



THE EVALUATION OF PROGRAM OF EDUCATION APPLICATION SCHOOLS ACCORDING TO TEACHERS' OPINIONSⁱ

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Abstract:

In this study, the opinions of teachers working at education application schools are collected in order to evaluate the educational program of Education Application school which has been in progress since 2002. The study is a qualitative one in which the constructed interview technique has been used. Frequency has been used to analyze the data. The target population of the study is teachers working at education application schools in Bolu and Düzce. The working group of the study is 15 teachers from these cities. The data gathered at the end of the study are; an Evaluation study has never been carried out about the program of education application schools by asking teachers' opinions since the beginning. According to opinions of teachers, they cannot apply the program completely and have some problems during the application process. Teachers agree that the educational program of education application schools is not functional. Teachers expressed that the operation, evaluation and teaching methods of the program are not suitable. Moreover, they stated that the expressions of objectives are not compatible with the students, and they indicated that there are objectives that are not stated in a behavioristic way. It is found that that the properties of students are ignored in the preparation process and the number of classes in the program is excessive., It can

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be alleged that it is suitable for the programme of the education application schools to be revised or to be developed again.

Keywords: the educational program of education application schools, teaching children with intellectual disabilities at primary school, program evaluation

1. Introduction

In order for children with intellectual disabilities to be placed in appropriate educational settings and to be able to benefit effectively from educational services, it is necessary to develop a comprehensive understanding of their intellectual characteristics and their educational needs (Eripek, 1996, Kırcaali-Iftar, 1998). In this respect, it is aimed that the students with intellectual disabilities will be able to become self-sufficient and integrate with society without being dependent on others in their education (Özbey, 2005). This is possible with very well defined training requirements. In the Special Education Services Regulation published by the Ministry of National Education (MoNE) General Directorate of Special Education and Guidance Services (2012), classification was made based on the needs of individuals with intellectual disabilities. In this classification, students are placed in schools according to their disability groups and the programs that the Ministry of National Education specifies are followed in the education of the students.

The scope of this study is children with severe intellectual disability. Children with severe intellectual disability are placed in the training practice school and followed by the Education Implementation School Training Program (MEB, 2002). This program is limited to the application of classroom teachers in social adaptation skills, life skills, language and speech skills, literacy, mathematics, physical education, painting-work, music, nutrition knowledge and traffic and first aid training. However, the ability of mentally retarded students to develop cognitive and social aspects depends on the effectiveness of the training program applied (Akkuş, 2007). An effective program should be organized as a program that is sensitive to the context in which children with intellectual disabilities are expected to adapt to their current and future needs and to adapt when they are finished with their education (Pollway, Patton, Smith and Roderque, 1991).

The most important aim of the education system is to help solve all possible problems in the developmental process of all children and to provide them with educational services in the areas they need. The purpose of the special education within this system is to provide equality of opportunity in education for those who cannot

benefit from normal education processes for any reason (Akkuş, 2007). In order to achieve this, our country is continuing to work on the development of special education programs for the individuals who need special education, the establishment and supervision of special education institutions and the preparation of special education programs according to the development characteristics and individual competencies of the individuals requiring special education and adaptation of existing programs (Gündoğan, 2002).

It is possible to improve the education service provided by evaluations of the educational items. Continuously evaluating and developing the training program that shapes the education increases the quality of the education given (Akkuş, 2007). Because of these reasons, it is considered that the evaluation of today's educational programs according to the opinions of the teachers, who are the practitioners, should be considered very important when considering the quality of existing programs and the quality of education.

As a result of the literature survey, a limited number of studies were conducted to evaluate the programs in which children with intellectual disability were educated. Akkuş (2007), in his research that he did; educated children referred to the views of teachers working in primary schools about the "Elementary Education Curriculum for Children with Intermediate Learning Disabilities (Educable)". Öztürk and Eratay (2010) aimed to determine what kind of resources the teachers of children with moderate intellectual learning disabilities think about individualized education programs, how much they have knowledge, and what resources they use when preparing an individualized education program. In addition, Dereli (1987) assessed the "Program of Educational Rehabilitation Turkish Lessons" in the year. Karataş Bezdüz, (1996), "Educational Program for Teaching Mentally Retarded Children Primary School Music" was examined. There has been no research on the evaluation of the educational program, which is of great importance in the education of the mentally retarded persons continuing to the education application school in Turkey. It is believed that this lack of space is important in assessing the program in order to identify the situation in practice and make it more effective. The research is based on this requirement.

The general purpose of this research is; Training Application School Training Program is evaluated in the direction of teacher opinions.

For this purpose, the following sub-objectives have been determined: Teachers of the training application school; the program.

1. What are the opinions of the individualized training program, the functioning of the training and evaluation samples in it?

2. What are the views on whether the children with severe learning disabilities in the preparation period were prepared taking their developmental characteristics into consideration?
3. What are the opinions of the teaching methods in it that include the methods used at the severe level of intellectual disability?
4. What are the views on the expression of purpose?
5. What are their views on the content?
6. What are the views on teaching processes?
7. What are your views on the evaluation process?
8. What are your views on functionality?

2. Method

In this study, the opinions of teachers working at education application schools are collected in order to evaluate the educational program of Education Application school which has been in progress since 2002. The data was gathered by using interview techniques and also the semi-structured interview form, developed by the researchers utilized.

2.1 Participants

The research was carried out during 2010-2011 academic year with teachers working in education application schools in Bolu and Düzce. The participants of the research are 15 teachers, 7 female and 8 male. 15 teachers volunteered to work.

2.2 Data collection and analysis

What the purpose of the study of the teacher to be interviewed by the investigator is was explained before all interviews. The researcher stated that the interviewer would be recorded using a voice recorder during the interviews so that the teacher would not be disturbed, that the fluency would not deteriorate during the interview, that the results of the interview could be further evaluated and that the interviews could be fully recorded. In addition, the researcher has stated that no one other than the expert who will do the reliability studies of these records and dossiers will listen or not read. The researcher specifically stated that questions could be read if the questions were not understood.

The interview questions were asked according to the determined order. During the interview, if the teacher did not answer the question correctly, the question was asked for a clearer and clearer answer, and then asked if there was something else he

wanted to add. Additional explanations have been made when deemed necessary during the interview. When negotiations were held, it was decided not to use the names of the teachers to be interviewed. In order to present the data obtained while sharing the voice recordings without sharing the identities of the teachers and to avoid confusion, the first teacher T1 code was given and the codes were given as T2, T3, ..., T15, respectively.

After finishing the negotiations, the investigator passed the record breakdown. A separate interview form was used for each teacher in the record of the records. The voice recordings used during the conversation were transferred without any changes. 40% of the records were listened to and compared by the field expert so that the accuracy of the records was examined. An analysis form was prepared for the demographic information from the teachers before the interview.

At the beginning of the interview, an analysis form was prepared for demographic information from the teachers. The data were transferred to this analysis form. In the analysis of research data, Descriptive Analysis approach was used as the analysis approaches used in qualitative research methods. The data obtained at the analysis stage were used comparatively to generate the findings. The themes determined during the detection of the questions were verified by reading the interviews of the teachers by the researcher and field expert. It has been noted that these themes can meet the purpose of the research and be able to cover the questions. The discussions were all read by the field expert and compared and revealed findings under predetermined themes.

2.3 Validity and Reliability

The most important features that make it valid in qualitative research are the susceptibility to the research field, detailed and in-depth information gathering through face-to-face interviews, collecting information directly through the observations and in the natural environment through the observations, collecting information for a long time and returning to the field for verification of the obtained information. (Yildirim and Simsek, 2003). In terms of internal reliability of this study, data were analyzed and compared by two researchers. Similarity was accepted as a finding. The steps taken in this study have been dealt with in detail and necessary precautions have been taken in terms of external reliability with the conclusion that the results obtained depend on collected data and the results are interpreted away from the prejudices.

3. Findings

The findings obtained in this study, in which the teachers working in the training application schools evaluated the Education Application School Training Program, were collected under 8 main themes.

Theme 1: Individualized Educational Program in the Program, Opinions Regarding the Functioning of Evaluation and Evaluation Examples

Teachers interviewed under this heading were asked their views on the functionality of the IEP sample in the current program, the functionality of the sample, the functionality of the evaluation sample, and 3 sub-themes were reached.

Five interviewed teachers (T1, T4, T6, T12, T15) stated that the IEP in the program was insufficient in terms of implementation. Three teachers (T2, T13, T3) commented that the individualized education program was not detailed and comprehensible. One of the teachers (T3) who stated that the individualized education program was not detailed and open was also insufficient at the same time. The two teachers who participated in the interview (T10, T14) stated that the individualized education program in the program is not suitable for each student. Another teacher (T7) stated that *"they did not have appropriate goals at the performance level"* and another teacher (T5) stated that *"they were not suitable for crowded student groups"*. Some of the teachers' views *"The preparatory phase of the IEP is written in a superficial form, and no sample form is given for implementation. The book used must be updated. No matter how well prepared the IEP is, the practice is intensive in the form of group education."* (T4); *"I do not see any functionality. As the training categorized the students in the practice schools in the classrooms, they could not get proper objectives regarding the performance level"* (T7).

Three of the interviewed teachers (T2, T4, T7) stated that the practice of the program was not practical; three teachers (T6, T13, T15) stated that they were not suitable for every student. A teacher (T5) stated that the sample of the work was not directed to group students, whereas another teacher (T12) who was not understood by a teacher (9) was directed to successful students. Another teacher (T11) stated that the sample of the program differs according to the classes. Some of the teachers' views *"Practice is not practical, everything on the daily plan should be practical as demonstrated practice. I think that plans should be prepared in the appropriate time frame instead of the daily plan. I think that the teacher should be relieved from the overload of the paperwork."* (T4) *"Group training is carried out in institutions affiliated to the Ministry of Education. I am convinced that if a teacher is working with an average of 7-8 students, the lessons cannot go beyond a fictitious claim to individual processing. Therefore, I do not find it functional."* (T5).

Six of the interviewed teachers (T1, T3, T5, T10, T12, T13) stated that the evaluation samples were aimed at normal students; five teachers (T2, T4, T8, T14, T15) said that it was found to be inadequate and deficient; two teachers (T6, T11) said that it was mixed; a teacher (T9) said that it was not realistic. The opinion of some of the teachers *"The teacher says that at the end of the teaching, students record whether they can independently perform each step of the skill, or what they can do with clue, but no information is given about how to make this process. I think it will be more functional if the evaluation part is further elaborated."* (T1), *"I think that the targets for intellectual disability are severely limited and incomplete. Evaluation is also very difficult and inadequate."* (T15).

Theme 2: Teacher Opinions Regarding Appropriateness of Program to Student Characteristics

The four interviewed teachers (T1, T6, T7, T11) stated that the students with severe intellectual disability in the preparation of the current program had sufficient but incompletely taken into account the characteristics of the students. Five teachers (T5, T9, T12, T13, T14) were directed to normal students and two teachers (T4, T8) were not suitable for students at different levels and a teacher (T3) was prepared simple and careless. Another teacher (T15) stated that the objectives were not determined, that a teacher (10) said that it was not realistic and that another teacher (T12) said that it was not prepared taking into account the learning characteristics. Teachers expressed their opinions as follows: *"In general, we can say that children with severe learning disabilities in primary school age are prepared according to their developmental characteristics, but programmed joints should be made."* (T1), *"I think that the program is not suitable for children with a severe learning disability because the program is prepared in a simple and careless manner"* (T3), *"Learning at a high level the goals for children with inadequacy have not been determined. It is not possible for these types of students to progress with this program. The application program is limiting."* (T5).

Theme 3: Teacher Opinions Regarding Teaching Methods Containing Methods Used for Students with intellectual disability

When asked the question *"What are your opinions about whether the new methods used for students with intellectual disabilities are seriously programmed"*, the teachers were asked about the fourteen teachers (T1, T2, T3, T4, T5, T6, T7, T9, T10, T11, T12, T13, T14, T15) have not found any new methods, while a teacher (T8) has found that they have found deficiencies. Teachers' opinions are: *"The new methods are not in the program. As a result of the research It would be more efficient for the students and teachers to include the methods which are effective for the new methods used for students with severe intellectual disabilities. In addition, teachers do not need research from new researches without being aware of new methods."* (T1), *"There are no new methods. The most obvious method of expression is shown in*

the example and the entire skill method is shown in the example program. Clearly speaking, when students with severe intellectual disabilities are considered, it is not appropriate for these children. Looking at the methods, forward and reverse chaining methods are much more enriched for a stepped method or skill teaching." (T10), "I have been working for 6 years and there have been no changes in the methods used in the program. New methods are still not reflected in the program." (T15).

When asked the question "What are your opinions about whether the existing methods are heavily compatible with the mentally retarded" questionnaire, teachers asked 14 teachers (T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15) (1) were not suitable, and that a teacher (T1) was appropriate. Teachers' opinions are: "When we teach with current methods, the majority of students can learn the subjects that are being processed. At the end of the evaluation, we can see this. When we look at it from this point of view, we can say that these methods are suitable for intellectual disability at a serious level." (T1), "Not suitable. Technology needs to be used for such students. Of course, first of all, technical equipment must be provided in schools and houses." (T3), "The existing methods are not appropriate. At the teachable level, mind-setters learn by doing more than seeing and hearing, usually in the present methods, for sight and hearing." (T9), "These methods are not suitable for severe intellectual disability. In other words, they are invalid for all student groups." (T10).

Theme 4: Teacher Opinions Regarding the Purpose of the Program's Exposures

The teachers interviewed under this heading were given observations on the purpose of the present program, their observability on measurability and the attainability of objectives, and two sub-themes were reached.

When the question "What are your views on whether the purpose statements are expressed as measurable and traceable" to the teachers, two teachers (T9, T12) stated that the aims were expressed as measurable and traceable, seven teachers (T2, T3, T8, T11, T13, T14, T15) said that aims were partially expressed and six teachers (T1, T4, T5, T6, T7, T10) stated that the aims were not expressed as measurable and traceable. Teachers' views "Some of the objectives are observable and measurable. However, most of them are beyond being observable and measurable expressions. Because there are expressions like knowing and gods in the aim. In these cases, this expression is not fully valid." (T13), "The aims are not observable and measurable, and they do not represent behavior. Abstract and immeasurable expressions such as knowing and god are mostly used." (T7), "The aims are observable, not measurable. There are expressions like god knows, these expressions are far from observation and measurement." (T10).

When the question "What are your views on whether the objectives are achievable goals" to the teachers, five teachers (T2, T3, T9, T11, T13) said that it was available and three teachers (T4, T8, T10) were inaccessible. Seven teachers (T1, T5, T6, T7, T12, T14,

T15) reported that accessibility varied according to the characteristics of the objectives. Teachers say, *"It seems that the aims of saying that children are the problem of speaking in most cases are not realized, and it is not possible to do it anyway."* (T4), *"We cannot always be sure that the purpose of the aims is not observable and measurable. They are in reachable, unattainable ones."* (T7), *"Most of the objectives are concrete, and the goals in this case are more accessible"* (T9).

Theme 5: Teacher Opinions on the Contents of the Program

Teachers were asked whether the content of the program was prepared in accordance with the objectives set in the program. Twelve teachers (T1, T2, T3, T4, T5, T6, T7, T10, T12, T13, T14, T15) said that it expressed their views that the objectives set in the program are appropriate to the content of the program. Two teachers (T9, T11) said that it commented that the content was inadequate for a teacher (T8) who believed that the content was partially appropriate for the purposes of the program. Teachers expressed their views *"The content of the program is almost tailored to the goals set out in the program"* (T11), *"I do not think it is appropriate. I am told that children with severe learning disabilities in the primary school age are prepared taking into account the characteristics of the developmental areas and that the needs of the children at the teachable level can be met independently, for example, in a heavily mentally retarded student drawing class, I do not think that preparing the gypsum is parallel to what is said, stated."* (T 10)

Secondly, teachers of content were directed to the question *"What are your views on whether student characteristics are taken into account in the content of the training application school training program?"*. Ten teachers (T1, T3, T4, T5, T7, T8, T10, T12, T13, T14) said that it did not consider student characteristics, four teachers (T2, T6, T11, T15) said that the student characteristics were partially taken into consideration, a teacher (T9) said that student characteristics were taken into consideration. Teachers' views are *"Students with intellectual disabilities at the teachable level learn by doing much more than seeing and hearing, the program has taken this into consideration."* (T9), *"The program will be based on the average characteristics but we will have many students who will not be able to make the majority of the program's objectives, so at least these students should have simpler targets, independent of the program objectives"* (T15).

Thirdly, the teachers were directed to the question *"What are your views on the content, such as individual benefit, social benefit, and social cohesion, when preparing the content of the program?"* Ten teachers (T1, T2, T3, T4, T5, T7, T9, T10, T12, T15) said that it has expressed their opinion that the five teachers (T6, T8, T11, T13, T14) said that it prepared according to the criteria are prepared without regard to the criteria. *"This program was developed taking into consideration the characteristics of the developmental areas of children with severe learning disabilities in the primary school age, who are studying at the*

training schools. The program includes independent living skills and basic academic skills. Selection of topics in disciplinary fields and arrangement of the units; to meet the needs of the children at the teachable level, to develop their skills, to live independently, to integrate with the society they live in and to be accepted by the society. We can say that the criteria for individual benefit, social benefit and social cohesion are taken into consideration by taking advantage of their expressions." (T1), "It is a priority for the self-care, social and social skills to be acquired from academic skills in severe intellectual disability. I think that the program is prepared considering this situation" (T 9).

Fourthly, teachers were directed to the question "What are your views on the adequacy of the number of lessons in the content of the program?" Three teachers (T3, T8, T15) said that it was found to be sufficient, two of the remaining twelve teachers (T1, T9) said that it had to increase the number of courses in the program, ten teachers (T2, T4, T5, T6, T7, T10, T11, T12, T13, T14) said that it expressed the opinion that the number of courses in the program content is too much and should be reduced. Teachers commented on the topic: "Lessons are not enough. In particular, a lesson can be added to improve the number of lessons in expressions and skills, and to acquire harmony and relationships in the social area." (T9), "I think that the lessons in the program are sufficient "(T8).

Finally, teachers were instructed in the question "What are your views on whether the contents of the program are included in student-family needs and family priorities?" And eleven teachers (T1, T2, T3, T4, T5, T7, T8, T11, T12, T14, T15) said that it were included in the program, and four teachers (T6, T9, T10, T13) said that it were not included. Teachers expressed their views "The program primarily takes into account the needs of students. We can say that the needs of the family meet the needs of the family as the needs of the family correspond to the needs of the family. We know that meeting the needs of the students is also the priority of the family." (T1) "They seemed to be aligned so that the goals were prepared without considering the priorities of the family" (T6).

Theme 6: Teacher Views on the Teaching Processes of the Program

Teachers interviewed under this heading; the views of the teaching processes in the training application school education program were presented and three sub-themes were reached.

Six of the interviewed teachers (T1, T9, T10, T12, T13, T15) stated that the processes in the program were expressed in a very detailed and detailed way. Four teachers (T4, T6, T8, T11) stated that the process was adequate and that two teachers (T3, T7) indicated that the processes included in the school of practice were feasible. Two teachers (T2, T5) stated that the program had to be rearranged in relation to the teaching processes, while a teacher (T14) expressed their opinion that there was no

environment in the schools. Examples of the teaching process in the program include *"The teaching processes are given in detail; the teaching of the goal is expressed in terms of the necessary things to be done in this respect."* (T1) *"The teaching processes given as examples are very detailed and detailed" processes should be rearranged in the light of new developments"* (T5).

When the teachers were asked what they thought about the adequacy of the teaching methods and techniques in the curriculum of the education application program, eight teachers (T2, T6, T8, T10, T11, T12, T13, T14, T15) said that it was inadequate teaching methods and techniques and four teachers (T1, T3, T7, T9) said that it was sufficient and three teachers (T1, T4, T5) were partially satisfied. Teacher opinions *"The teaching methods and techniques in the program are sufficient in my opinion and are suitable for the subjects. The program is enough to give me the necessary information."* (T7) *"It is possible to say that the methods and techniques in the program are partially adequate when designing the teaching process. Methods should be diversified. New methods and techniques should be added. Because every student does not learn in the same way, different methods and techniques are needed."* (T1), *"I do not think that the teaching, methods and techniques in the program are sufficient. It is necessary to enrich the teaching by adding new methods and techniques"* (T13).

When asked *"what are your views on how to translate the objectives of the educational training school program into effectiveness,"* the teachers were asked to say that nine teachers (T2, T3, T6, T9, T10, T11, T12, T15) could be transformed into four teachers (T8, T13) were generally convertible, while the other two teachers (T7, T14) were unable to convert it. Teachers expressed their views *"The aims of the training program can be transformed into effectiveness. At the teachable level, the mind learns by doing more than seeing and hearing obstacles. It can be gained by converting it into an activity for the purposes of the program."* (T9) *"I do not think it can turn into activity. I think that in a non-technical school where the aims such as the ability to use washing machines, the ability to use washing machines, the ability to use lifts, etc., can be transformed into activities, the environments necessary for these purposes to become effective should be provided with hardware and more intelligent purposes should be included."* (T14)

Theme 7: Teacher Opinions on the Evaluation Process of the Program

Under this head, teachers' opinions on the evaluation processes of the program were referred to and three sub-themes were reached.

When asked what is the opinion of the teachers on whether the aims of the education application school education program are prepared in an evaluable quality, ten teachers (T2, T4, T5, T6, T7, T8, T11, T12, T13, T14) ten teachers (T2, T4, T5, T6, T7, T8, T11, T12, T13, T14) said that the aims of the program were partially evaluated, three

teachers (T3, T9, T15) stated that the aims of the program were evaluated, two teachers (T1, T10), three teachers (T3, T9, T15) said that the aims of the program cannot be evaluated. Teachers can view their opinions *"Many goals can be evaluated. The training that cannot be assessed has a purpose that is inappropriate for the school. Use of elevator, travel, shopping, washing and so on. we can neither teach nor evaluate these goals."* (T4), *"It is prepared in an evaluable quality. Because the purpose is generous. In this case, the objectives are to be assessed with appropriate scale."* (T9), *"The fact that expressions such as knowing, grieving, feelings, senses are intrinsic to the evaluation dimension, and the organization of the expressions as measurable and observable helps us in the evaluation dimension."* (T1).

When teachers were asked, *"What are your views on whether or not you get help from the program when evaluating the lesson?"*, five teachers (T2, T5, T7, T11, T13) benefited from the program, three teachers (T3, T6, T14) were sometimes benefited from the program, six teachers (T4, T8, T9, T10, T12, T15) stated that they could not benefit from the program. Teachers' opinions *"I do not get help from the program, I am evaluating with my own assessment criteria."* (T10), *"The program is being used in the evaluation process in terms of main objectives. I use it as a source of information when setting goals and evaluating."* (T5).

When asked by interviewees, *"What are your views on the adequacy of the assessment tools included in the training application school training program?"* All the fifteen teachers expressed their opinion that the assessment tools were inadequate. Teachers' opinions *"I do not think the evaluation tools are sufficient. From the outside, it looks scary, it looks incredible. I think that there should be a single assessment that will demonstrate practical performance."* (T4), *"Assessment tools are also not suitable because the method used mostly in the program is not suitable for children with severe intellectual disabilities. It is not sufficient to determine whether the skills involved in the aim have been learned."* (T10), *"Assessment tools are insufficient and should be addressed more broadly. Evaluation tools should be diversified."* (T11).

Theme 8: Teacher Opinions on Theme: Program's Functionality

The teachers interviewed under this headlined their views on the functioning of the education and training school education program and two sub-themes were reached.

When asked by interviewees, *"What are your thoughts on whether the training program is as helpful as the training program's educational program while preparing the daily and annual plan?"*, eight teachers (T2, T4, T6, T7, T11, T12, T14, T15) said that the program was helpful, four teachers (T1, T5, T9, T13) said that the program was partly helpful, and three teachers (T3, T8, T10) said that the program was not helpful. Teacher opinions *"It helps as much as training in the training application part, but this program is inadequate in the job training center part. As a general education, the job training center*

students come from special subclasses coming from business schools, and they differ slightly in level from the students who come from the training application school. In this respect, I think that a new program is needed in the part of business education and that it should be done in this direction." (T1), "I am using the program and it helps to prepare the annual plan." (T2), "The program does not help me because I often do not have the skills to match the performance level of the learners. I prepare a one-year plan and daily plan because of the formalities and I set the goals by applying the rough evaluation that I have developed according to the student's development areas." (T10).

When asked by interviewees, *"What are your views on whether teachers are as helpful as the training program in BEP preparation?"*, Three teachers (T3, T6, T12) said that the program was helpful, five teachers (T1, T5, T8, T9, T11) said that the program was partly helpful, and seven teachers (T2, T4, T7, T10, T13, T14, T15) said that the program was not helpful either. Teacher's opinions *"The program is difficult to gather groups with frequent intervals." (T2), "We use the program's aims in preparation of the IEP, and I get help in this direction." (T3), "I think that the IEP is not a detailed book in the program book but a detailed book and I think it would be more useful to explain it in detail. In addition, some areas that students really need are not suitable for the purpose. It is not as helpful as it is for this reason." (T9), "Some students are having difficulty finding suitable targets, the program is not at all suitable for children with intellectual disabilities." (T15).*

4. Discussion

In this section, a discussion of the findings obtained in the direction of the researches is presented.

When we look at the first finding of the research, the IEP in the program, the opinions of the teachers on the functioning of the sample and evaluation samples; They pointed out that the IEP is inadequate, not detailed and understandable, not suitable for every student, examples of practice are not practical, students are not suitable, evaluation examples are inadequate, incomplete and complicated. These views on the inadequacy of teachers; Akkuş (2007) is parallel to the views of the teachers in his research. In addition, teachers who think that the IEP is not functioning and evaluation are not benefiting from the book as a source. This view of the researchers in the study overlaps with the finding that Çimen- Öztürk (2009) did not benefit teachers from the source books. In the research findings of Yıkımsı and Bahar (2002) and Nizamoğlu (2006), they also stated that class teachers felt the need for support in the development and implementation of IEP. Kreutzer (2004) The problem with transferring information about planning and implementation of an IEP is the result they have experienced. It is

thought that it is beneficial for the teachers to practice the examples of preparation for the individualized education curriculum by taking these findings into consideration again in.

Looking at the second finding of the research, they were not suitable for the students with different levels of disability and that they were prepared for normal students. This finding of the research; In his research, Timuçin (2000) found that the characteristics of the learners should be taken into account at the beginning of the education year and in the study of Gürgür (2001), the content of the program should be adapted to the characteristics of the students with hearing impairment.

Another finding that emerged in the research is that most of the teachers do not take the methods used for the special needs students and that the current methods are not suitable for the student level. Only one teacher stated that the program had methods but lacked them. Parallel to this finding; Yıldız (2005) stated that the contents should be interesting, that the methods and techniques to be used in the program should be diversified, that the targets in the program are not suitable for the students and that the program should be revised and edited. Prater (2006) emphasizes that teachers should include different methods such as teaching strategy through the invention, collaborative learning, direct teaching method and peer teaching besides the straight expression method of the teachers. In view of these findings, it is thought that in order to ensure that teachers are only adhered to a few methods, examples of the use of different methods and techniques in the program should be increased.

Interviewed teachers differ in their views on the observability, measurability and attainability of the purposes of the present program. According to research findings; most of the teachers stated that the goals were not properly expressed. This finding is parallel to Duzcu's (2015) finding that the objectives are not properly written. Although the majority of teachers state that the objectives are appropriate for the content, the opinions expressed in the opinion that they are not in line with the student characteristics are creating a contradiction. A similar contradiction has also arisen in his study in Akkuş (2007).

Teachers are involved in the teaching process of the program; the process is detailed, detailed and feasible, reorganization is needed, the current environment is not suitable, methods and techniques are not sufficient. Teachers are particularly striking about the physical conditions of the school and the lack of materials. This finding, It is parallel to the findings of Balo (2015), Yıkmaş, Özak, Acar and Karabulut (2014), Kargın, Acarlar and Sucuoğlu (2003) and Shevlin, Winter and Flynn (2013). It may also be advisable to seek help from the necessary units for the regulation of the physical environment. The researchers conducted in the field of literature emphasize that the

regulation of the learning environment affects the learning process positively (Uslu, 2001, Yapıcı and Yapıcı, 2004).

At the time of evaluation, it appears that the majority of the teachers did not receive help from the program. In addition, all teachers agree that the evaluation tool is not sufficient. Alptekin (2005) and Fırat (2010) coincide with the results that the evaluation samples in the program are not sufficient and the evaluation criteria are not appropriate for the students.

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