı değiller. Çocuğu okula getiriyorlar ve bırakıyorlar. Bu kadar. Sürekli sorunları olduğunu söylüyorlar ve çocuklarla ilgilenmiyorlar. Bu durumu gözlemleyen öğretmen de çocukla ilgilenmiyor. Çocuğa da olumsuz bir şekilde bakıyor. Aile çocuğa değer vermeyince öğretmen de onu dışlayabiliyor. Çocuğa değer vermeyebiliyor. Ancak aile bizlere değer verdiğini hissettirse biz de aynısını yaparız. Eminim ki bizim çocuklara verdiğimiz değer ailelerin onlara verdiği değerden daha fazladır. Aileler burada bırakıp gidiyor.

Excerpt 31/Alıntı 31

İyi ama toplantılar benim için faydalı değil. Onlar diğer çocuklar için zaten. Kendimi de onların arasında düşünemiyorum zaten. Tam olarak o ailelerin içinde konumlandırıyorum kendimi. Öğretmen de o ailelerle ilgileniyor çünkü benim çocuğum kaynaştırmalı. Diğer çocuklar sınavlara giriyor. Farklı şeyler çalışıyorlar. Bilemiyorum. O toplantılardan çok beklentim yok.

Excerpt 32/Alıntı 32

Bazı aileler nadiren geliyor. Daha önce söylediğim gibi toplum da yeterli derecede bilinçli değil. Ayrıca aileler de isyankâr. Allaha isyan ediyorlar böyle bir çocukları oldukları için. Neden ben diye sorabiliyorlar. Evlilikler de bu böylece akrabalar arası gerçekleşebiliyor. Aileler bu durumdan bilinçsiz. Eğitim seviyeleri düşük. Onun için ailelerle istediğimiz kadar iletişimimiz olmuyor. İletişim kursak da ailelerinden destek göremiyoruz.

Excerpt 33/Alıntı 33

O kişiyi gerçekten tanımıyorum. Hiç tanışmadık. Toplantılara hiç katılmıyor ki. Sadece toplantılardan sonra müdür yardımcısı onu çağırıyor. Geliyor, imza atıp gidiyor. Böyle bir birlik var ama sadece olması gerektiği için.

Excerpt 34/Alıntı 34

Bu tamamen para meselesi. Biz böyle insanlar ve böyle bir birlik hiç görmedik. Yaptıkları tek şey bizleri çağırıp para toplamak. Parayı verince de iş bitiyor.

Excerpt 35/Alıntı 35

Bir iletişimsizlik var. Biz onları Ram'a yönlendiriyoruz. Onlar da teşhis edip bir rapor veriyor. Ondan sonra iletişim kopuyor. Bilgi yok, takip yok. Esasen bizler sürekli bir iletişimde olmalıyız. Bir araya gelip ne yapılabileceğini düşünmeliyiz.

Excerpt 36/Alıntı 36

Buraya müdür olarak atandığımdan beri bizle okullar arasındaki iletişimsizliği gördüm. Okulların esasen bizle iletişime geçmesi lazım ama yapmıyorlar. Onun için biz de Mart ayından itibaren okul gezileri düzenleyip rehber öğretmenler ile özel eğitim öğretmenlerine bilgi veriyoruz. Okullar çok içine kapanık. Paylaşımında bulunmuyorlar. İhtiyaçları olmasına rağmen soru sormuyorlar.

Excerpt 37/Alıntı 37

Okulu ne zaman arasak her zaman bir bahaneleri ve özürleri var. Bu iletişimi de tehlikeye atıyor. Hemen hemen hiç iletişimimiz yok diyebilirim. Hâlbuki bundan daha fazlasına ihtiyaç var. Ram ile de bir iletişim yok. Biz kendi eğitim programımızı oluşturuyoruz. Merkez de kendisinininkini. Onlar çok farklı. Daha fazla işbirliği olmalı okul, ram ve bizim üçgenimizde. Bunlardan bir grup kurulmalı ve düzenli olarak bir araya gelmeli. Valilik de bunu denetlemeli.

Excerpt 38/Alıntı 38

Benim BEP birimindeki tek rolüm aslında rehberlik etmek. BEP aslında sınıf öğretmeni tarafından veya başka branş öğretmenleri tarafından hazırlanması gereken bir şey. Ama öğretmenler sık sık bunu yapmak istemiyor ve onları uyardığımda karşı çıkıyorlar. Sonucunda da ben bunu yapıyorum veya kimse yapmıyor. Ama bu etik değil. Benim yapmamam gerekiyor. Bu saçma. Sırf bunun yüzünden BEP birimi oluşturulamadı.

Excerpt 39/Alıntı 39

Çok geç hazırlandı galiba Kasım ayında. Ancak biz onu sanki Eylülde hazırlanmış gibi imzaladık. Yani okul başladığı zaman. Çok geç olmuştu zaten. Mesela ben rehber öğretmene dedim beni BEP konusunda bilgiye ihtiyaç duyuyorum diye. Beraber hazırlayalım diye. Bana ne yapmam gerektiğini söyleyin dedim. O yaşta bir öğrencinin ne yapabileceğini söyleyin dedim. Bana biraz engelli öğrenci hakkında bilgi verin ben yapayım dedim. Onun kâğıt üstünde kalmasını asla istemiyorum. Bir şeyler kâğıt üstünde kalmazsa bu çocuklar için çok şey yapabiliriz. Ama her şey kâğıt üstünde.

Excerpt 40/Alıntı 40

Üç yıl önceydi sanırsam bizi çağırdılar toplantı için. Ondan sonra hiç çağırılmadık. O toplantıda da hocalar arasında sert tartışma çıktı biz de gitmek zorunda kaldık. Kimse sorumluluğu üstlenmek istemiyordu. Para meselesiydi galiba. Öğretmenler kaynaştırma öğrencilerin eğitim verilmesi için para ödenmesini istiyorlardı herhalde. İdareciler de buna cevap veremeyince öğretmen ben bunu yapamam dedi. Sonra tartışma çıktı. Herkes odayı terk etti. Misafir içerde kaldı ama ev sahibi evi terk etti.

Excerpt 41/Alıntı 41

Yani bizim sürekli engelli çocukların öğretmenleriyle sorunlarımız oluyor. Biz ısrar ediyoruz ama onlar yapmıyor. Engelli çocuklarla ilgili hiçbir şey yapmak istemiyorlar ama biz ısrar ediyoruz. Biz onlara yardım etmek istiyoruz ama onlar bizden onların asistanı olmamızı istiyorlar. Bizim sorumlu olduğumuzu düşünüyorlar. Bunu da yapmayınca biz kendilerini izole hissediyorlar ve geri çekiliyorlar.

Excerpt 42/Alıntı 42

Engelli çocukların ailelerini hiç ziyaret edemedik. Grupta bir öğretmenin de bulunması gerekiyor ama hiçbir öğretmen katılmak için gönüllü olmadı.

Excerpt 43/Alıntı 43

Buraya geldiğimden beri kendimde bir isteksizlik hissediyorum. Her şeyi kendim nasıl yapabilirim ki? Rehber öğretmenler ve yardımcı... Hiç faydası olmayan toplantılar yapıyorlar. Kimse yükü omuzlanmak istemiyor. Odalarına girince sürekli oturduklarını görebilirsiniz.

Excerpt 44/Alıntı 44

Çünkü bizim genel bir özelliğimiz var. Bunu çoğu öğretmen için söyleyebilirim. Kendimden yola çıkarak da söylüyorum bunu. Merkezi sınavlarda 10 tane öğrencimizden derece bekliyoruz. Hafta sonları ücretsiz kurs veriyoruz potansiyeli olan öğrenciler için çünkü tüm sınıfın itibarını bu çocuklar kurtaracak. Böyle bir ortamda hem kaynaştırma öğrencileri hem de o arada kalan öğrencileri için bir şeyler yapabildiğimizi söyleyemem maalesef.

Excerpt 45/Alıntı 45

Benim çocuğum onların hiç umurunda değil. Okul idaresi okul başarısını merkezi sınavlarda alınan puanlarla ölçüyor sadece. Bunun için engelli öğrenciler dışarda kalıyor.

Excerpt 46/Alıntı 46

İlçemizdeki özel okulu yenilemek için çok kaynak sarf ettik. O daha acil şu an. Orada çocuklar akranlarıyla daha iyi öğreniyorlar onun için oraya önem veriyoruz.

Excerpt 47/Alıntı 47

Öğretmenler zaten onlar için planlar hazırlıyor ve bu da onların çok zamanını alıyor. Zaten çok yoğunlar diğer çocuklar için hazırladıkları sınavlardan dolayı. Tamam, farklı sınavlar yapılmalı engelliler için ama bunun için zamanları yok. Açık söylemek gerekirse biz de onlardan bunu beklemiyoruz. Bu onlar için daha da ağır bir yük olacak.

Excerpt 48/Alıntı 48

Beni hiç çağırıyorlar çocuğumun durumunda dolayı. Onunla ilgili mesela hiç katılmadım bir toplantıya. Davet etmiyorlar. Zaten durumu umutsuz vaka diyorlar onun için zaten bir şey yapılamaz onun için hiç rahatsız olmuyorlar.

Excerpt 49/Alıntı 49

Toplantılar sadece rehber öğretmenlerden oluşmamalı bence. Ondan sonra rehber öğretmenler geliyor ve bize her öğretmenin ne yapması gerektiğini anlatıyor. Çok ayrı şeyler var yapılan. Geçen yıl mesela Ram'dan gelen biri vardı. Mayısta geldi yani sene sonuna doğru. Bu tuhaf bence. Ben işe yarayan toplantılar gerekir sanırım. Velilerin bizden isteklerini dinlemek isterim mesela. Kendimin velilerden ne istediğini söylemek isterim.

Excerpt 50/Alıntı 50

Bizim pek bir katkımız olmadı yani çünkü bizden böyle bir beklenti yok. Engelli öğrenciler hakkında çok şey bilmemize rağmen kimse bir şey sormuyor. Kimse fikrimizin ne olduğunu sormadı.

Excerpt 51/Alıntı 51

Biz okul işleyişinden sorumluyuz. Mesela bozuk bir ısıtma sisteminden de sorumluyuz bir hafta boyunca. Tamir etmek lazım. Bunu geçen hafta yaptık. Daha da çok şey var. Şirket yönetir gibi. Odama inan nadiren geliyorum. Valilikteki değişim de çok zaman alıyor. Bu ay altıncı toplantı oldu mesela. Ne oluyor diye sorarsan hiçbir şey diyebilirim.

Excerpt 52/Alıntı 52

Sekizinci sınıfta bir öğrencimiz var. Geçen yıl yardım olmaksızın sınava girmek zorunda kaldı çünkü sisteme engelli olduğu bilgisi ve yardım gerekli bilgisi girilmedi. Emin değilim. Bizim hatamızdı belki. Sınava girmek isteyebileceğini öngöremedik. Biliyorsun pek bir şey değişmiyor sınava girince değil mi?

Excerpt 53/Alıntı 53

Yani bu çocuklar ayrı sınıflarda uzman öğretmenler tarafından eğitilmelidir. BEPlerin iyice uygulandığını söyleyemem. Özellikle orta kısımda BEP yok çünkü öğretmenler diğer çocuklarla uğraşmaktan zaten yoğun. Elimizden gelenin en iyisini yapmaya çalışıyoruz. Onları akranlarıyla mümkün olduğunca bir arada tutuyoruz.

Excerpt 54/Alıntı 54

Çocuğun problemi zaten belli biliniyor. Bir şey değiştirmek zor. Bununla ilgili ben öğretmenlere basit olmalarını söylerim hep. Sadece birkaç kazanım. Onun için onlar da internetten BEP taslağı indiriyorlar ve çocuklara adapte ediyorlar. Böylece kolaylaşıyor ve birkaç dakikada hazırlanabiliyor.

Excerpt 55/Alıntı 55

Yani... Sürekli arkadaşlarını sınıfta rahatsız ediyor. Bazen şiddet de uyguluyor. Bu durumlarda onu bir süre yuvaya gönderiyoruz okuldan uzak tutmak için. Zaten ilaç da alıyor bildiğim kadarıyla. Bir iki hafta sonra tekrar dönüyor.

Excerpt 56/Alıntı 56

Çocuklar bize çok kolay gönderiliyor. Çoğunu da okula aynen geri gönderiyoruz çünkü birşey çıkmıyor inceleme sonunda.

Excerpt 57/Alıntı 57

Yani onların kişiliğiyle alakalı demiyorum ama. Okulda rehber öğretmen olan sosyologlar var mesela. Yani ben onların mesleği çok iyi bildiklerini zannetmiyorum.

Excerpt 58/Alıntı 58

Benim çocuğum rehberliğe gönderilmese daha iyi olurdu yani. Okulda bir şey yapılmadı. Ona bir etiket yapıştırıldı ondan sonra da herkes çocuğumu farklı görmeye başladı. Yani bu benim hoşuma gitmiyor.

Excerpt 59/Alıntı 59

Eğitsel tanılama bence gerekli çünkü eğitimlerindeki zorluklar bulunabilir böylece. Öğretmenler de onlara nasıl yaklaşacağını bilmiyor.

Excerpt 60/Alıntı 60

Bence uzmanlar bu çocuklara eğitim vermeli çünkü diğer öğretmenler bu alanın uzmanı olmadıkları için onlara eğitim veremez.

Excerpt 61/Alıntı 61

Bu süreçte biz de olmak istiyoruz kesinlikle. Onlar da sürekli özel eğitim uzmanı istiyoruz diyorlar. İki tane okul var burada ama bize yardımcı olmamız için hiç fırsat verilmiyor.

Excerpt 62/Alıntı 62

Bence daha da fazlasını yapabilirler şimdiden. Yani bu iş ofise çekilip çocuklara öğüt vermek olmamalı sanırsam. İşte birbirinizi sevin falan. Bir şey diyecem ama bilmiyorum. Herkes mesela onların kahvaltı sofrasını kahve muhabbetlerini biliyor. Saatlerce böyle. E onlara katılan müdür yardımcıları da var. Görüyoruz bunu.

Excerpt 63/Alıntı 63

E bana 30 yıldan sonra bir engelli çocuk verildi sınıfıma. Yani elimden geleni yapıyorum ama yeterli olmuyor koşullar belli.

Excerpt 64/Alıntı 64

Bence eğitim fakülteleri öğretmen eğitimi işini pek iyi yapamıyor. Sadece bir iki ders var onlar da çok teorik. Sadece bu onların engelli çocuk eğitimi vermelerine yeterli olamaz ki.

Excerpt 65/Alıntı 65

Onun öğretmeni olarak ben esasen ne ihtiyacı olduğunu biliyorum ve yapabileceğimin en fazlasını yapmaya çalışıyorum. Yani bunu yapmak zorundayım. Onun dışlanmış bir sınıfa gitmesi beni rahatsız eder.

Excerpt 66/Alıntı 66

Benim çocuğumun sürekli olarak duygusal desteğe ihtiyacı var. Benim çocuğuma sıcak yaklaşım olduğu zaman mutlu oluyor onun için öğretmenden de ona böyle yardımcı

olması için rica ettim. Biz onların ne istediğini yapıyoruz ama onlardan bir karşılık yok ki. Benim çocuğumu hiç tanımıyorlar.

Excerpt 67/Alıntı 67

Biz bu okulun kaynaklarını ciddi bir şekilde engelli çocuklar için harcıyoruz. Mesela belediye özel eğitim sınıflındakiler için ücretsiz yemek tedarik ediyor. Biz de elimizden gelenin en iyisini yapıyoruz. Mesela aileler her zaman okula gelebiliyorlar. E bu yeterince iyi değil mi?

Excerpt 68/Alıntı 68

Müsaade ederseniz şunu söylemek istiyorum çünkü çok etkilendim bundan. Size bedensel engelli bir çocuktan bahsedeyim. Sanırım 2. Sınıfta bir çocuk. Böyle bir çocuğumuz var burada. Ayaklarından engelli. Görüyorum annesi her gün sırtında taşıyor onu. Bunu bir gün gördüm ve duygusal olarak çok etkilendim. Kendimi de suçladım orada neden birşey yapamıyoruz diye.

Excerpt 69/Alıntı 69

Gerçek şu ki bu çok planlanarak yapılan bir şey olmadı. Altyapı yok. Onun için okulların çabası yeterli olmayacaktır. Çok zor.

Excerpt 70/Alıntı 70

Bizim bence teknolojiyi çok iyi kullanmamız lazım ama sanırım bize de okulda yeterli teknolojik altyapının sağlanması lazım. Mesela laboratuvarlara çok fazla giremiyoruz yetersizlikler var. Ona bakarsanız çocuklar laboratuvarların da çok da ne için olduğunu bilmiyorlar.

Excerpt 71/Alıntı 71

Aslında çok iyi fikirler var ama onları gerçekleştirmek biraz paraya bağlı. Elimizde zaten az para var ve bunu çok şey için dikkatlice kullanmalıyız. Ama bu arada engelli çocukların bundan çok faydalandığını söyleyemem. Bizim için maddi kaynak çok önemli.

Excerpt 72/Alıntı 72

Aslında bu sınıf iyi ama onların diğer sınıflarda diğer arkadaşlarıyla olmasını isterim. Açıkçası neden başka sınıflarda ayrı sınıflarda olduğunu bilmiyorum.

Excerpt 73/Alıntı 73

Okula yerleştirmenin ne kadar doğru olduğu biraz sıkıntılı bence. Bende mesela normal sınıfa gidebilecek birkaç öğrenci var. Diğer sınıflarda buraya gelme düzeyinde olan çocuklar da olduğunu biliyorum. Ağır engelleri olanlar var.

Excerpt 74/Alıntı 74

Onlara burada yeterli eğitim veremiyorum. Bence bu onlara daha uygun bir sınıf hepsi için. Ben nasıl bir zihin engelli çocuğa eğitim verebilirim ki? Böyle bir yeteneğim olduğunu düşünmüyorum.

Excerpt 75/Alıntı 75

Onun tüm kazanımlarının gerçekleştiğini söylemem zor çünkü yeterince çalışmıyoruz ki.

Excerpt 76/Alıntı 76

Grup halinde eğitim vermek zor çünkü onlara öğrettiğimiz içerik ve müfredat buna uygun değil. Grup içinde herkesin öğrenip öğrenmediğini sağlamak zor. Bence bireysel olarak daha iyi öğreniyorlar.

Excerpt 77/Alıntı 77

Yani aslında belli yaptığımız şey. Mesela sınıfla matematik işleyeceksek kaynaştırma öğrencisine daha basit yani matematikle ilgisi olmayan bir şey veriyorum.

Excerpt 78/Alıntı 78

Birkaç gün önce bir kaynaştırma öğrencisiyle görüştüm mesela ama o sürekli arkadaşlarının onu gruba kabul etmediğini gruba almadığını söyledi. Sanırım bir çalışma grubuydu bir ödev grubu. Ya bunlar çok sık yaşadığımız şeyler.

Excerpt 79/Alıntı 79

Ya çocuk birkaç yıldır burada. Hiç çocuğa bir şeyler hedefleyen bir eğitim yok. Herkes prosedürleri kovalıyor. Sürekli onlara diyorum benim çocuğum öğrenmiyor diye ama ona sürekli başarı belgesi veriyorlar. Başarı falan yok. Bize ulaşan hiç bir şikayet de yok. Niye? Çocuk zaten sınıfta ve her yerde dışlanmış durumda.

Excerpt 80/Alıntı 80

Bence önemli bir rolü var. Yani bence BEPin bir kısmının dahi uygulanması bence yeterli. Bu onlar için bir harita ve bir harita olmadan da bir yere gidilemez.

Excerpt 81/Alıntı 81

Özellikle ikinci seviyede BEP yok çünkü zaten öğretmenler başka çocukların işleriyle çok meşgul.

Excerpt 82/Alıntı 82

Normal sınıflarda engelli çocuklara eğitim vermek çok zor, önemli kabiliyet gerektirir. Mesela bana sorarsanız sen yeterli misin diye ben hayır derim.

Excerpt 83/Alıntı 83

Yani öğretmenle engelli öğrenci birbirine bakıyor sürekli. Öğretmenler birşey bilmiyor. Öğretmen engelli çocuğun özelliklerini ve onun için ne yapılması gerektiğini bilmiyor. Engelli öğrencilerle ilgili bir eğitim almıyor. E bunu bilmeyince de onlardan kaynaştırma eğitimi vermelerini beklemek bence doğru değil.

Excerpt 84/Alıntı 84

Tüm sınavlar aynı aslında. Mesela ben bugüne kadar sırf engelli çocuklar için hazırlanan bir sınav görmedim. Ama bazen de şunu gördüm 1 veya 2 çocuk bu sınavlarda başarılı

oldu. Şaşırdım. Ama bazı öğrenciler de sınavlarda yapamam diye çıkıyor sınavdan önce. Bazı öğrenciler sınıfta dolaşıyor.

Excerpt 85/Alıntı 85

Burada düşündüğüm, zorluk yaşayan çocuklar. Yani tüm çocuklardan aynı performansı beklemek zor. Önce onların neler yapabileceklerine bakıyorum ona göre de onlardan yapabileceklerini bekliyorum.

Excerpt 86/Alıntı 86

Evde tüm öğrencilere performans ödevi veriyorum. ...ya da aynı ödevi veriyorum. Ama ondan beklentim tabii daha düşük oluyor çünkü onun seviyesi belli.

Excerpt 87/Alıntı 87

Yani açıkçası BEPlar tam uygulanamıyor istediğim gibi. Yani siz de görüyorsunuz şartlar buna müsaade etmiyor. Onlara mesela anlatacak bir şey bulmayınca değerlendirecek bir şey de bulmuyorum. Zaten idareciler ve rehber öğretmenler de duumumuzu görüyor ve anlıyorlar. Bu anlamda bizden BEPleri uygulamamız pek beklenmiyor.

Excerpt 88/Alıntı 88

İnanın pek bilmiyorum çocuğumun ne yaptığını okulda. Ne öğrenip öğrenmediğini bilmiyorum.

Excerpt 89/Alıntı 89

Eldeki müfredatla yapılan yasa ve okullardaki uygulamalar işe pek yaramaz. Bu özel eğitilmiş çocukların faydalanmasına müsaade etmeyecektir.

Excerpt 90/Alıntı 90

Sosyal bilimler müfredatı çok yoğun. Kitap gereksiz detaylarla doldu. Ve tüm bu kazanımları 40 dakikada gerçekleştirmemizi bekliyorlar. Çok fazla bilgi var. Yani bu kısıtlı zamanda müfredatı uygulayamazken kaynaştırma öğrencileri için zaman ayıramıyoruz. Onları ihmal ediyoruz. Ben de öyle. Bu açık.

Excerpt 91/Alıntı 91

Bence tam da müziğin rekabetin olduğu bir sistemde çok önemli bir yeri var. Yani başka şekilde siz öğrencilerin ruhunu nasıl yumuşatacaksınız? Yani bana verilen haftada 40 dakika ve 40 öğrenci. Yapabildiğim de böylece sınırlı kalıyor.

Excerpt 92/Alıntı 92

Ben açıkçası MEBden çok şey kazanıldığını düşünmüyorum. Yani küçük yaşlarda daha çok ahlaki kişilik gelişimi ve etik üzerine odaklanması lazım. Ve bence çocuklar ilk iki yılda kalem kağıda dokunmadan eğitim almalı. Mesela engelli öğrencilere çok saçma şeyler anlatmaya çalışıyorlar. Burada biz hayatta daha yardımcı olacak şeyler öğretiyoruz.

Excerpt 93/Alıntı 93

2004 yılında yeni müfredat programı bir kaç ilde pilot uygulama yapıldı ve de sonra her yerde uygulandı. Konu sayısı azaltıldı ve konular daha çok basitleştirildi. Mesela ondan önce lise seviyesindeydi konular ama şu an daha basitleşti. Benim işime yaradı açıkçası.

Excerpt 94/Alıntı 94

Onlarla iletişimimiz çok iyi ve aileleriyle de öyle. Ama açıkçası bunun ne kadar işe yaradığını pek kestiremiyorum. Bence sınıflara girmememizden dolayı onlar üzerindeki etkimiz sınırlı kalıyor.

Excerpt 95/Alıntı 95

Diğer öğretmenler bu konuda pek bilgili değiller. Onlar için sadece BEP yap ve uygula. Herşeyin danışmanların sorumluluğunda olduğunu zannediyorlar. Muhtemelen bilmiyorlar yönetmeliği, ondan olabilir.

Excerpt 96/Alıntı 96

Ben şimdiye kadar rehber öğretmeni bir kere gördüm. Ne zaman gelsem yoklar. Ne iş yaptığını bilen yok.

Excerpt 97/Alıntı 97

Yani ben çocuğumun onlardan pek bir şey kazandığını düşünmüyorum. Belki onların da sorunlar vardır. Yani biliyorum sadece benim çocuğum değil burda ilgilendikleri. Belki böylesi normal.

Excerpt 98/Alıntı 98

Bunu bir eleştiri olarak alabilirsiniz. Bu konuda okul rehber öğretmenleri bize yeterli derecede bilgi vermiyor. Mesela ben yeni bir öğretmenim burada. Benim bu sınıfta kaynaştırma öğrencisi olduğunu anlamam ayları buldu. Yani bunu bana söylemeleri gerekirdi.

Excerpt 99/Alıntı 99

Bence genelde arkadaşlarını olumsuz yönde etkiliyorlar daha çok. Agresif davranışlar sergileyebiliyorlar.

Excerpt 100/Alıntı 100

Çoğu davranış problemi sergiliyor. Bir kısmı da okula gelmek istemiyor.

Excerpt 101/Alıntı 101

Hayır. Bunlar kaynaştırma öğrencisi ve müfredatta akademik konularla dolu olduğu için bu çocukların dersi aksatma gibi bir şeyleri yok. Onlar için eğitsel başarı diye bir şey yok dolayısıyla derse müdahale etme ve öğretmen otoritesini bozma gibi bir şeyler yok. Öğretmenler olarak biz onlarla böyle sorunlar yaşamıyoruz.

Excerpt 102/Alıntı 102

Başka bir öğrenci ...yi rahatsız ediyordu. Biz bunu bilmiyorduk. Çocuk ...dan daha büyüktü ve onun parasını ile eşyalarını falan alıyordu. Öğretmen de bunu farketti ve ona ceza falan verdi. Öğretmen de ...ye onunla tekrar arkadaş olmamasını söyledi.

Excerpt 103/Alıntı 103

Onun olduğu sınıfı idare etmek gerçekten zor. Onu görünce diğer çocuklar da bu sefer yaramazlığa başlıyor. İlaçlarını alınca ama sürekli uyuyor derste. Aksi takdirde dayanılmaz oluyor.

Excerpt 104/Alıntı 104

Mülakatçı: Bireysel eğitim planları ne içeriyor? Onların sosyal, duygusal ve psikolojik gelişimlerini nasıl sağlıyorsunuz?

Rehber öğretmen: Böyle kazanımlar üzerine pek eğilinmiyor açıkçası. Kazanımların sadece akademik olması gerektiğini düşünüyoruz. Sosyal beceriler de pek vurgulanmıyor.

Excerpt 105/Alıntı 105

Yani çocuğumla ilgili bildiği tek şey kaynaştırma öğrencisi olduğu. Bu okuldaki yedinci yılı. Sürekli ona geçtiğine dair karne veriyorlar ve daha da başka bir şey yok.

Excerpt 106/Alıntı 106

Zaten sınıfı her sene geçiyorlar kalma yok. Onlar da sınıfta bırakılamıyorlar. Öyle olunca da öğretmenler pek zorlamıyorlar.

Excerpt 107/Alıntı 107

Aslında resmi olarak bizim bir yaptırımımız yok onlara. Onlar da zaten ne yaptıklarını bildirmiyorlar bize. Mesela BEPlerin uygulandığına dair rapor alamıyoruz. Okullara gidip biz onlarla yapalım istiyoruz ama çok okul var. Bizim de yeterli personelimiz yok.

Excerpt 108/Alıntı 108

Özellikle ortaokul düzeyünde Bep yok çünkü öğretmenler zaten çok meşgul diğer öğrencilerle ilgilenmekten.

Excerpt 109/Alıntı 109

İdare bence çok destekleyici. Bizim hiçbir fikrimize karşı çıkmıyorlar. Biz sürekli öğretmenlere birşeyler hazırlayıp bize bildirmeleri yönünde telkinde bulunuyoruz. Ama onlar bunu hemen hemen hiç yapmıyor. Sadece birkaç şeyin çıktısını alıp bize getiriyorlar müfettiş geleceği zaman.

Excerpt 110/Alıntı 110

Bence iyi teftiş olursa bu bizi sürekli aktif ve hazır tutar ama yani inanır mısınız ben üç yıldır buradayım hiç teftiş geçirmedim. Bir müfettişi ben makamında ziyaret ettim çok sorun yaşıyordum çünkü. Tavsiye almak için gittim ama hiçbir şey bilmiyordu, aman

Allahım. Bana söylediği tek şey işte basit tutun işi falan. Müfettiş olmuş ama bana basit tutmam gerektiğini söylüyor. İşte müfettişler bizde öyle.

Excerpt 111/Alıntı 111

Yahu bir kere gelip bana saçma bir ceza verdiler. Neymiş sınıf listesi yokmuş. İşleri güçleri kağıt imza işleri.

Excerpt 112/Alıntı 112

Tüm kısımlarını düşünürsek kaynaştırmada başarımız yaklaşık yüzde ellidir.

Excerpt 113/Alıntı 113

Neyi yapamadığımızı biliyoruz biz ama bunları yapamıyoruz çünkü yeterli kaynağımız yok. Eldeki bu.

Excerpt 114/Alıntı 114

Öncelikle ben çocuğumun daha iyi konuşup konuşmadığına bakarım. Yani görüyorum ki şimdi diğer çocukların arasında olduğu için daha iyi. Yani öğretmenlerin çabası yetersiz ama yine de burada olmasından mutluyum.

Excerpt 115/Alıntı 115

Psikolojikmen çocuğumun daha güvende olduğunu görebiliyorum. Yani iyidir, kötü değil. En azından dışlandığını hissetmiyor.

Excerpt 116/Alıntı 116

Yani çocuklara ne öğretilceği tartışılıyor ama bunun ne kadar faydalı olduğu soru işareti. Bilmem belki öğretmenler daha iyi bu konuda.

Excerpt 117/Alıntı 117

Keşke daha iyi bir eğitim olsaydı, az daha faydalı. Çocuğum için biraz faydalı eğitim. Ona bir şey katsaydı. Günde yarım saat sadece.

Excerpt 118/Alıntı 118

Pek sorun yaşamıyoruz idareyle ama bence bazen derslere girip ne olup olmadığını görmeleri lazım.

Excerpt 119/Alıntı 119

Bu BEP meselesinde ne rehber öğretmenlerden ne de idareden hiç birşey göremedik.

Excerpt 120/Alıntı 120

Onların da kaynaştırma üzerine eğitim alması gerek. Yani bu konu hakkında bir şey bilmeden bizi nasıl yönlendirebilirler? En basitinden kaynaştırma öğrencilerini eşit olarak dağıtmıyorlar sınıflara. Mesele bende iki kaynaştırma öğrencisi varken başka bir arkadaşta hiç yok.

Excerpt 121/Alıntı 121

Yani idareye teşekkür ederim hep çünkü en azından çocuğum bu okulda ama onlardan bir şey istediğimde genelde pek umurlarında olmaz. Beni ya rehberlere gönderiyorlar ya da git öğretmenle konuş diyorlar. Öğretmen de aynı şeyi söylüyor, bu çoğu şeyi zorlaştırıyor.

Excerpt 122/Alıntı 122

Ben sürekli öğrencilerime söylüyorum arkadaşınız kaynaştırma öğrencisi onun verdiği cevaplara gülmeyin diye. Yani onun parmak kaldırması bile yeterlidir.

Excerpt 123/Alıntı 123

Öğretmenlerin kendini göstermesi olmasa biz bunu yapamayız. Açıkçası öğretmenler de velilerden bir şey görmeyince bırakıyorlar. Onun için velilerin daha çok çabalaması lazım. Ama öğrencinin kapasitesi yetersizse bir şey yapılsa da işe yaramayabilir.

Excerpt 124/Alıntı 124

Aile çok ilgiliydi. Çocukta da hakikaten çaba vardı. Bunu görebiliyorduk. Hafif bir engeli vardı. Buna rağmen çocuk arkadaş bulmakta zorlanmıyordu. Dediğim gibi aile de çocuklarının eğitimine önem veriyordu. Ama bu bir istisna tabii.

Excerpt 125/Alıntı 125

Bizi sürekli evrak imzalamak için çağırıyorlar. Çağırdıklarında da ben sürekli geliyorum. Eşim de öyle. Ama biz dahasını istiyoruz onlardan. Sadece evrak imzalamak için gelmek istemiyoruz okula.

Excerpt 126/Alıntı 126

Yani benim lisans müfredatımda engellilere nasıl müzik eğitimi verileceğine dair bir şey yoktu. Staj veya o çocuklarla ilgili bir deneyim olmadı. Biraz özel okulda çalışırken deneyim kazandım işte.

Excerpt 127/Alıntı 127

Bence üniversitelerde farklı bir sisteme ihtiyaç var. Ta benim zamanımdan beri aynı. Değişen bir şey yok. Kaynaştırma yeni bir şey ama müfredatı şekillendirici bir etkisi yok.

Excerpt 128/Alıntı 128

Ben arkadaşlara hep derim bakanlığın eğitiminden faydalanmaları için. Hem şehir içinde hem de şehir dışındaki eğitimlere. Ha bunların çoğu yetersiz veya içeriği kaliteli değil. Ama sorun şu içeriğine siz karar veremiyorsunuz.

Excerpt 129/Alıntı 129

Kaynaştırma üzerine biraz eğitim aldım ben ama faydalı olduklarını söyleyemem. Çoğumuz tarafından da ciddiye alınmadı. Tüm öğretmenler oradaydı. Grup semineriydi.

Excerpt 130/Alıntı 130

Bana göre geleneksel öğretmen eğitim müfredatı bizi bir yönde eğitti ve bu yıllarca devam etti. Çoğumuz şu an meslekten soğuduk. Çoğunun ideali yok. Çoğunun çalışmak istediğini düşünmüyorum.

Excerpt 131/Alıntı 131

Ben de öğretmenim, onun için anlayabiliyorum. Ama görebiliyorum ki ...nın okulundaki öğretmenler kendilerini geliştiremiyorlar ve birtakım sorunlar yaşamaktalar. Özellikle sınıf öğretmenlerinin meslekten yabancılaştığını görmekteyim. Hem teknolojiden uzaklar hem de kendilerini yenilemiyorlar. Böyle olunca ne engelli çocuklara ne de diğerlerine faydalı olamıyorlar.

Excerpt 132/Alıntı 132

Yani işte alın şu çocuklara normal müfredatı öğretin demekle olmuyor. Yani engelli çocukların ihtiyaçları ve özelliklerinin onlar için hazırlanan müfredatta bile iyi işlenmediği belli. Düzenli sınıflarda ise hiç. Engelli çocuklar normal okullara girdiği zaman onlar gibi başarı göstermeleri bekleniyor.

Excerpt 133/Alıntı 133

Hakikaten müfredat engelli çocukların yapabileceğine göre ayarlanmış değil. Çok gereksiz bilgiler var. Mesela öğretmenden bir etkinlik yapılması bekleniyor ama onun yapılması için laboratuvar yok. Normal öğrencileri bile müfredata katmak zor bırakın engelli çocukları.

Excerpt 134/Alıntı 134

Yani yasa taslağını görmedim daha ama duyduğuma göre bu okullardaki özel eğitim sınıflarının sayısını azaltmak istiyorlar. Buna karşı itirazlar var ve bizde açıkçası buna hazır değiliz daha.

Excerpt 135/Alıntı 135

Bizim çalışma zamanlarımızı değiştirmeleri adil değil hiç. En başından beri altı saat çalışıyoruz. Yani biz normal memur gibi değiliz ve öğretmen de değiliz.

Excerpt 136/Alıntı 136

Bizi ve yaşadığımız zorlukları pek anladıklarını sanmıyorum. Tepden bakarak yardım edemezler.

Excerpt 137/Alıntı 137

Bence hükümetler değiştikçe vizyon da değişmemeli. Eğitime artık evrensel bakılmalı milli eğitim değil. İnsan hakları temel alınmalı.

Excerpt 138/Alıntı 138

Yani bizim çocukların kaderi zaten belli. İstedikleri bir şey zaten olamazlar. E biliyorum burda da bitecek. Ama keşke burada birşeyler öğrenebilseydi. En azından bir iş. Ama yok. Öyle bir şansları yok.

Excerpt 139/Alıntı 139

Merkezi sınavlar olduđu zaman benim çocuđum eve geliyor. Bana dedikleri sınava girse bile bir şey yapamayacak. Yani diđer çocuklara başka bir şey benim çocuđuma farklı şeyler öğretiyorlar.

Excerpt 140/Alıntı 140

Bir tarafta çocuklara tüm dersleri vermeye çalışıyoruz çünkü sınavda bunlardan sorumlular. Diđer tarafta da engelli çocuklar var. Zaman yeterli deđil. E çocuklar bir olumsuzlukla karşılaştıklarında biz bu sefer rahatsız oluyoruz.

Excerpt 141/Alıntı 141

Şimdiki eğitim sistemi sadece çocukların sınav sonuçlarına bakıyor ve öylece onları sıralıyor. Bu sistemde notları düşük çocuklar kabul edilmiyor, dışlanıyor. Rekabetli sistemde istenmiyorlar.

Excerpt 142/Alıntı 142

Diđer öğretmenlerle iletişim var ama hep benden dersimi almak istedikleri zaman işte hocam matematik veya fen işleyecek falan. Diyorlar ki konuları bitireceğiz. Sanki benimki ders deđil sanki ben öğretmen deđilim onlar gibi. Ama sisteme baktığımda onları da çok suçlayamıyorum.

Excerpt 143/Alıntı 143

Ya o zamanlar...Okuldan çok faydalanamadı biz de dedik ki bir özel öğretmen tutalım. Ona matematik ve bazı dersleri anlattı. Yani bu da çok masraflıydı çünkü 3 çocuk daha var okuttuğumuz. Biz de onu dersaneye verelim dedik ama dersanenin de dediğı şu zaten çocuk bir şey yapamayacak sınavda onun için boşuna yazdırmayın diye.

Excerpt 144/Alıntı 144

Bence rehabilitasyon merkezleri tamamen gereksiz. Tamamen kar yapmak için kurulmuşlar zaten şirket gibiler. Mesela bakın kurucularına. Eğitimden hiç anlamayan insanlar. Ama hepsi milyoner oldular. Şimdi büyük bir sektör haline gelince hükümetin de onlara karşı bir tedbir alması zorlaştı tabii.

Excerpt 145/Alıntı 145

2 yıl boyunca ben çocuđumu oraya götürdüm ama hiç bir zaman kapalı kapılar arkasında ne olduđu bilinmiyordu. Sonra baktım ki çocuđum psikolojikmen kötüye gidiyor. Biz ordan ayrıldıktan sonra da öğrendim ki imza atıp benim yerime sanki çocuk orada gibi gösterdiler. Para almak için devletten.

Excerpt 146/Alıntı 146

Bir o kurumlara gidip bakarsanız...Bilmiyorum. Rehabilitasyon merkezi denen yerler. Ne kadar işe yaramaz olduklarını göreceksiniz. Onlarla zaten iletişimimiz yok. Soruyorum ben mesela kaynaştırma öğrencilerime orada ne yapıyorsunuz diye işte resim elişi falan. Bizim yaptıklarımızla alakasız şeyler. Yani onların tek derdi nasıl 40 dakika biter de paramızı alırız.

Excerpt 147/Alıntı 147

E burdan ayrıldıktan sonra? Çok hassas ve muhtaç kalıyorlar çoğu zaman. Destek verecek kimse yok. Toplum da önyargılı. Alien yoksa toplumda zaten kaybedensin. İnsanlar onlardan mükemmel olmalarını bekliyor. E tabi taciz ve tecaviz olayları da var. Onlar ayrı dava.

Excerpt 148/Alıntı 148

Çoğu kişi engelli olmanın utanılacak bir şey olduğunu düşünüyor. Yani engelli insanların dışarı çıkmasına bile karşılar bırakır okulu.

Excerpt 149/Alıntı 149

Yani aslında kimse onların burada nasıl eğitim verdiklerini bilmiyor. Önceleri tabii bu çocuklar hep içerdeydi, evde. Şimdi dışarı çıkıyorlar. Ama bence bu diğer çocuklar için pek iyi değil onları incitebiliyorlar çünkü.

Excerpt 150/Alıntı 150

Ama ben rahatlıkla diyebilirim ki okul idareleri çok iş yapabilir bu konuda tamamaen onlara bağlı bence. Önce kendilerinin düşünceleri önündeki engelleri kaldırıp geliştirirlerse kendilerini okullar da çok şey yapabilir. İnaniyorum müdürler çok şey yapar ama kendileri yapmayınca personel de yapmıyor.

Excerpt 151/Alıntı 151

Bu daha çok velilerin ne kadar eğitilmiş olduklarına bakar. Eğitilmiş velilerle bizim katkımız artıyor. Bazı veliler daha bilinçli. Öyle olunca destek vermeye ve öğrenmeye açıklar.

Excerpt 152/Alıntı 152

Evde benim 3 çocuğum daha var bir de kaynanam bende kalıyor. Ondan çok yapamıyorum bir şey çocuk için. Yeterli zaman veremiyoruz çocuğa. Mecburen okula bıraktık işi açıkçası.

Excerpt 153/Alıntı 153

Ailenin durumuyla çok ilgili bence. Mesela onların çoğunu burada göremiyorum. Çoğunun dört beş çocuğu var. Çocuklarına bakıyorlar belki ama ben inaniyorum çoğu iyi bakamıyor. Belki bunun için yeterli zamanları yok. Belki de çocuklarıyla duygu paylaşımında yetersiz kalıyorlar.

Excerpt 154/Alıntı 154

Bazı aileler daha çok bağış yapıyor, e böyle olunca da aileler daha çok saygı gösteriyor onlara. Okul da her zaman onları çağırıyor ve onlarla ilgileniyor. Mesela biz o kadar durumu iyi bir aile değiliz. Çocuğum okula bağış götüremeyince o suçluluk duyuyor. E zaten engelli.

Excerpt 155/Alıntı 155

Onlarla iyi bir iletişimimiz var aslında. Buraya gelince biz onlarla iyi muhabbet ediyoruz ama ben sanırım onların kendi çocuklarıyla iletişimleri çok iyi değil. Onları yeterince anlayamıyorlar. Maalesef bazen kendi çocukları arasında ayırım yapıyor. Bazıları pes ediyor ve çocuklarından hiç birşey beklemiyorlar artık.

Excerpt 156/Alıntı 156

Yani evet daha çok şey yapmamız lazım biliyoruz ama hepimiz onun için çaba harcıyoruz. Yani kendi doğası gereği bazen sinirlenebiliyor. Mesela erkek kardeşi de biz de sürekli onu mutlu etmeye çalışıyoruz. Evde ve okulda çok mutlu. Yani az bütçemiz olmasına rağmen hep ona harcıyoruz.