DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF PEER EDUCATION PROGRAM TOWARDS STUDENTS WITH SPECIAL REQUIREMENTS[i]

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Abstract:

Hereby with this study is designed with the intent of development, implementation and evaluation of peer education program towards individuals with special requirements. Program has importance in terms of being a model to studies of program development and evaluation studies on education of peer consultants. Fifteen students who were received education in a state-funded primary school have been chosen for this study. These students mentioned have participated peer education program prepared by the researchers. At the end of the program, the researchers have held a marbling training with participant students and their friends on the purpose of gathering more detailed information on the efficiency of the program. Qualitative data has been analysed through descriptive analysis. Quantitative data gathered during the study made possible to reveal percentages and frequencies. It has been concluded that the program is quite beneficial with regards to let the students have a baseline level of knowledge of peer education. The observations had been made during marbling art training reveal that students have reached the achievements of the program. It is suggested that providing in-service/pre-service training about peer education to teachers so as to benefit from the peer potential in inclusive education and preparing more longer-term and more comprehensive programs for the education of peer consultants.

Keywords: peer education, inclusive education, programe evaluation

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1. Introduction

Special education is the tuition assistance conceived for an individual with inadequacy in any subject. (Collings and O'Brain, 2003). In modern education understanding, the right to education of the individuals in need of special education is guaranteed by the provision of the Constitution of the Republic of Turkey telling, "*No one shall be deprived of the right of learning and education. The state shall take necessary take necessary measures to rehabilitate those in need of special training so as to render such people useful to society.*" In accordance with this purpose inclusive education has been started to be implemented prevalently with Special Education Services regulations came into force in 2000 based upon the act no. 2916, issued in 1983, the decree no. 537, issued in 1997. Inclusion is to educate students with special requirements in the regular education environment on condition of providing assistance special education services to the form teacher and the student with special requirement when needed (Kırcaali – İftar, 1992). Yet inclusive education does not mean training the students with special requirements only in the same classroom environment together with their peers without any special education assistance.

The factors affecting the achievement of the inclusive education are teachers, students without need of special education, inclusive students, school management, parents and psychical medium. In inclusive education, to being able to benefit from the students without need of special education is quite important in terms of the qualification of inclusive education to be given to the students with special requirements as well as development of these students. In the relevant literature review, usefulness of the supports of peers to their friends in need of special education frequently has been found. Aladağ and Tezer (2007) sort these benefits in the article titled "What Is Peer Counselling? And What Is Not?" they published and they emphasize that peer counselling meets the four basic psychological needs of individuals such as belonging and loving, gaining strength, being independent and appreciation; that to be chosen as peer counsellor, to be trained, to answer the need of help of their peers and to be asked for help improve the communication, empathy and basic helping skills of peer counsellors; that the sense of self of peer counsellors' consolidates, their self-confidence, the level of self-acceptance and self-esteem increase; that the helping skills training they have in order to help and support their peers more efficiently and taking the opportunity of helping a peer contribute to peer counsellors' own self-improvement.

In inclusive education, qualification of the education reduces because of that the number of guidance counsellors who take care of the students in need of special education is insufficient and that form teachers do not spare enough time for these students. The potential of peers should be used for the solution of both problems. Yet peer counsellors should be subjected to a well-structured education in order to be able to contribute to the development of their friends in need of special education as well as their own development.

Peer counselling is that a person comes to his/her peers' assistance in the most general sense. With more comprehensive definition, peer counselling is defined as "*a process that those chosen to support their peers with personal, social and academic issues, in other words, peer counsellors, receive training on helping skills and that they are supervised about guidance they provide after education*" (Aladağ and Tezer, 2007). Under favour of inclusive education to be given, many obstacles for inclusive education shall be cleared. Otherwise, inclusion will be considered in the context of only problems, difficulties and failures and perhaps, the inclusion model implemented successfully in many countries of the world will be waived (Sucuoğlu, Akalın, 2010). In this case, serious obstacles will be posed in terms of the education, acceptance and preparing for the future of the students in need of special education.

2. Literature Review

The studies on inclusive education in Turkey are limited. (Nazlı, 2003; Öner-Koruklu, 2003; Pehlivan, 2004; Taştan, 2004; Aladağ, 2005; Batu ve Uysal, 2006; Öner and Koruklu, 2006; Güven and Aydın , 2007; Kabasakal, 2008; Özkan, 2009; Güleryüz, 2009; Yaslı, 2009; Yılmaz, 2009; Uysal and Nazlı, 2010; Taylı, 2010) It can be observed that these studies' contents at high school and university levels concentrate on health and related topics such as AIDS, harmful habits and adolescent pregnancy. When the studies on peer education in primary schools were observed, limited number of studies examining peer relations of the students in need of special education has been found (Batu and Uysal, 2006; Kabasakal, 2008; Güleryüz, 2009; Özkan, 2009; Yılmaz, 2009). Yet, any program prepared with the intent to benefit from peer potential in inclusive education at primary education level has not been reached. Therefore, it has been required that the preparation, implementation and evaluation of "Peer Education Program". An answer to the question of what the effectiveness of peer education program developed by the researchers in order to achieve this goal according to the CIPP evaluation program is has been sought.

3. Material and Methods

It has been implemented mixed research method on the study aspiring development, implementation and evaluation of "Peer Education Program Towards Students with Special Requirements" in order to make use of mutually complementary characteristics of quantitative and qualitative research methods. From the mixed research methods collected under six titles by Creswell and Clark (2011), the concurrent nested design has been preferred. As program evaluation model, CIPP model formed by Daniel Stufflebeam has been chosen.

3.1 Study Group
The study group of the research has been constituted by fifteen students who attended to Peer Education Program Towards Students with Special Requirements implemented in

a state school located in Mamak, Ankara between 15th and 19th of April in 2013. The school hosting the education was determined according to the convenience sampling method from the four sampling types discussed by Teddlie and Yu (2007) on their studies, and the students were selected based on voluntariness.

3.2 Data Collection Tool
During the research of Peer Education Program Towards Individuals with Special Requirements, interview and observations forms, self-assessment forms, self-evaluation forms, products formed during the activity, camera and voice records have been used as data collection tools. The information relating to data collection tools has been specified below:

3.2.1 Teacher Interview Form
It is prepared on the purpose of receiving opinions of teachers about the peer relations of their students in need of special education and their requirements in this regard during the preparation of "Peer Education Program". It consists of 6 questions.

3.2.2 Parent Interview Form
It is prepared on the purpose of receiving opinions of parents about the peer relations of their students in need of special education and their requirements in this regard during the preparation of "Peer Education Program". It consists of 8 questions.

3.2.3 Student Interview Form
It is prepared on the purpose of defining expectations of students from Peer Education Program by the researchers. It consists of 4 questions.

3.2.4 Educator Interview Form
It is prepared on the purpose of determining the sufficiency of educator and identifying the behaviours of her/him.

3.2.5 Educator's Session Evaluation Form
It is prepared on purpose of the educators' evaluations about sessions they participate.

3.2.6 Teaching Methods Observations Forms
The forms developed by Uysal (2010) are used with intention of finding out functionality of the used forms (question-answer, expression, talking circle, educational playing, big group discussion, case study, producing ideas, role playing).

3.2.7 Student Self-Evaluation Form
It is prepared with the intention to make students evaluate about their own attainments at the end of the program.

3.2.8 Peer Education Program Towards Individuals with Special Requirements

At the stage of program development, the following steps were implemented:

a) Reviewing the literature, key features and scope of the education to be given the peers so as to benefit from peer potential in inclusive education have been determined.

b) It has been asked the opinions of students, the parents of students with special requirements and teachers at the school hosting the program about peer supports in inclusive education.

c) The draft form of program has been constituted in the context of the information obtained from the literature and the interviews with sharers.

d) The opinions of three program development experts, one assessment and evaluation expert, one special education expert, five guidance counsellors have been taken and the necessary regulations has been made.

e) The aims, content, teaching-learning and evaluations processes of the program consisting of three half-days and one each one-hour six sessions have been determined as follows:

Table 1a: Peer Education Program Towards Students with Special Requirements

Objectives	Content	Session	Teaching-Learning Process
1. To distinguish adequacies and inadequacies in person. 2. To question stereotypes that inadequacies only pertain to students with special requirements. 3. To sample adequacies and inadequacies of students with special requirements. 4. To comprehend that students with special requirements are able to show success in various fields.	o Definition of inadequacy. o Who are those with special requirements? o What are those with special requirements able to do? What do they have difficulties in? • mental incompetence • visual disability • physical incompetence • motor speech disorder • learning disability • autism • attention deficit disorder with hyperactivity	Day 1 - Session 1 (10:30-11:30)	**Introduction:** The educator introduces herself to the group. The students introduce themselves to the group and the educator one by one. (5 min.) **Question – Answer:** After asking students about what "inadequacy" concept means to them, if there is any situation they feel incompetent or not, the answers will be discussed. (15 min.) **Expression:** The features of those with special requirements are defined, the statement is supported with visuals and videos related to those people. **Talking Circle:** After the students watch a part from the movie called "Taare Zaamen Par", they are asked how they feel and what they think about Ishaan who has learning disability in the movie and that whether they have ever experienced any situation like this, if they have, how they feel and what they think about it. (25 min.)
		Day 1 – Session 2 (12:00-13:00)	**Playing:** "Let's Get to Know Individuals with Special Requirements" (Appendix-3) (20 min.) **Role Playing:** The students are divided into two groups. It is asked to pick up one of the inadequacies hung on the wall and to animate a person with these features from the students in the first group. Meanwhile, the students in the second group animate reporters interviewing with the other students. (20 min.) **Evaluation:** By the end of the day, the students are requested to express what they have learnt in their own words. The cardboards prepared by the groups are used on the purpose of evolution.

Table 1b: Peer Education Program Towards Students with Special Requirements

Objectives	Content	Session	Teaching-Learning Process
1. To list what the students' expectations from their friends is when they feel inadequate or being hindered about any subjects. 2. To sample the supportive friend behaviors for the students with special requirements. 3. To sample obstructive friend behaviours for the students with special requirements. 4. To fictionalize a classroom environment devoted to support the students with special requirements.	o What are the supportive behaviours towards the students with special requirements? o What are the obstructive behaviours towards the students with special requirements? o Let's fictionalize a classroom environment for the students with special requirements.	Day 2 – Session 1 (10:30-11:30)	**Introduction:** The educator introduces herself to the group. The students introduce themselves to the group and the educator one by one. (5 min.) The discussion on the previous day. (5 min.) **Talking Circle:** The students are requested to think of a situation that they feel inadequate. Then, they are asked what their expectations from their friends in this kind of situation are and how they feel and what they think when they are supported. (20 min.) **Big Group Discussion:** The students are asked what supportive and obstructive friend behaviours might be for the students with special requirements; the ways to prevent obstructive behaviour and to generalize supportive behaviours are discussed.
		Day 2 – Session 2 (12:00-13:00)	**Case Study:** The students are asked to imagine an ideal classroom environment. It is demanded to write a case study telling about a student with special requirements in this ideal classroom and how he or she overcomes the problems with his or her friends' support. They are reminded that they should write at least two supportive friend behaviours in the study case. The groups share their case studies with their friends by reading aloud. **Evaluation:** The evaluation is carried out on the basis of case studies written by students.

Table 1b: Peer Education Program Towards Students with Special Requirements

Objectives	Content	Session	Teaching-Learning Process
• To analyse the notion of obligation and the notion of responsibility. • To discuss whether supporting the students with special requirements is an obligation or not. • To discuss the difficulties which might be experienced during taking support and being supportive. • To offer solutions as how to overcome possible difficulties during taking support and being supportive.	o Do you know what the notion of obligation and the notion of responsibility mean? o What are our social responsibilities towards the students with special requirements? o What are the difficulties that could be experienced when we want to help the students with special requirements? o How can we overcome the difficulties that could be experienced when we help individuals with special requirements?	Day 3 – Session 1 (10:30-11:30)	The discussion on the first two days. (5 min.) **Playing:** "We asked 100 people!" (Appendix – 4) (20 min.) **Producing Ideas:** The techniques of producing ideas are applied with the statement "To support a friend with special requirements is an obligation" (35 min.)
		Day 3 – Session 2 (12:00-13:00)	**Big Group Discussion:** A big group discussion is made about possible difficulties in helping the students with special requirements. (20 min.) **Question – Answer:** Brainstorming techniques are used in order to find solutions about stated difficulties. (25 min.) **Self-Evaluation:** A chair is placed in the middle of the classroom. Sitting on the chair, volunteers from the participants are requested to make a self-evaluation by answering the following questions: I think the most important or the most helpful topics are………………… The topics I still am confused about or I found uncertain are……………… The topics I would like to be informed more about are………………..

3.2.9 Implementation of Peer Education Program

a. Day 1 – Session 1

The students who wanted to participate peer education program gathered at the place the training will be given at 09.30, on the date of 15th April 2013. Student Expectation Form was handed out to students in order to take their opinions about their expectations from the program. Educator A initiated the first session at 10.00 o'clock.

Educator A, primarily, introduced herself to the students. She asked the students to introduce themselves, at the same time they are asked to share not only their names but also the sides that they feel inadequate if they have such a thing, with their friends. After students introduced themselves and shared the situations that they feel inadequate with their friends, Educator A expressed who the individuals with special requirements are and what their characteristics are during a slide show. After the presentation about

the individuals with special requirements, a part from the movie called "Taare Zaamen Par", which is about difficulties that a student with learning disability experience, was watched (and using talking circle method, the students were asked that what leading actor, İshaan, might feel, what he might think, whether they have ever experienced any situation like this, if they have, how they feel and what they think about it.

b. Day 1 – Session 2
At the second session, Educator A divided the students into two groups giving the instructions of the game named "Let's Get to Know Individuals with Special Requirements" to them. Each group was given colourful post-its, six cardboards with the names of inadequacies capitalized on them and photocopies with cognitive, affective and psychomotor adequacies that they used during the game on them. The students were asked that to work as a team and to attach the statements they chose from both cardboards and post-it with their own statement on it to edges of the proper cardboards within the time specified. In this study aiming at emphasizing that although the inadequacies of individuals with special requirements are more noticeable, they are competent at many fields, it is underlined that students could use the statements they chose more than once. Educator A and Educator C supported students to answering their questions as well as to conduct an effective group work. Educator A did not conduct role playing activity on account of the fact that students needed more time for the game.

c. Day 2 – Session 1
Educator B introduced herself to the students and she asked them to do so. Session was initiated with evaluation the game played on the first day. Educator C, projecting the statements written on cardboards to the students, she asked each group to evaluate the other group's statements. The students indicated that statements were inacceptable such as *"I stay close to TV and sound sources"* attached to the cardboard with motor speech disorder on it, *"I can do needlework"* attached to the cardboard of visual disability or *"I get started on something before finish the other"* attached to the cardboard of physical incompetence. Educator emphasized that group could answer objections to their sentences, that Educator B as an expert on this field could help them if they couldn't reach an agreement. Throughout the evaluation, Educator B instantly answered the questions on students' minds and their misconceptions. After evaluating what the students wrote, the group with the most acceptable answers was granted an award.

The students were given instructions for talking circle method by Educator C after evaluation of the previous day and introduction and Educator B initiated talking circle telling *"You talked about inadequacy concept with your teachers yesterday. You have learned about the individual with special requirements and their characteristics. Today I ask you to imagine a situation that you feel inadequate. What would your expectations from your friends in such a situation?"* After all of the students told their expectations about this situation, they are asked one by one how they felt and what they thought when their friends supported them. Educator B ended the activity summarizing the students' answers briefly.

Educator B initiated big group discussion telling "*During our talking circle activity, you stated that you expect from your friends that support and help you when you feel inadequate. Which behaviours of your friends do you find supportive or disincentive?*" The questions that help students to discuss the ways to prevent disincentive friend behaviour and to extend supportive friend behaviours were asked.

d. Day 2 – Session 2

Educator C initiated the second session telling "*You exemplified supportive and disincentive friend behaviours at the first session. You discussed the ways to expand supportive behaviours and to prevent disincentive ones. Now if you wish too, let's do a case study practice.*" She divided the students into foursome groups and gave instructions. Educator underlined that they should include supportive and disincentive behaviour that they learned in case studies. At the end of the time specified, the students shared their case studies with others. Asking the opinions of other students about supportive behaviours in case studies written by the students, an evaluation was carried out.

e. Day 3 – Session 1

Educator C initiated the first session asking the students their feelings and thoughts about what they learned on the first two days. The students shared their own feelings and thoughts, and then the instructions of the game named "We Asked 100 People!" were given. After the game consisting of seven questions and having the aim of making the students think of the notion of obligations and the notion of responsibility, two videos representing the lives of the individuals with special requirements were watched for the activity that producing idea method would be used in. At the end of the videos, Educator C hung a paper with the thesis "*To support a friend with special requirements is an obligation*" *on it on the classroom's wall so everyone could see. Since they said that it was a method that they had never participated before, Educator expressed the goals of producing ideas method and the way of its implementation in detail. Telling the students to remember the individuals with special requirements they had observed during three-day education, Educator asked the students that came under the cardboard that suited for their opinions about the thesis*", "*To support a friend with special requirements is an obligation*". Beginning with the cardboard with the least student under it, the educator asked them for explaining their opinions about this thesis. When some of the students changed their places, the educator asked the reason of this change. When displacement process ended and all of the opinions of the students who wished to say were explained, the educator finished the activity.

e. Day 3 – Session 2

At the end of the last session of the education, Educator C asked the students who decided that to help a friend with special requirements is an important responsibility, that what kind of difficulties they might have while they wish to help. They discussed what they could be with the method of big group discussion. At the end of the discussion, Educator C who summarized the difficulties that the students thought they might have

briefly, used the method of question-answer with intent to find solutions to overcome these difficulties. At the end of the activity, Educator C shortly repeated recommended solutions.

A chair was placed in the middle of the classroom at the end of the session and volunteer students made a self-evaluation by answering the following questions:

- I think the most important or the most helpful topics are…………………
- The topics I still am confused about or I found uncertain are………………
- The topics I would like to be informed more about are………………..

3.2.10 Evaluation Activities in Peer Education Program

Evaluation activities to be used on the purpose of defining students' levels of benefit from the education and in this way, determining the effectiveness of the program for "Peer Education Program" prepared, are indicated in the Table-1. Furthermore, the students attended to two-day marbling art training with their friends in need of special education. The students' behaviours during the training had been observed and evaluated by the educators.

3.2.11 Analysis of Data

Datum obtained from the interviews with parents and teachers at the stage of needs analysis of the program, the interviews on the purpose of defining the expectations of the students who will attend to the program, educator's session evaluation forms, teaching method observation forms and self-evaluations has been analysed as limited to descriptive analysis. Datum obtained from educator observation forms has been analysed giving frequencies and percentages.

4. Results and Discussion

Findings for student expectation form, educator observation form, educator session evaluation form, teaching methods evaluation forms, camera and voice records, products formed during activities are included in this part on purpose of finding solutions to sub-problems of the study.

4.1 Are the school capacity and resources and materials to be used enough to implement the program?

The capacity of the school that the program was implemented is adequate. School administration had designated the school library for the program for three days and it had been observed that the staff took care of library's cleaning as necessary. The day before the education, evacuating some of tables and chairs in the library and redundant materials in order to conducting the activity effortlessly, the environment was made suitable for the education. Projection, loudspeaker, camera and other materials that the educator needed were supplied by school administration. Throughout the program

school administration had had a positive attitude, they frequently had indicated that they could help us, and we could benefit from the opportunities of the school when needed.

4.2 Were the opinions of all the sharers taken as carrying need analysis of the program out?

As carrying need analysis of the program out, it had been observed that the opinions of the students in need of special education, the parents of the students in need of special education, a small group of the parents of the students without need of special education, the teachers at school that the education would be provided, the members of parent-teacher association and the experts of the field were taken.

4.3 Are the elements of the program compatible with each other?

The researchers prepared the program. Within this period, the researchers organized a team consisting of a special education expert, an assessment and evaluation expert, a program development expert and five guidance counsellors in order to take their opinions. It had been seen that the program's elements, which are acquirement, content, learning and evaluation were compatible with each other.

4.4 What is the competence level of the educators implementing the program?

Three educators took charge in implementing the program. Educator A works as a teacher of mentally challenged at the Department of Special Training Services in a Counselling and Research Centre. Educator holds a postgraduate diploma on the field of education programs and has studied creative drama. Educator B works as a guidance counsellor at a Counselling and Research Centre. Educator has bachelor's degree of Psychological and Counselling Guidance and now is a student of MA program in Psychological Counselling and Guidance. Educator is certificated to implement Evaluation Tools of Early Childhood (GEÇDA) and TKT (7-11) and is an implementer of Family Training Program for 7-19 ages. Educator attended a course on Forensic Interviewing Techniques with Children Victims of Sexual Abuse. Educator C works as an English Teacher at the school that the program was implemented. Educator is a doctoral student of the Department of Curriculum. It has been observed that the educators are competent to implement the program.

4.5 Did the educators use designed program documents efficiently?

It has been observed that since three educators who took charge in the implementation of the program actively participated in the process of program development, they have not had any difficulties with program documents, and they have used them efficiently. Only at the second session of the first day, Educator A took initiative and found sparing more time for the previous activity acceptable skipping the activity planned for this session. Consequently, observations had been made revealed that the educators used the program documents efficiently.

4.6 Did the educators carry teaching-learning process out in compliance with the program?

As it is looked at observation datum relating to teaching-learning process, it has been observed that all of the three educators correlated the topics to the life, that they gave fulfilling answers to the students' questions, that they ensured the continuity of students' interests to the class, that they provided a democratic learning environment, that they communicated with the students effectively, that they made comprehensible explanations, that they listened to the students with interest, that they used proper evaluation materials, that they evaluated the students' level to reach the acquirements, and that they used body language effectively.

It has been observed that two of the educators used materials according with topics; that they benefited from instructional technologies; that they took proper precautions against interruptions and interceptions and that they used language and tone of voice effectively.

It has been observed that only one of the educators that give feedbacks relating to the studies to the students, that use teaching method and techniques in a proper manner, that give comprehensible instructions, that ask challenging questions according with the topic, that give feedbacks according with the students.

4.7 Were the educators and the students supported about the solutions of problems being confronted during the implementation?

At the stage of preparation of the program, Educator A and Educator B indicated that they confronted problems with the usage of teaching methods. The researchers provided written materials relating to the methods they used to the two educators and they supported them staying with them during the implementation.

4.8 Were the recommended activities implemented at the program?

It has been observed that the educators conducted all of the recommended activities except role-playing activity at the second session of the first day. Educator A skipped the role playing activity showing the reason that the students needed more time for the previous activity.

4.9 Were methods and techniques implemented properly?

To adjudicate how properly the educators implemented the recommended methods, the observation forms of question-answer, expression, educational games, big group discussion and case study developed by Uysal (2010) were used. The researchers constituted forms for the methods of producing ideas and talking circle. Findings obtained from observations forms are given in order of implementation.

At the first session of the first day, it had been observed that Educator A implemented question-answer method effectively, yet Educator A did not reworded the question that the students misunderstood or did not understand at all. At the same session, it had been observed that Educator implemented the expression method, yet

Educator did not ask the students whether they understood the topic or not or she did not summarize the topic at the end of the class. It had been seen that Educator A had difficulties with asking a question each round and making all of the students answers the questions as implementing the talking circle method. It had been observed that the method of educational games was implemented effectively.

At the first session of the second day, it had been observed that Educator B implemented the talking circle method effectively, on the other hand, since Educator asked students to make a circle not in the middle of the classroom but where they sat, the efficiency of the method decreased. At the same session, it had been observed that Educator did not give the essential instructions during the implementation of the method and that she had difficulties with planning had difficulties with planning acquirements-oriented questions, considering the experiences of the students, making the students ask qualified questions and give answers. As implementing the case study method, Educator B explained in detail her expectations about the case study, and which points the student paid attention. Educator privately helped group that had difficulties with paying attention and using the time.

At the first session of the third day, it had been observed that Educator C did not have any difficulty with implementing educational games method. At the same session, it had been observed that Educator C implemented the method in the general sense even though Educator, in some measure, had difficulties with making the students listen to each other and participate. As implementing big group discussion method, it had been seen that Educator C partially succeeded at planning key questions focusing on acquirements before the discussion, carrying and equitable participation of everybody out, providing a supportive discussion platform, leading the students to qualified questions and answers, presenting high-level information as necessary and respecting the opinions of the attendants. It had been observed that Educator succeeded at initiating the discussion with an efficient instruction, leading the discussion to carrying acquirements out, keeping personal ideas in the background, respecting attendants' opinions and finalizing the discussion after summarizing.

4.10 Did the educators understand the evaluation documents?"

The study cases written by the students, prepared posters were used as evaluation documents and the students were asked for making self-evaluation about what they had learnt. The educators used the evaluation documents effectively and they gave essential feedbacks to the students as soon as possible.

4.11 Are the tools used for the evaluation sufficient for evaluating the program's goals?

The researchers indicated that they kept away from written evaluation activities since the students were at young ages. Products that the students made, camera and voice records were used instead of written evaluations. Additionally, at the end of the program, the students had been observed for two days at marbling art training that they participated with their friends in need of special education and it had been aimed that determine

whether they reached the acquirements of the program or not. The posters that the students prepared at the end of the first day, was prepared as being proficient in evaluating the acquirement of "*sampling of adequacies and inadequacies of individuals in need of special education.*" At the end of the first day, the students were given time for evaluation, in the meantime, the statements formed by the students were recorded by the educators and these statements were used with the aim of evaluation. On the second day, the case studies written by the students were accepted as evaluation documents and the educators were able to carry out an evaluation about whether the students reached the acquirement of "*sampling the supportive friend behaviours for the students with special requirements*" or not. On the third day, the students were requested to evaluate the program entirely, they are asked whether there were topics that they were impressed, that they benefited from or that they wanted to have more information about since they did not understand very well or not. It had been seen that the students were disposed to make this evaluation and during the evaluation it had been observed that they easily used the notions relating to the program's acquirements such as "*individuals in need of special education*", "*the difference between the notion of obligation and the notion of responsibility*". Particularly, throughout marbling art training, the researchers found an opportunity to easily observe the reactions of the students to their friend in need of special education, the communication language they used, their supportive friend behaviours and their avoidance of obstructive friend behaviours.

4.12 Were the expectations of the educators and the students about the program met?
4.12.1 The students' expectations
At the beginning of the education, the student expectation forms were handed out in order to define the students' expectations from the program. From the analysis of the answers to the questions on the form, the following findings were obtained:

a) Do you think that peer education is necessary? Why?
All the students indicated that they think peer education is necessary. Some of the answers of the students stating the reasons are as follows: "*Yes. Because peer education provides solidarity and cooperation among friends.*" "*Yes it is necessary. Because it allows us to develop what we cannot do.*" "*It is necessary. Because we can learn solidarity.*" "*I might be necessary. Because I am good at playing with brainbox and others want to know about it, I would help them. And they help me with other issues.*" "*Yes, I do. Because it makes me happy if everybody support and help each other.*" "*Yes, I do. Because I'd like to help some of my friends and relatives with the situations they feel insufficient.*" "*I think, yes. Because if someone does not have self-confidence, peer education helps her/him gaining self-confidence.*" "*Yes, I do. Because, we fail at some of our classes and other friends help us.*" "*Yes, I think so. Because, everybody might be insufficient at something and getting help about these things is a very nice feeling.*"

b) In which ways do you think that peer education might be useful for you?

Some of the answers of the students to the question about in which ways peer education might be beneficial for them as follows: *"For my English and Mathematics classes."* *"Mathematics and Turkish."* *"It helps me gaining my self-confidence and self-assurance."* *"It might help me with my weak sides."* *"I think it helps me when I do not understand the topics that my teacher tells."* *"It is useful to ensure that a person who feels insufficient does not feel in this way anymore."* *"Sharing many things and working together are nice."*

c) Do you think that this education will meet your expectations?

All the students indicated that this education would meet their expectations.

d) Do you think that a positive change you will have at the end of this education? Do you want to explain?

The students indicated that they think that they would have positive changes after the education. Some of the explanations as the reason of these changes are as follows: *"Yes, I do. It is a very good education. It helps helping each other."* *"I think so. I will have self-confidence."* *"Yes, sometimes there is not any situation that I feel insufficient, but I'd think of helping."* *"Yes, I believe that I will be more participative and unreserved."* *"Yes, I do. I can ask for help at the situations I feel insufficient."* *"I think so. We can learn the meanings that we do not know."*

At the end of the program, in the evaluations they carried out, the students indicated that they faced with a different program that the expectations stated above, that they especially were very impressed from the videos they watched, that they learned that to support people in need of special education is an important responsibility. Some of the students indicated that they wondered about autism and they'd like to make a research about it. One of the students indicated that she wanted search the notion of obligation and the notion of responsibility more.

4.12.2 The educators' expectations

Educator A indicated that there is not any point not being understood as implementing the session, she would not like to exclude or include a topic to the session at the form handed out on the purpose of taking opinions of the educators about the program. Educator stated that she felt good during the program and that there was not a topic that she thought the students did not understand. Educator indicated that she thought that the students mostly benefited from the topics that were *"getting to know the students with special requirements"* and *"realizing of inadequacies and adequacies"*.

Educator B indicated that the students mostly benefited from the topics, which were *"obstructive friend behaviours"* and *"getting to know feelings and thoughts"* at the sessions implemented. Educator said that there was not a topic that the students did not understand at the session and that she/he did not want to include or exclude any topics. Educator C indicated that the most beneficial topic for the students was the analysis of the notion of obligation and the notion of responsibility, and that she did not want to include or exclude a topic.

a) Had the intended goals been reached?"

- **Findings in regard to the educators' self evaluation**

The findings relating to the educators' self-evaluations on whether the intended goals had been reached or not, to the product that the students had formed during the education, camera and voice records and to marbling art training carried out as the implementation of peer education program are as follows:

Educator A expressed opinions as that they could partly reach one of the acquirements of the program's first day that was sampling of adequacies and inadequacies of the students with special requirements, and they could entirely reach other acquirements.

Educator B indicated that, on the second day, the students partly reach the acquirements of identifying supportive and obstructive friend behaviours and fictionalizing an ideal classroom environment for the students with special requirements.

Educator C indicated that the acquirements, which were discussing the difficulties that might be experienced during taking support and being supportive and offering solutions, were partly reached as other acquirements were entirely reached.

- **Findings in regard to the products that the students formed at the sessions**

At the second session of the first day, the students were divided into two groups and they were asked for writing statements about achievements and the characteristics of inadequacies on the cardboard they were given, and the first group wrote seventy-six statements as the second group wrote seventy-one statements. On the second day, with the evaluation made by the students, fifteen statements of the first group and eighteen statements of the second group were found as unacceptable. Educator B accounted for misinformation that the students wrote about the characteristics of inadequacies.

On the second day it had been observed that the students successfully used obstructive and supportive friend behaviours in their case studies when their writings were analysed, such as "*Ali has difficulty in going to school because he does not have eyesight. His friends make fun of this condition of Ali.*"

At the following case study, in their studies the students used the idea that one with learning disability can succeed at different fields and that they can communicate through a topic they feel adequate. "*One of the students were different that the others. He had hearing disability. His name was Ahmet… His friends froze him out… Salih, Yunus and Ali were so sorry about it… Ahmet was really good at drawing. He was teaching Salih, Ali and Yunus how to draw…*"

In the case study they wrote, the students expressed "labelling" from obstructive friend behaviours in this way:

"Me like: 'Please don't upset my friend Tarık.'
Tarık: 'Why is that? Isn't she hyperactive? She's sick! Siiiick!'"

- **Findings in respect of the students' self-evaluations**

It has been observed that the students correctly used the notions of inadequacies, individuals in need of special education, obligation and responsibility; they indicated that helping individuals with special requirements is an important responsibility, but they did not mention obstructive and supportive friend behaviours in their self-evaluations that they made at the last session.

- **Findings in respect of the researcher's observations**

The researchers observed the students' behaviours attended to marbling art training with their friends in need of special education after three-day education. It has been seen that the students behaved encouraging to their friends, when their friends had a difficulty or became distracted, the students tried to help them, and they did not act in an obstructive manner.

5. Recommendations

Evaluations conducted reveals that the program is quite useful in terms of giving a baseline level of information about peer education to the students and intruding the students to the notions of peer education. Findings of educators in self-evaluation forms corroborate this result. Since educators did not want to exclude any topics about the program or did not suggest any topic to include, they indicated that there hadn't had been any moment that they felt bad, it can be interpreted that educators are satisfied and find the program sufficient in terms of acquirements and content. In the light of the results, recommendations brought forward are as follows:

a) Peer education programs have a great importance to increase the quality of training towards individual in need of special education and starting from the very first years of the education, qualification of inclusive education can be increased giving peer education to the students.
b) Longer-term programs might be prepared in order to bring peer counsellor in skills they will need.
c) This education might be given to more students at different times in institution in order to raise the efficiency of peer education.
d) Pre-service/in-service trainings relating to peer education might be provided to teacher so that they could benefit from peer potential in their classrooms.

6. Conclusion

Peer education program prepared by researchers and implemented in a state-funded school located in Mamak, Ankara with the contributions of two educators working in Counselling and Research Centre, that fifteen students in the fifth-grade attended to, has been evaluated according to CIPP model. It has been seen that the capacity of the school that the program was implemented and resources used are sufficient for the

implementation of the program. As the need analysis of the program were made, the opinions of the teachers at the school that the program would be implemented, guidance counsellor, parents of the students with special requirements and experts were asked. It was decided that it would be formed as three-day and six-session program after necessary regulations were made in accordance with feedbacks. Considering the programs developed related to peer education, it is seen that these programs are long duration program and consists of many modules. It is seen that "Peers Helping Peers: Programs for the Preadolescent" published in 1990 written by Tindal and Salmon-White who has studied on peer education for many years, consists of 9 modules and another book written by Tindall, published in 2008, titled "Peer Power, Strategies for the Professional Leader: Becoming an Effective Peer Helper and Conflict Mediator" consists of two volumes and thirty modules. Taylı (2010) explained variability of peer education programs giving examples from domestic and foreign studies. Program's duration can vary depending on factors such as the age of the students, a situation that peer education program to be given has been focused on any topic and program's heaviness, etc. Among the given examples, there are different options from one-session peer education programs to thirty-session programs peer education programs. Yet the program prepared by researchers is not a program aiming to bring all the necessary skill to peer counsellors through peer education. Therefore, considering the age factor, six one-hour sessions has been found adequate.

Acquirements are for raising awareness and understanding the philosophy of peer education. Peer education carries specific risks both peer counsellors and their peer. Some of these risks are labelling of the peer and peer counsellors thinking themselves superior. Hence, as determining acquirements, a delicate balance has been pursued on the purpose of not to damage personality development of the students. It specifically has been tried to emphasize that individual's own inadequacies, individual's expectations from his/her friend when she/he feel inadequate and that individuals in need of special education can be adequate at many fields as developing the program. With this approach, it has been tried to remove the borders between individuals in need of special education and individuals without such a need. Researchers think that a real inclusion can be possible only if these borders are removed. At the first session of the program, at the warm-up activity, it was observed that the students abstained from telling their own characteristic that they felt inadequate, and that some of the students told there was not any field that they felt inadequate; yet in evaluations at the end of the program, it had been observed that they opened out about their own inadequacies. This change might be interpreted as a result of the approach of the program emphasized above.

One of the acquirements of the program, which is "*analysis of the notion of obligation and the notion of responsibility*" became a topic of discussion in the process of program development. It had been discussed in many aspects from whether humans have free will in real terms or not to whether the students' development is conformed with analysing or not and to the relations of these notions with peer education towards individuals with special requirements. Yet it is not expected that the students draw a certain line between

the notion of obligation and the notion of responsibility or that they think what responsibility is and what obligation is with this acquirement. It has been aimed that the students can realize that they do not have to help a friend of them with special requirements that they share the same environment but that supporting their friends with special requirements willingly is an important responsibility. It has been accepted as a result of this program that a student who told "*I think peer education program will be useful for my Turkish and English classes*" at the beginning of the program, told, "*I think supporting an individual with special requirements is a responsibility at the level of obligation,*" as evaluating at the end of the program.

Peer counselling implementations at schools were included in the implementation of the program as a continuation of the school's Psychological Counselling and Guidance Services and the first-degree liability belongs to school psychological counsellors (Taylı, 2010). With reference to this fact, as it is explained in the findings chapter, the educators are competent to implement the program and it has seen that they used prepared program documents efficiently. The most important reason of this is, in educators' own words, the active participation to the program development process. The idea that educators are accepted as an active member of program development process, not as technicians implementing pre-prepared programs to be given to them is thought as an important factor increasing the effectiveness of the program. During implementation of the program, the educators planned what kind of teaching-learning process they would conduct, which activities they would use and how to evaluate whether intended acquirements would be reached or not with researchers and they did not have any difficulties with planning process, they took the opportunity for remedying the deficiencies in advance and they were provided guidance service.

The evaluation of whether used assessment tools were competent at assessing the acquirements of the program or not constitutes one of the sub-goals of the research. Evaluation process is conducted more verbally or based on educators' observations and the products created thereby the students are under age, it is abstained from written evaluations. It has been observed that the evaluations conducted shows consistency with the acquirements.

Aladağ and Tezer (2007) emphasized that the biggest criticism directed to peer education programs is to conduct evaluation slightly relating to programs' effectiveness. Starting from this criticism, to conduct a reliable evaluation the students attended to marbling art training with their friends with special requirements. Observation that had been made during the training is used in the evaluation of the program's efficiency. Throughout the training, it had been observed that the students waited patiently for their friends with special requirements who needed more time than them to do their marbling, when they could not do it, the students encouraged and supported them, and they avoided disincentive friend behaviours. The students exhibited the works they did at marbling art training in 23 April National Sovereignty and Children's Day hanging them on trees in schoolyard. The parents of the students with special requirements being in the first place, school administration, teachers and students showed a great interest in this

exhibition. Yet those showing interest in the exhibition more than anyone were the students with special requirements who took an opportunity of self-expression with their peers' support. So many photographs they were taken with their families, friends and their works and they spent a long time in exhibition area. Educator C working as English teacher at the same school bewilderedly state that despite all of her/his efforts, she/he could not reach their students with special requirements for seven months, yet they made a great progress with their friends' support in a short time.

Conflict of Interest Statement
The authors declare no conflicts of interests.

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