DETERMINING SUPPORT SERVICES RECEIVED BY INDIVIDUALS WITH SPECIAL NEEDS LIVING IN MARDIN AND ISTANBUL

Fırat KESER•
Arzu TANRIVERDİ**

Abstract

The purpose of this study was to determine the special education support services regarding inclusive practices for students with special needs. The study was conducted in the provinces of Mardin and Istanbul in Turkey. Focus group discussions were used in this study, the findings were analyzed descriptively.

The resulting data; "Guidance and Resource Center (GRC)", "Rehabilitation Centers", "Ministry of Education", "ME schools," "Teachers," "Family and regional differences" and "special education and teacher training programs given in universities," were grouped under mentioned teams. These teams have been analyzed and the results obtained are given below under the relevant headings.

It was seen that the support services were limited and inconsistent with inclusive practices. Suggestions for these pitfalls include accommodations for students from different languages, religions and cultures.

Keywords: Special Education Support Services, Inclusion, Inclusive Education, Cultural Differences.

1. Introduction

In the final document of International Congress on Teaching of Human Rights, held by The United Nations Organization for Education, Science and Culture [UNESCO] in Vienna (1978), the importance of the right to education was emphasized by stating that all over the world, the first duty is to provide the right to education which makes all the other rights known and accepted and paves the way for putting these rights into action (Geray, 1993; Kış & Akçamete, 2013). In Article 24 of United Nations [UN] Convention on the Rights of Persons with Disabilities, the necessity of an inclusive education system for all children is emphasized and in Article 23 of UN Convention on the Rights of Children, the social rights of persons with disabilities are emphasized (http://www.engelsizerisim.com/). In the Special Education Conference, held in Salamanca, for the purpose of "education for all", the improvement of inclusive education practices was recognized. Economic, legal, social and so forth regulations in regard to inclusive education system were accepted (ERG, 2011, http://erg.sabanciuniv.edu, April 4, 2015, reached).

The Salamanca declaration has enabled all states in the world to develop a common attitude toward inclusive education and Turkey also has been influenced by this common attitude. The philosophy of education shaped by laws also led to the revision of the needs in the field of special education. Among these changing educational needs, particularly, giving education to persons with special needs in mainstream public schools and classes and educating persons who come from different cultures for different reasons by taking into consideration their personal characteristics became essential (Kış & Akçamete, 2013). In this respect, Turkey has come to the point of launching a comprehensive education initiative under the lifelong-learning banner for achieving the goal of becoming a member of the European Union in 2020.This process is closely followed by the authorized educational institutions in Turkey, and many legal and institutional arrangements have been made in the last few years (Toprak & Erdoğan, 2012). Accordingly, Special Education Rehabilitation Centers (SERC) have been established. According to Ministry of Education [ME], (2014) as a support service, SERCs are suppliers of services and have gained legal status with the regulation on Private Educational Institutions.

Inclusion practices: A learning environment practices that allows every student to progress at their own pace in classrooms (Salend, 2001). Effective inclusion enhances the education system for every learner. In this respect, effective inclusion practices restructure general education classrooms by accommodating students' differences; level of affliction and impairment, ethnicity, gender, language skill, learning skill, economic status, learning style, race, cultural background, religion, family structure and sexual orientation (Salend, 2011). Furthermore, as a part of inclusion practices, it is indicated in the literature that the accommodations regarding different languages, religions, cultures and sexual orientations were

• Uzm. Öğrt., M.E.B
**Dr. Öğr. Üyesi, İnönü Üniversitesi

made/needed to be made (Hawes & Plourde, 2005; Myers, 2010; Ball, 2012, 2; Matta, 2014; Lee-Kearns, Tompkins &Mitton-Kukner, 2014).

In -Turkey, the Ministry of Family and Social Policies [MFSP], (2013) and the Ministry of Education [ME], (2011) have conducted some projects for the purpose of improving special education and determining new policies for transition to inclusive education. With the start of these projects, the definition of inclusion, for the first time, was made by ME as follows: it stipulates a change in school practices in order to incorporate students with moderate and severe disabilities into formal education (ME, 2013). As is seen, there is no expression of differences and adaptations in the definition of inclusion in Turkey. The reason for this deficiency in the definition is considered to be incapability of regulations to make changes with regard to language, religion, culture, gender and so forth (Turkish Republic Constitution, 1982). However, Turkey is still investing efforts to make new regulations concerning special education: it is considered that the inclusive practices included in the Draft of Special Education and Guidance Services Guideline (DSEGSG) will be influential in legalizing adaptations required in special education due to individual and cultural differences.

In Turkey, where the cultural differences are common, the government has begun to make some legal arrangements. Certain legal arrangements have been going on regarding the given support services and the quality of support services for inclusive education practices. However, there is no work that has been going on regarding special education support services and support services for inclusion. In this study, it has been aimed to examine the variables like culture, religion, etc. in terms of differentiating support services within the scope of inclusion. Therefore, it was thought that exploring special education services and adaptations required in educational environments in terms of applicability and limitations would contribute to the education practices of individuals with special needs. Besides, it is thought that the determination of whether or not the components of the educational system (ME, teacher training styles at universities, cultural and regional differences, etc.), which are in effect at the moment, can be an answer to these requirements will facilitate the transition to new practices.

The purpose of this research is to explore the character of the support services in terms of mainstreaming and inclusive education provided by the ME-affiliated institutions in Istanbul and in Mardin. The reason for choosing these cities, which are located in different regions of Turkey, is their cosmopolitan nature. The people from different races (Arabic, Armenian, Kurd, Turk, etc.), who live in these cities, also belong to different religious believes (Christianity, Sunnis, Alevi, etc.). In addition, it was considered that the teachers in these cities would contribute more to the research because of the possibility of the differences in their language, culture and religion.

It is thought the differences in education which affect the education of individuals with special needs can be catered by providing special education support services. It is important to determine the current situation in the provision of the special education support services in ME-affiliated institutions and what sorts of problems, if any, are experienced. It also makes the research valuable to know that, until May 2014, there was not any study investigating the special education support services in Turkey by taking into account individual and cultural differences, which is one of the requirements of the philosophy of inclusive education.

2. Method

The research was designed according to the qualitative research method and the data of the research were collected through focus group interviews. Focus group interview can be explained as a series of carefully planned discussions in a non-dominant and moderate environment in order to find out what the thoughts about a predetermined topic are (Ekiz, 2003; Finch and Lewis, 2003; Ekiz, 2006). Participants were informed about the research before the interview, the volunteer participation document was signed by the participants, and a copy of the document was given to them. At the end of each focus group interview, the interview data were organized by the Office 2010 program and the organized data were recorded in the Data Analysis Form and subjected to content analysis.

2.1. Participants

The universe of this research was planned to consist of teachers working, in the 2014-2015 academic year, in the Guidance Research Center (GRC), SERC, special subclasses, mainstreaming and special education application schools in Istanbul and Mardin. The sample of the research which was determined by snowball method was composed of teachers working in public schools and 8 SERCs in Mardin. After interviewing 7 groups working in 7 SERCs and 2 groups working in different ME-affiliated schools, data saturation was reached, and the data collection process was terminated. In order to determine whether the obtained data is supportive, one educational practice school and 2 SERCs in 3 districts of Istanbul were

selected. A total of 3 groups were interviewed in these institutions. In these interviews in Istanbul, the data saturation has been reached and the data obtained in Mardin have been confirmed. In the sample chosen as Mardin and Istanbul, a total of 62 teachers in 12 groups were interviewed by using focus group interviews. The research was mainly carried out by the teachers working in the SERCs. The reason for this is that although the SERCs are separate institutions, they are the only legal institutional special education support services. Therefore, within the scope of inclusion, it is important to determine and examine support services and special education support services in the SERCs.

Of the participants, 38 were males and 24 were females. The number of people who speak Turkish and Kurdish is 38; the number of people who speak Turkish and Arabic is 5; the number of people who speak Turkish, Kurdish and English is 3; the number of Turkish, Arabic and English speakers is 1; the number of Turkish, Kurdish, English and sign language speakers is 1; the number of people who speak Turkish and Zazaki is 1; the number of Turkish, Azerbaijani and English speakers is 1; the number of people who speak only Turkish is 8.

The participants in the research are the graduates of: Psychological Counseling and Guidance 2, Special Education Classroom Teacher 8, Primary School Teaching Program 25, Preschool Teaching Program 8, English Language Teaching Program 1, Physiotherapy 5, Psychology 3, Child Development 2, Sociology 1, Philosophy 3, Chemistry 1, Biology 1 and French Language Teaching Program 1. Only one of the 8 special education teachers interviewed within the scope of the research, works as a coordinator at SERC; the remaining 7 teachers are branch teachers, who work in the ME-affiliated schools. The classroom teacher, who works for ME, works on mainstream practices.

Age ranges of the teachers participating in the survey are as follows: 10 teachers in the age group of 20-24, 34 teachers in the age group of 25-29, 16 teachers in the age group of 30-35 , 1 teacher in the age group of 40-45 and 1 teacher in the age group of 50-65 .

2.2. Milieu

Before the focus group interviews were held at SERCs, some meetings were arranged with institutional managers or people responsible for selecting physically appropriate and quite environments for the interviewees. Besides, video recorders were placed in appropriate locations in the environment to record all the interviews so that the data could be easily retrieved.

2.3. Data Collection Tool

At this stage, the researcher, by reviewing the literature, prepared different interview questions for the teachers who work either at schools or at institutions. On the basis of these questions, the Special Education Support Services Provided by SERC / Schools Determination Form (containing questions like whether or not there are physical and educational accommodations made inside and outside the classroom, whether or not there are accommodations made in terms of language, religion, culture and the type and level of disability of the student, and whether or not the technological materials are provided), Teacher Personal Information Form (including questions about aiming to elicit their personal information and the department from which they graduated, seminars and trainings they have received), Question Form for Teachers in Schools (including questions such as what kind of support services they offer, what they do for students' differences, what kind of relationships they have developed with school administration and other institutions with regard to special education, and questions related to the accommodations in class and in school), and a questionnaire for teachers who have been working at the SERCs (including questions such as what support services and accommodations are provided in the SERCs, which specific education support services are provided, whether or not they are in contact with other institutions for the students, or questions about the students' IEPs) were developed. The interview forms were examined by three experts from in terms of their suitability and clarity. The question forms were completed in one session and assessed by these experts.

2.4. Collection of Data

The research data were collected in Mardin between 07.07.2014 and 07.18.2014, and in Istanbul between 03.06.2015 and 03.13.2015.

All technological equipment was prepared before the interviews. Before the interviews started, the Research Confirmation Document was shown to the participants and the related people. The interviews were conducted in accordance with the interview guide so as not to interfere with the participants' class hours. Immediately before the interview, the purpose of the interview was explained to the teachers. The teachers signed a consent letter stating that the collected data would not be used anywhere other than scientific work. The interviews were conducted by two researchers. Moreover, to keep field notes during the focus group interviews, two people in Mardin and three people in Istanbul participated in the interviews.

The participants of the interviews in Mardin were the special education graduates. Those who participated in the interviews in Istanbul were teachers' aid in special education schools. These people were also trained by the 1st researcher on the field notes.

While the field notes were being kept, the notes were taken by giving code names to the institutions and the teachers working in the institutions to keep the identities of participants, cities and instituions.

The coding is as follows: the initial letter of the institution where the findings are obtained, and the sentence number is written together in Times New Roman Bold style. For example, **Y5, U19, S21**. For institutions in Istanbul, **I** is written at the beginning of the institution code. For example; **IM14, IA18, ID26**. The initials of the teachers who used similar expressions and specific phrases were written. For example, **BÖ, BD, GO, BC, AG, LA, ME** etc. The page of the interview records and the city that they belong to are also indicated at the end. For example, m. interview records p.20.

2.5. Analysis of Data

In the analysis of the research data, a descriptive analysis approach is used from the analysis approaches used in the qualitative research methods and the themes are as follows: 1. GRC, 2. Teachers, 3. SERC, 4. ME and ME-affiliated schools, 5. Family, regional and cultural differences, 6. Special education provided at universities and teacher training.

In this research, immediately after the interviews were over, the field notes kept by the two researchers who were in charge of holding the field notes and the 2 researchers who conducted interviews were compared and the transfer of the notes were made right away. During this process, data confirmations were made with the persons holding the field notes. To prevent the data loss, camera recordings were watched and the objectiveness of the transferred data was supported. As soon as the interviews were completed, the expert (1st researcher) read the data one by one and checked the accuracy of the data. At that time, the 2nd researcher wrote the research journal.

3. Findings

This section includes the findings of the research. The findings of the research were grouped under 4 headings. These headings are; "Support Services and Special Education Support Services provided by ME and ME-affiliated schools", "Support Services and Special Education Support Services provided at GRCs", Support Services and Special Education Support Services Provided at SERCs" and "Special Education Provided at Universities and Teacher Training".

3.1. Support Services and Special Education Support Services provided by ME and ME-affiliated schools

Findings related to the functioning of ME and ME-affiliated schools are summarized below.

Teachers' expressions indicating that the support services provided by the ME-affiliated institutions are inadequate are; "The controls on the GRC are restricted." **B6** (m. interview records p.2). "... Despite the fact that the government has spent a lot of money on rehabilitation centers, there is no inspection and therefore, the desired success is not reached because the inspections are made in a very short time. They need to be done in a longer time period." **I5** (m. interview records p.26). "In many places there are very few specialist educators. In many classes, only one teacher is working, and the special education classes where two teachers work are very rare." **B2** (m. interview records p.10). "Since the classes are crowded, we can not give full support." **B17** (m. interview records p.10). "There is a problem with training staff ... There is a problem of quantity and quality and no one wants to work outside of their specialty." **U18** (m. interview records p.13). "GRCs need to have specialists for physiotherapy. GRC employees are inadequate." **S26**. "The certificate we receive from ME is not enough for us to work in this area. It was more about theory. There was no practicum." **H6** (m. interview records p.12). "Certificate programs for branch change are nonsense." **I7** (m. interview records p.11). Similar expressions were uttered by the teachers who work at **B**, **K**, **IM**, **Y** and **U** coded SERCs and schools.

The people who are in charge of the supervision of the staff at the GRCs and the SERCs need to be competent in accommodations regarding special education areas, language, religion and cultural differences. Supervisors' incompetence constitutes an obstacle to a healthy evaluation. The same ideas can be seen in the following teachers' expressions; "The supervisors' knowledge of teaching areas should be sufficient." **C33** (m. interview records p.10). "... We often communicate with child and explain also subjects in their mother tongue. When the supervision takes place, we communicate with the child in Turkish. At that time, the child is looking into our eyes without understanding anything at all." **K10** (m. interview records p.36). Similar expressions were used by the teachers working at SERCs coded as **ID**, **IM** and **IA** in Istanbul.

In addition, according to the findings obtained by Support Services Provided at SERCs/Schools Determination Form in order to determine which support services (technology, educational materials, access to educational environment, etc.) are given at rehabilitation centers and schools, there are no physical adaptations such as ramps, elevators in the schools in Istanbul and Mardin. Similar expressions can be seen in our findings in Istanbul: "... Better than the old school. We were jogging with the children in a 3 square meter area in the old school. We can not compare it to the old one because it is very good, but it is not good enough to be a good example." **IM2** (i. interview records p.1).

3.2. Support Services and Special Education Support Services provided at GRCs

The findings of the focus group interviews on the diagnosis and evaluation at GRCs were: GRC buildings are not suitable for assessing the educational performance of children; the evaluations are not objective since they are done in a very short time, therefore, they do not conform to child's disability and performance level; the children who are evaluated first time and who do not speak Turkish are misdiagnosed and this misdiagnoses also cause the children to exhibit problematic behaviors. Teachers' views on this issue are as follows:

"In the GRC I work, the guidance service is downstairs, and the special education service is upstairs. We are carrying children on our backs to get the evaluations." **B22** (m. interview record p.21). "The evaluations in the GRC are not done well." **I12** (m. interview records p.1). "Evaluators at the GRCs give an educational report by considering the children's appearances ..." **ID25** (i. interview records p.13). The teachers **Y** and **M** who work in the **K**-coded SERC on this issue also expressed their opinions: "... Language differences cause misdiagnoses. The child is directly labeled as disabled because he does not speak the language. The labeled child is behaving problematically." **C62** (interview records p.34).

In addition, the teachers stated that there are no language accommodations for the tests and modules prepared at the GRCs: "The children who go to the GRCs for assessment have been diagnosed as mentally retarded since they do not speak Turkish. There are many children who come to us with such evaluations. The officials at the GRCs make an evaluation of a child in a few minutes without making accommodations with regard to the child's culture and language." **ID25** (i. interview records p.13). Similar expressions were stated by the teachers working at **B**, **S**, **IA** and **E** coded institutions.

3.3. Support Services and Special Education Support Services Provided at SERCs

Although there are only the SERCs as the institutions where the special education support services are offered in Turkey, it is seen that there are some problems. The findings obtained in this respect are given below.

"SERC owners think that SERCs are like factories." **I1** (interview records p.1). "Rehabilitation centers are for commercial purposes. For this reason, there is no voluntary work." **H22** (m. interview records p.1). "Family trainings are not possible because family trainings are placed after 5 pm." **I11**. "We are teaching skills and concepts as support services." **Y4** (m. interview records p.34). "The institution does not provide education for many disabled people." **I13**. "We do not use alternative technology." **H4** (m. interview records p.7 and 8). Teachers used similar expressions in this regard in all the institutions involved in the study.

The findings of the focus group interviews conducted in Mardin and Istanbul on the special education support services provided in the SERCs can be summarized as follows; support services are not provided for all kinds of disability, he support services in terms of technology and material are not provided, the education of the individuals with special needs is seen as a way of making money, family training programs are not seen as important and thus not enough training is given to families and the teachers working at the SERCs do not know what the support services are.

Of the participants working in the SERCs, none has a degree in special education. The negative results of this can be seen in the in many ways such as limited knowledge about special education methods, inadequate training and changing of teachers as a solution to these problems ... "For example, we do not put our students who are shy of male teachers into male teachers' classrooms." **K13** (m. interview records p.18). Students do not see woman teachers as authority. "The student does not listen to me. When I say, "I'll call Levent Hoca (a male teacher)", then he takes my words into account." **H35** (m. interview records p.22). It is considered that the special education teachers who work in the ME-affiliated schools do not have up-to-date information about the teachers' legal rights and what their teacher qualifications are about. In addition to this, the teachers with or without special education qualification seem to have no knowledge of the support services and accommodations. It has also been thought that the administrators' act of breaking rules in connection with the support services may cause problems in reaching the support services.

Furthermore, the fact that the physical conditions of the SERCs do not allow the access of individuals with special needs to the support services and that there are no accommodations regarding

different languages, religions, cultures and genders, is evident in the following teachers' statements: "While the children are educated, we cannot make any accommodations with respect to the children going through adolescence stage and genders." **C13** (m. interview records p.21). For students having different religions, the teachers should be familiar with different religions and cultures to which the students belong, but unfortunately we cannot do anything about it." **ID16** (i. interview records p.12). "I do not know any language other than Turkish. I did not know that knowing a different language was so important. I am having difficulty communicating with my students who do not speak Turkish." **IA9** (i. interview records p.16). Similar expressions were also used by the majority of the teachers who participated in the research. The expressions of the teachers who are not systematic, but anyhow make language adaptations on their own are as follows; "We make explanations with the children's mother tongue and then teach its Turkish version." **Y11** (m. interview records p.34).

Previous findings showed that the teachers did not get any training in terms of different languages, religions and cultures. Besides, there is no training program at universities regarding the individuals with different sexual orientations and the teachers run into problems in this respect. It is expressed, ¨No, we did not receive any education regarding homosexuals." **IM67** (i. interview records p.8). Moreover, the teachers do not have any positive attitudes regarding different languages, religions and cultures. It is stated, "Mandatory teaching service in the east of Turkey, as its name indicates ¨mandatory service", is perceived by the teachers like a military service. They look forward to the end of this compulsory duty. As a result, students witness teachers constantly changing. Thus students, as time goes by, get tired of the school and education." **E21**. "The teachers, in general, have prejudices against the region **E22** (m. interview records p.31).

If it is required to summarize all the findings obtained after 12 focus group interviews, it can be said that there are some problems in the education system applied by the ME. The in-service trainings and seminars given by the ME are ineffective. Also, it has been observed that the ME does not supervise the institutions, it does not operate properly in legal dimensions and therefore the support services are not provided in a controlled manner due to the fact that the staff's practices are arbitrary, and the inspections are not adequate.

It has been seen that there are problems in providing the special education support services and making accommodations in regard to the support services in the ME-affiliated institutions. It is important to note that the ME-affiliated institutional buildings are still not accessible for many individuals with special needs. The diagnoses and assessments in the GRCs are in general made improperly. These improper diagnoses and assessments stem from the required accommodations that are not made in the scope of inclusion with respect to the students' disadvantageous situations, types of disability, language, religion, culture, sex etc. The SERCs are working for profit. The support services provided at the SERCs are inadequate. These mentioned problems are among the findings that we reached.

It is seen that the teachers working in the ME-affiliated institutions are inadequate in quality and quantity; they are not in communication with each other; the attitudes towards the mainstreaming, inclusive education and special education teachers in general education schools are still not positive; and the students in different disability groups in educational practice schools are not welcomed with a positive attitude. The teachers, however, were found to be inadequate in terms of appreciating the students' differences and the importance of the special education. The lessons taught in the general and special education departments of the universities are far from being practical and the course contents are inadequate with respect to the support services for mainstream and inclusive education practices.

4. Discussion

The participants expressed that physical and instructional adaptations are not suitable for the students with special needs in the ME-affiliated schools, GRCs and SERCs parallel to the literature (Bilen, 2007; Çimen - Öztürk, 2009). Also, in the Article 18 of the Accessibility Act established by MFSPA it is stated that an administrative fine of one thousand up to five thousand Turkish Liras will be charged to the owners of public transportation vehicles who park in front of all kinds of public open service buildings and areas. Nevertheless, it is seen that there is no adaptation made with regard to accessibility. Criminal proceedings have not been implemented. It shows that the laws concerning the supervision are not followed. İşman (2009) states that this situation arises from the fact that the institutions are not inspected.

It is also seen that these institutions are inadequate in providing the support services while the effective teacher education and accommodations are necessary for the child's integration. It was noted that none of the teachers working in the SERCs were special education graduates. The reason is that the SERCs have to pay more for branch teachers and also finding them is difficult. Similar expressions are also found in

the literature. In particular, it is seen that the SERC owners who work for commercial purposes prefer the teachers without specialty certification for not paying too much money, which is why the quality of education has gone down (İşman, 2009). When the findings about the teachers' views on the functioning of the SERCs are taken into consideration, it has been seen that the rehabilitation centers are managed like businesses rather than educational institutions and the SERCs are far away from giving the special education support services to the children. Korucu (2005) also reported that the majority of the SERC owners act considering economic interests rather than the quality of education in the SERCs.

The focus group interviews in both cities showed that the support services are not provided in terms of sexual, cultural, linguistic and religious accommodations, the inspections are not conducted, the staff's competencies in special education, who came to the supervision, are inadequate, only the teachers and students' records of presence are checked, and the control of the documents is made. However, the special education inspectors are defined as those who supervise the equipment and teaching techniques needed by the individual with special needs (Zigmond, 2003). In addition, it has been seen that in-service training and seminars are not conducted and the personnel who give seminars are not qualified enough. These findings are also supported by the literature (Akçamete, 1988; Azap, 2001; Şahin, 2002; Ataman, 2003; Korucu, 2005; İşman 2009; Baz, 2010).

According to Decree - Law No. 573 on Special Education, special tools and training materials have to be provided to the institutions and other special precautions need to be taken. The finding that the language used in teaching and the languages used by the children are blended to teach concepts or only the language known by the children is used in education came to the fore. Similar findings are also observed in the work of (MFSP, 2013). Based on these findings, it can be argued that the policy and method should be determined by conducting scientific studies specific to Turkey on the language that will be used in education, the concept teaching, the professional foreign language or mother tongue teaching.

We see the importance of family education in special education in relation to both scientific and legal issues (ME, 2000). It is seen that the SERCs do not have family trainings and that the teachers are not educated enough to get in touch with the families regarding their children's special needs like different language, religion, gender and sexual orientation. These factors are especially valid for families belonging to ethnic minorities. According to Alldred and Edwards (2000), the limitations of the ethnic minority families in the language of education prevent families from participating in the education process (1992, 2000: The communication with the families which affects the children's education is also supported by the literature (Akçamete & Kargın, 1999; Antmen, 2010). Moreover, it can be said that the teacher's lack of knowledge of the students' parents' language negatively affects the family participation.

On the other hand, it is stated that the tests used in the GRCs are not adapted according to the children's religion, language and culture. The assessments as a result of this are made wrongly and the children are labeled as mentally retarded or individuals with learning difficulty. In the literature, it is expressed that if the student's cultural and linguistic characteristics vary, this situation has to be taken into consideration in the process of diagnosis (Bozkurt, 2009; Barutçu, 2010). In this context, in order to improve the educational assessments and diagnoses of the individuals with special needs in the GRCs, the ME in cooperation with local administrations, local and private institutions, CSOs (Civil Society Organization) etc. should provide the support services by conducting Special Education Reinforcement Project, which supports the findings concerning the accommodations in the tests (ME, 2011, http://orgm.meb.gov.tr, accessed on Dec 12, 2015).

The findings of this research are similar to some other studies; the teachers working in general education schools have limitations in providing special education support services to mainstreaming students, therefore, they do all not to take them in their classes. The staff of the ME are inadequate in providing the support services in terms of different languages, religions, cultures and sexual orientations (Akçamete, Kış & Gürgür, 2009; Diken & Sucuoğlu 1999; Minke et al. 1996; Villa et al. 1996). It can be said that teachers' inadequacy in this respect can be explained by the fact that there is no expression of the accommodations required with respect to different languages, religions, cultures and sexual orientations in the textbooks taught in the education faculties.

The main problem of many rehabilitation centers is that the private educators who work at the SERCs are seen as caregivers. It can be said that the teachers, after a certain period of time, make their own lesson plans and stick to them in the following years. They also create their lesson content according to what they are comfortable with rather than what the students need, which causes the parents to lower their expectations from the schools. As a natural consequence of this situation, the teachers are seen as caregivers by the parents. The teachers who haven't been hired by the ME consider the special education as a

temporary job until they get appointed to a public school by the ME. It has been seen that the teachers' lack of knowledge and not having received the special support education services are effective in making them develop negative attitudes towards the educational practices (Kış, 2007; Minke et al. 1996; Villa et al. 1996).

Most of the teachers and particularly the ones not having received training about mainstreaming indicated that they are not adequate in providing support services to the students with special needs. The teachers' lack of knowledge on the inclusive education causes them to develop negative attitudes towards the mainstreaming students. Similar findings can also be seen in the mainstreaming project reported by Akçamete, Gürgür & Kış (2009). Likewise, it can be seen in a study by Diken and Sucuoğlu (1999) that the teachers' creation of a negative attitude towards the mainstreaming students originate from their lack of knowledge on the mainstream education and not receiving any special education support services as the mainstream education requires. It has been stated that the majority of the classroom teachers who participated in the research conducted by Babaoğlan and Yilmaz (2010) did not make any study to improve their mainstream education qualifications either in the university or after the university.

As a result of the focus group interviews, it was found that the SERCs did not provide in-service and professional development opportunities for the teachers working outside their field and therefore the teachers were inadequate. It is also thought that contract teachers working at the SERCs look at the job as temporary and do not improve their competencies. As a result, it is seen that no special education support services are provided at the desired level. When the findings of the research are examined, it is thought that the provided special education support services are inadequate and the quality of the provided ones is low.

5. Conclusion and Suggestions

The findings in general show that in ME-affiliated institutions (SERCs and GRCs, general education and training schools), it is not known what the special education support services are, that the individuals with special needs and their families are not provided with the sufficient special education support services and the support services, and the differences (language, religion, culture, sex etc.) in the provided special education support services and support services are not catered too. Also, it is seen that the support services provided for mainstreaming practices are inadequate.

As it can be understood from the definitions of the mainstreaming and inclusion made in the introduction, the definition of inclusion/inclusion practices made in Turkey is far away from the one made in the world literature; the mainstreaming applications are perceived as the mainstream practices; and as a result of these misconceptions, the provided special education support services and support services are inadequate.

5.1. Suggestions for Education and Practices

The wrong-defined inclusion and inclusive practices in Turkey have to be redefined by considering the definition in the world literature. There is a need for restructuring the support services and special education support services within the scope of inclusive practices for determining the language to be used in education, polices and methods in Turkey in this respect. Moreover, the content of teacher training programs in universities should be reorganized according to the inclusive practices. It is also offered as a separate proposal to add courses to the undergraduate and graduate teacher education programs in subjects such as human rights, the right to education, respect for differences and philosophy of education. On the other hand, the training of the personnel working at ME-affiliated institutions (special education graduates also included) through seminars and in-service training has to be mandatory for the mainstreaming and inclusion of the individuals with special needs. Since there is no coordination of the support services and no collaboration for them, the regulation of these services, as a suggestion, can be done afresh. The professional development of the service personnel in accordance with the regulations can be suggested.

5.2. Suggestions for further researches

Considering the world literature, scientific studies on the rights to the inclusive practices, the support services, the special education support services and their applications have to be done. Similar scientific studies with the individuals with special needs and their families in the other regions of Turkey, administrative staff and the officials of the ME can be conducted. Moreover, based on how multicultural and multilingual trainings are carried out in the world, it may be suggested that similar pilot practices can be carried out in Turkey.

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