



The examination of the postgrade theses on harmonization programs in preschool period: analysis of problems and solution suggestions

Yavuz Erişen^{a *}, Halime Nur Sezer^b, Naciye Kaya^c

^a *Yıldız Technical University, İstanbul, Turkey*

^b *Fatih Sultan Mehmet University, İstanbul, Turkey*

^c *Yıldız Technical University, İstanbul, Turkey*

Abstract

The preschool education of children who need special care has become obligatory in the delegated legislation no 573 on special education, issued in 1997, and in the regulations of special education services, prepared in 2006 on the basis of that legislation. The harmonization education is defined as special education practices “based on the principle suggesting that individuals in need of special education can continue their educations, together with their peers without any incapability, at public or private, preschool, primary school, secondary school, and widespread education institutions”. As well as in this legislation, the regulations related to the harmonization education were also made in the MONE legislation of Preschool Educational Institutions. It is seen that preschool educations of children in need of special care have been guaranteed by legal arrangements. The important problems arising in harmonization education have caused scientific studies and postgraduate studies to focus on this issue. The purpose of the study is to examine the postgraduate theses on harmonization programs in the preschool period in Turkey and analyze the defined problems and solution suggestions. The study was done in a mixed pattern, and document analysis method was used in it. The qualitative and quantitative analysis techniques were used in the analysis of the data. The postgraduate theses used in the study were selected through the thesis review page of Higher Education Institution. For the identification of the theses, the keywords, including “harmonization, preschool, program”, were used, and accordingly, a total of 17 postgraduate theses were reached. The data were collected by “Pre School Harmonization Programs and Postgrade Thesis Studies Review Form” prepared by the researcher. The form contains 11 items that include variables such as the types of postgraduate theses, their production year, production institute, department, sampling, research type, these data collection place. Besides, the conclusion and suggestions parts of the theses were deeply examined with content analysis method. As a result of the study, it was found that the theses of harmonization programs in preschool period in Turkey mainly were done on postgraduate level, their majority were studied at the departments of Educational Sciences Institution, and mainly at special education sections, and their majority were descriptive studies based on teacher views, and the problems identified at postgraduate theses of harmonization education and solution suggestions of that were deeply examined with content analysis, and thematically submitted, and the suggestions of the studies to be newly conducted on this issue were offered.

* Corresponding author: Yavuz Erişen
E-mail address: erisenyavuz@gmail.com

© 2017 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Preschool Education, Harmonization Programs, Document Analysis, Postgraduate Education.

1. Introduction

Preschool education comprise the educational process supporting all development stages of children throughout the term starting from human born to the beginning of primary school. As well as individuals with a normal growing process benefit from this educational process, those who need in a special education has the right of benefiting from that. The individual who need in special education refers to children who can not sufficiently benefit from normal educational services due to their extraordinary distinctiveness (Enç et. al.,1981).It is quite important for children who need in special education to be reintegrated into the society. Preschool education is critical because of diagnosing children who need in special education and for allowing them to benefit from services offering special education. The right of benefiting from education for every human in our country, an universal right, is provided with special education and inclusive practices for individuals who need in special education. The conditions necessary for a quality preschool education are also required for inclusive training offered for individuals who need in special requirements. With medium and program offered, those need in special requirements and those with normal growing process are supposed to learn together in their separate living conditions and provide sustainability of that. This situation, explained with progressive approach to training, is indispensable according to Dewey, representative of utilitarian perspective (Dewey, 1929; Dewey, 1913; et al; Avaroğulları, 2009).

Preschool training of those who need in special requirements was made obligatory through the Delegated Legislation (DL) on Special Training and Special Training Services Regulation (STSR) prepared based on 573 numbered Delegated Legislation (DL) on Special Training, issued in the year of 1997, and inclusive training had a definition, in parallel to international literature, at the last regulation.

In terms of programs to be applied by years, some differences are seen in the arrangements made on trainings of those who need special education, When legislative regulations and the arrangements of the education programs of individuals who need in special requirements are examined, some differentiations are seen in terms of the programs to be applied over the years. When preschool educational programs, underwent changes and developed as of 1989 to 2013, are overall evaluated, it is seen that these programs were made for normal developers, and those with special requirements are not sufficiently included in these programs, that those people were separated into groups

considering their special necessity levels, and adaptations were made for the people with special requirements, through the arrangements made on the preschool education programs in 2013 (Kılıçkaya and Zelyurt, 2015).

During preschool education inclusive practices, individuals who need special requirements, teachers, families encounter some problems, such as the quality, educational status, competence of the practitioner, material support, adaptations and family participation. Some of these problems are that the physical areas of the classes are not sufficient for the arrangement of learning centers in new program, that teachers are not capable of preparing an individualized education plan and teachers don't have enough information about the adaptation section in the activity plan included in 2013 Preschool Education Program (Koçyiğit, 2015; Dikici Sığirtmaç and et. al, , 2011; Ergin and Bakkaloğlu, 2015).

It is important that teachers, families and individuals who are need in special education should be supported in taking education together in the programs prepared for inclusive preschool education. In this sense, especially in our country, such preschool studies are frequently been conducted by especially special education departments , different departments of faculties of education, with the participation of teachers children and their families. It is important that teachers, families and disabled children should be encouraged in taking education together in the programs prepared for inclusive preschool education. In this sense, especially in our country, such preschool studies are frequently been conducted by especially special education departments,different departments of faculties of education, with the participation of teachers children and their families.The first conducted studies consist of compile ones (Metin; 1992, Ömeroğlu;1992; Uğurlu,1993; Metin;1997, Baydık;1997).Besides that, studies for the views, attitudes , knowledge and skills of teachers involved in this area are also available. (Özbaba;2000, Sargin;2001, Temel;2003,Varher;2004, Yavuz;2005,Diken;2006, Odluyurt;2007, Altun&Gülben;2009, Balaban et.al, 2009, Çulhaoğlu;2009, Sarı and et. al.;2009, Özdemir;2010, Seçer and et. al;2010, Dağlar;2011, Özaydın;2011, Özen and et. al; 2013).Besides, the studies for views, attitudes , knowledge and skills of parents , regarding preschool inclusive education, are also remarkable (Metin;1997, Özbaba;2000, Ceylan;2004,Konuk;2005, Çulhaoğlu;2009, Tuş&Çiftçi;2013).In this study, it was aimed to contribute to the literature and preschool preschool inclusive practices through making detailed researches by benefiting from those made regarding the topic.

1.1. The aim of the study

Discuss The aim of this study is to examine postgraduate theses regarding preschool inclusive programs done in Turkey. The responses of below questions were sought for in the line of this aim.

1. What is the distribution of the studied postgraduate theses by;
 - a. sort of thesis (postgraduate/doctoral),
 - b. consultant title who conducted
 - c. year they were conducted
 - d. university, institution, department where they were conducted
 - e. age range of the sample
 - f. used study type and analyses
 - g. provinces where data were collected
 - h. the variables encountered during “the preschool inclusive programs”
2. What are the problems and solution suggestions defined regarding the inclusive education in the theses examined?

2. Method

2.1. Model of Research

The model used in this study is document review. Karasar (2016) stated document review as the analysis made after the documentary scanning of existing record and documents following the collection of the data. There are two documentary reviews with two goals, including general scanning and content analysis. Content analysis is made to define several properties of the documents examined.

2.2. Collection and Analysis of Data

Theses scanning electronic media of Higher Education Council (HEC) was used in the detection of the theses of which data would be collected. “Inclusion, preschool, program” key words were used in the detection of the theses. As a result of the documentary scanning, 17 post graduate theses were found, made between the years 2010-2017, and the study was conducted using the data obtained from these theses. The reason why the theses were involved in that range is that preschool education of children who need in special requirement became mandatory with no 573 Delegated Legislation on Special

Education, and with Special Education Services Regulation in 2006, prepared based on this legal decision, and that amendments recently made in the regulations and programs. The study is limited with preschool inclusive education and with theses with this subject, made between 2010-2017 years. These theses were examined with “Preschool Inclusive Education Programs and Postgraduate Theses” created by researchers. This form includes 11 items including issues such as types of postgraduate theses, consultant title, year, university, institution, and department in which theses were conducted, age group of the sampling, analyses applied, type of the study, the province where the data of the theses were collected, and issues of inclusion faced during preschool term. In the light of these items, the data were quantitatively analysed and described with percentage frequency distribution.

In the theses, content analysis was used for the problems encountered in relation to inclusive education and their solution suggestions. The postgraduate theses in relation to the preschool inclusive programs were coded as T1, T2, T3.....T17 and discussed separately by two different researchers. The same theses were examined by two of the researchers at different times, and accordingly, themes were created; the reliability of the study was controlled with the formula of $\text{Reliability} = \frac{\text{Number of Agreement}}{\text{Number of Agreement} + \text{Number of Disagreement}}$ (Miles & Huberman, 1994) and equation was yielded as 90%. 20 themes were created with the review. The themes created were classified according to 5 main themes, and sub categories by taking two people’s opinions, specialist on Preschool Education.

3. Findings

In this section of the study done with the aim of examination of postgraduate theses regarding preschool inclusive programs in Turkey, following answers were given respectively to the subquestions of the study:

1) Findings For The Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey

In this section, the findings of 11 items lies, regarding the types of postgraduate theses, consultant title, year, university, institution, and department in which theses were produced, age group of the sampling, analyses applied, type of the study, the province where the data of the theses were collected, and issues of inclusion faced during preschool term.

a) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey by “Type of Thesis”

Table 1. Distribution of postgraduate theses regarding preschool inclusive programs by the “type of thesis”

Type of Thesis”	n	%
Doctoral	4	23
Post Grade	13	77
Total	17	100

Table 1 shows that the postgraduate theses regarding “preschool inclusive programs” were found to be postgraduate theses in 77 percent, and doctoral theses in 23 percent. In other words, the postgraduate theses regarding “preschool inclusive programs” were found to be prepared at postgraduate level.

b) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey By the “Title of Thesis Consultant”

Table 2. Distribution of postgraduate theses regarding preschool inclusive programs by the “title of thesis consultant”

Title of Consultant	n	%
Prof. Dr.	5	30
Assoc. Prof. Dr.	5	30
Assist. Prof.	7	40
Total	17	100

Table 2 shows that the consultant of postgraduate theses regarding “preschool inclusive programs” were found to be professor doctor in 30 percent, associated professor in 30 percent, assistant professor in 60 percent. In other words, most of the postgraduate theses regarding “preschool inclusive programs” were found to be prepared by academicians with the title of assistant professor.

c) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey By the variable of “Year of Produce”

Table 3. Distribution of postgraduate theses regarding preschool inclusive programs by the “year of produce”

Year of Produce	n	%
2017	6	35
2016	4	23
2015	2	12
2014	1	6

2010	2	12
2008	1	6
2000	1	6
Total	17	100

Table 3 shows that the year of produce of the postgraduate theses regarding “preschool inclusive programs” were found to be the year 2017 in 35 percent, the year 2016 in 23 percent, the year 2015 in 12 percent, the year 2010 in 12 percent, the years 2014, 2008,2000 in 6 percent. In other words, more than half of the postgraduate theses regarding “preschool inclusive programs” were found to be prepared in the year 2016 and after that time.

The distribution of postgraduate theses regarding preschool inclusive programs, included in the research sampling, by the university, institution and department where they were produced” were given in Table 1,2 and 6

d) Distribution of Post graduate Theses Regarding Preschool Inclusive Programs In Turkey By the variable of university, institution and department where they were produced ”

Table 4. Distribution of postgraduate theses regarding preschool inclusive programs by the variable of “university they were produced”

University	Post Graduate		%
	Doctoral	n	
Ankara University	3	1	23
Hacettepe University	1	-	6
Anadolu University	-	3	17
Marmara University	-	1	6
Gazi University	-	1	6
Trakya University	-	1	6
Selçuk University	-	2	12
Okan University	-	1	6
Dokuz Eylül University	-	1	6
Necmettin Erbakan University	-	1	6
Yıldırım Beyazıt University	-	1	6
Total	4	13	100

Table 4 shows that the universities of produce of the postgraduate theses regarding “preschool inclusive programs” were found to be Ankara University in 23 percent, Anadolu University in 17 percent, Selçuk University in 17 percent, Hacettepe, Marmara, Gazi, Okan, Yıldırım Beyazıt, Necmettin Erbakan, Trakya Universities in 6 percent. It is thought the reason why the theses were intensively conducted on Ankara and Anadolu Universities is that Postgraduate education at this universities is given at Special Educational Domains

Table 5. Distribution of postgraduate theses regarding preschool inclusive programs by the variable of “institution they were produced”

Institution	n	%
Educational Sciences	11	65
Social Sciences	4	23
Health Sciences	2	12
Total	17	100

Table 5 shows that the institutions that postgraduate theses regarding “preschool inclusive programs” were produced by were found to be Educational Sciences Institutions in 65 percent, Social Sciences Institutions in 23 percent, Health Sciences Institutions in 12 percent. In other words, more than half of the postgraduate theses regarding “preschool inclusive programs” were found to be prepared at Educational Sciences domain.

Table 6. Distribution of postgraduate theses regarding preschool inclusive programs by the variable of “department ”

Department	n	%
Special Education	7	41
Business	1	6
Child Development	3	18
Preschool	3	18
Social services	1	6
Classroom Teaching	2	11
Total	17	100

Table 6 shows that the theses in the sampling were found to be prepared by Special Education department in 41 percent, Preschool and child development in 18 percent, Classroom teaching department in 11 percent, and Social Sciences and Business department in 6 percent. In other words, the postgraduate theses regarding preschool inclusive programs were mostly prepared by Special Education department. It is remarkable that although departments are close to each other as of domains, the department in which the thesis “teachers’ opinions on preschool inclusive practices” was made by Demir (2014) is business.

The distribution of postgraduate theses in the scope of the research, regarding preschool inclusive programs, by the variable of age level of sampling group is given In Table 7.

e) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey By the Variable of “Sampling Situation ”

Table 7. Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs By the Variable of “Sampling Situation ”

Sampling Group	n	%
PreSchool Teacher	12	72
PreSchool Student	8	48
Mother and Father	2	12
Manager- Inspector	1	6

The sampling group of the theses regarding preschool inclusive programs were found to be consisted of preschool teacher in 72 percent, children attending preschool in 48 percent. In other words, the most part of the sampling group of the postgraduate theses regarding preschool inclusive programs in Turkey were consisted of preschool teachers. It is seen that most of the postgraduate theses regarding preschool inclusive programs were conducted by teachers, that the limited number of studies were conducted by parents and children, and that other stakeholders (school managers, supportive service providers, non governmental institutions, special education and rehabilitation centers etc.) weren't included in the studies.

The distribution of postgraduate theses in the scope of the research by type of research and analyses used in data analysis are given in Table 8 and Table 9.

f) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey By the Variable of “Type of Research and Analyses ”

Table 8. Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs By the variable of “methods used in the theses”

Method	n	%
Quantitative	6	35
Qualitative	9	53
Quantitative + Qualitative	2	12
Total	17	100

Table 8 shows that the scientific method used in the postgraduate theses regarding “preschool inclusive programs” were found to be qualitative pattern in 53 percent, quantitative pattern in 35 percent, mixed pattern in 12 percent.

Table 9. Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs By the variable of “analysis technique used in the theses”

Analysis Technique	n	%
T-test	3	18

Anova	1	6
Correlation	1	6
Regression	1	6
Percentage- Frequency	12	72
Kruskall-Walls	1	6
Mann Whitney-U	3	18
Kolmogrof Smirnow	1	6
Content analysis	6	35
Arithmetic Mean	1	6
Induction	1	6
Gradation	1	6

Table 9 shows that the tests used in the theses in the sampling were found to be percentage- frequency in 72 percent, t-test and ve mann whitney-u test in 18 percent, content analysis in 35 percentage, correlation, anova, kolmogrof smirnow, regresyon, kruskall-wallis in 6 percentage. In other words, the analysis technique of the most part of the postgraduate theses regarding preschool inclusive programs in Turkey is percentage-frequency.

g) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey By the Variable of “Province Where The Data Were Collected”

Table 10. Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs By the variable of “province where the data were collected”

Province Where The Data Were Collected	n	%
İstanbul	1	6
Ankara	6	36
Konya	2	12
Edirne	1	6
Sivas	1	6
İzmir	2	12
Eskişehir	3	18
Ordu	1	6
Trabzon	2	12
Nevşehir	1	6
Adana	1	6
Samsun	1	6
Uşak	1	6
İzmit	1	6

Table 10 shows that the province where the data were collected for the theses in the sampling were found to be Ankara in 36 percentage, Eskişehir in 18 percentage, İzmir,

Konya ve Trabzon in 12 percentage, İstanbul, Edirne, Sivas, Ordu, Nevşehir, Adana, Samsun, Uşak ve İzmit in 6 percentage. In other words, most part of the postgraduate theses regarding preschool inclusive programs in Turkey were found to be conducted in Ankara and Eskişehir.

h) Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey By the “Variables Compared With Preschool Inclusive Programs”

Table 11. Distribution of Postgraduate Theses Regarding Preschool Inclusive Programs By the “variables compared with preschool inclusive programs”

Compared Issues	n	%
Movable Play	1	6
2013 preschool program	1	6
Drama, interaction	1	6
Role perception	1	6
Social skill	1	6
Class Governing strategies	1	6
Maternal education program	1	6
Teacher education program	1	6
In class transitions	1	6
Contrary inclusion	1	6
Teacher opinions	13	78
Emphatic trend-burn out	1	6
2006 preschool program	1	6
parental opinions	2	12

Table 11 shows that the teacher opinions were applied in 78 percentage of postgraduate theses regarding preschool inclusive programs, parental opinions in 12 percentage. Movable play, drama, interaction, role perception, social skills, class governing strategies, in class transitions, emphatic trend-burn out, inclusive education dimension in 2006 and 2013 preschool education programs were discussed in 6 percentage of the theses regarding preschool inclusive programs.

2. Distribution of “ Problems and Solution Suggestions” Themes in Postgraduate Theses Regarding Preschool Inclusive Programs In Turkey

The postgraduate theses in relation to the preschool inclusive programs were coded as T1,T2,T3.....T17 and discussed separately by two different researchers. The issues defined as a problem through this study by the researchers, and their solution suggestions were separated into themes by content analysis. The opinions of two specialists from Preschool Education and Educational Programs and Teaching domain

were taken, and resulting 20 themes were classified, 5 themes created by this process were separated into subthemes and tabulated.

THESIS NUMBER	FAMILY	TEACHER	CHILD	PHYSICAL SPACE	PROGRAM AND REGULATION
T1			x	x	x
T2	x	x	x	x	x
T3		x		x	x
T4			x		x
T5	x		x		x
T6		x			x
T7		x		x	x
T8	x	x			
T9	x	x	x		
T10	x	x	x		x

Table 12. Distribution of Themes Regarding “Problems and Solution Suggestions” In

T11		x		x		x
T12	x			x		
T13	x	x				
T14	x	x				
T15	x	x		x		x
T16		x				
T17	x	x		x		x

Postgraduate Theses Regarding Preschool Inclusive Programs

When tablo 12 is examined for the problems put forward based on the study results of the postgraduate theses regarding preschool inclusive programs; the distribution of the problems are seen to related to T1 (Kanmaz,2017);physical space and program, T2(Özsırkıntı,2018);family, teacher, child, physical space, program T3(Tükel,2017); teacher, child, physical space, program and regulation, T4(Şenol,2017); child, program and regulation T5(Bayraklı,2016); family, child, program and regulation T6 (Demir,2016); family, teacher, program and regulation T7(Arı,2015); teacher, physical space, program and regulation T8 (Düşek,2008); family, teacher T9(Özbaba,2000); family, teacher, child T10 (Göl,2017 family, teacher, child, program and regulation T11(Gezer,2017); teacher, child, physical space T12 (Ergin,2016), family, child, T13 (Taşdemir,2016); family, child T14 (Tuna,2016); family, child T15 (Demir,2014); family, child, teacher, physical space T16(Özmen,2010) ; teacher T17(Özdemir,2010); family, teacher, child, physical space, program, regulation

Problems

Solution Suggestions



Figure -1 Findings For “Family” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

T2(Özsırkıntı,2018); states that families don't acknowledge the other families' children to be in the same classroom with their own children, therefore, they avoid sending their children to inclusive education, but the families of children attending inclusive

education become social. T5(Bayraklı,2016)); states that families want to have information about their children’s characteristics, which is their major necessity, and that families that have restricted information about their children’s characteristics don’t have realistic expectations on their children. T15(Demir,2014) states that costudying of families and teachers on children’s special requirements is important in order to provide actualization of targets set for children, and also for continuity of their children’s development. T9(Özbaba,2000) states that the families not having any children with special requirement exhibits a negative attitude towards inclusive education, accordingly not only families with special requirement but also those having children with normal growing process should also be informed about that,with the cooperation of school administration and teachers. T10(Göl,2017)mentioned about the socio-economic structures of the families who need in special requirement and stated that socialization of children is possible with inclusive education program.

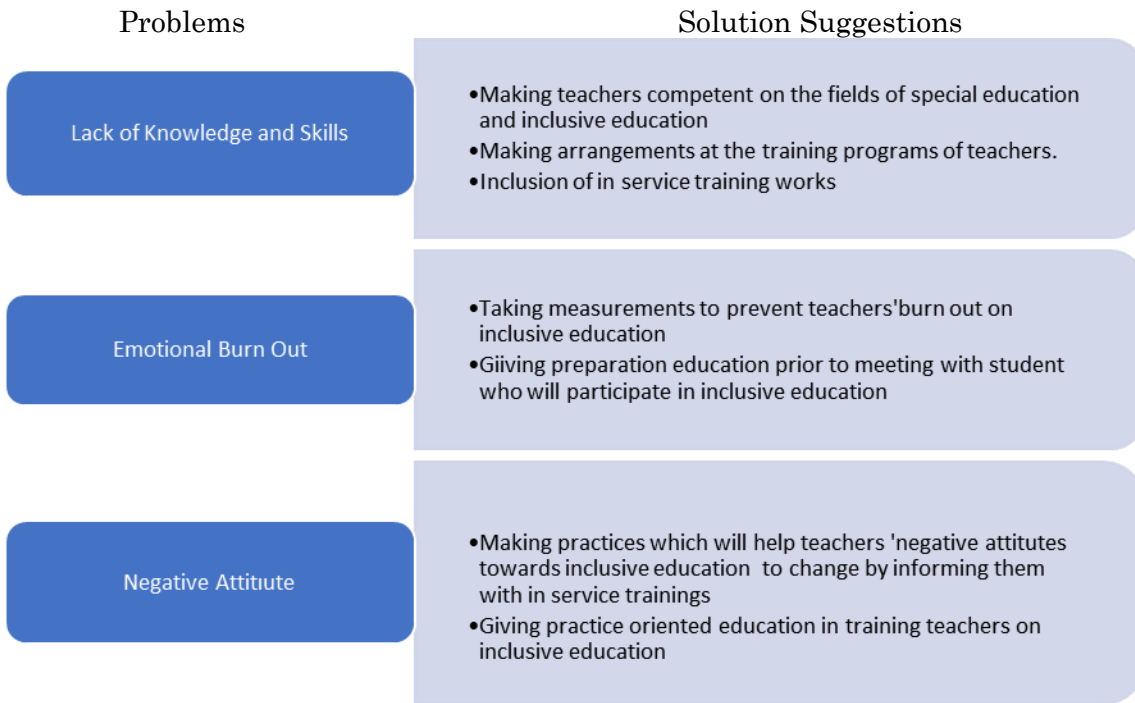


Figure -2 Findings For “Teacher ” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

When asked about the problems regarding inclusive education, T8(Düşek,2008) stated they had faced with biggest difficulty in controlling classroom and behavior control and they generally based that upon knowledge insufficiency regarding those who need special requirements. Besides, he stated that the improvement of attributes and competences of inclusive classroom teachers would be possible with gaining competence regarding

inclusion to teacher and teacher candidates through pre-service and in-service training programs, and supporting them with an approach based on attribute changing. T16 (Özmen,2010) determined that when considered teachers who have inclusion students in their classrooms; the burn out of those who have knowledge about special training is less than that of those who have not, and their personal success level increase positively. According to T6(Demir,2016),if necessary support and educations are not provided to teachers, no matter if they acknowledge the benefits of inclusive practices, the benefit of the practices for individuals with special requirements will be limited. Besides, in the research conducted by T3 (Tükel,2017) ,teachers stated their request to take in servive education for inclusive education.

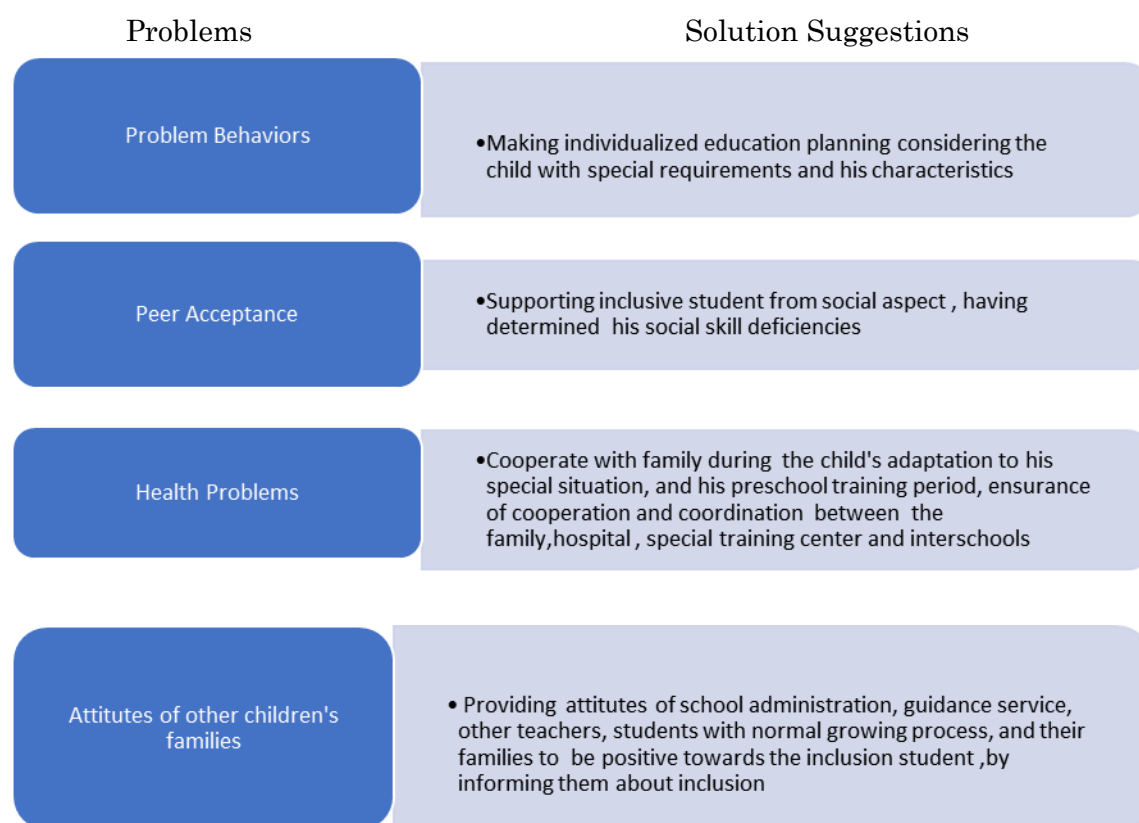


Figure -3 Findings For “Child ” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

T11(Gezer,2017) stated that the individual who need in special requirements has problematic behaviors, that their peers and families have difficulty in adapting these behaviors, but, the students participating in the research made studies towards peer acceptance and they informed other children’s families. T17(Özdemir,2010) determined

that 35.71% of the preschool education teachers participated in the study worked with speech handicapped children, 35.135 % of those worked with mentally disabled children. Of course, both sort of handicaps are serious health problems. T10(Göl,2017) stated that adaptations that will improve the social developments of the speech handicapped individual who need in special requirements and takes inclusive education, should be made. Finally, he proposed to conduct researches based on home and institution practices, regarding how social skills of children with speech handicapped can be improved. T9(Özbaba,2000) determined that families with children normally growing was exhibiting negative attitudes towards children who was in need of special requirements, but their attitudes positively changed after inclusive program activities have been arranged by school administration and guidance unit. In this context, coordinated consultancy services and relevant educations will provide practices to expand and attitudes towards inclusive education to change positively (Özbaba,2000)

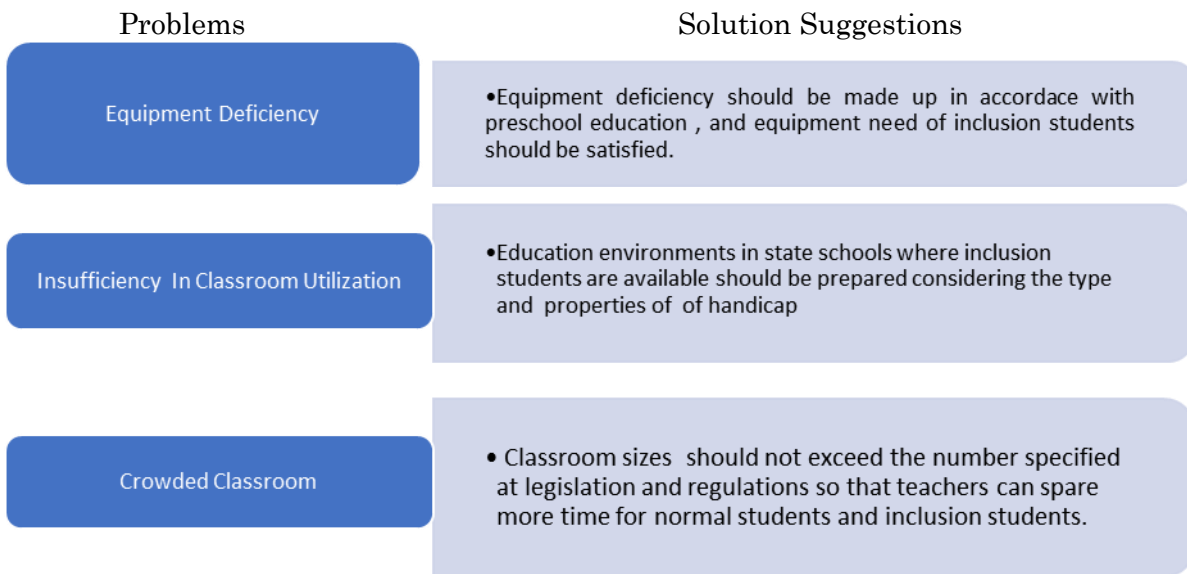


Figure -3 Findings For “Physical Space” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

T8(Düşek,2008),according to the opinions of all three occupational groups (teacher, inspector, school principal) ; the agents that complicates the application of preschool education program are physical condition-space, deficiency of equipment, insufficiency of inclusive educational information, crowded classrooms and availability of a single teacher). T3(Tükel,2017) stated in his research that learning centers couldn't be created due to lack of teacher, material and equipment are deficient in classrooms, and that teacher should be increased in number in classes where inclusive education is made.

According to T17(Özdemir 2010), the most important issue in inclusive classrooms is to study with such a number of students that physical environment can satisfy and teacher can interest with. T1(Kanmaz,2017) concluded that an inclusive class should be planned in such a way that it should be interesting and challenging for children, appropriate for the utilization of orthopedically handicapped children, children can easily interact with, and act comfortably in it. T11 (Gezer,2017) stated that the primary problem of inclusive practices is insufficient material and crowded classrooms. Besides, T7 (Ari,2015) stated that according to the teachers physical conditions of educational institutions were insufficient.

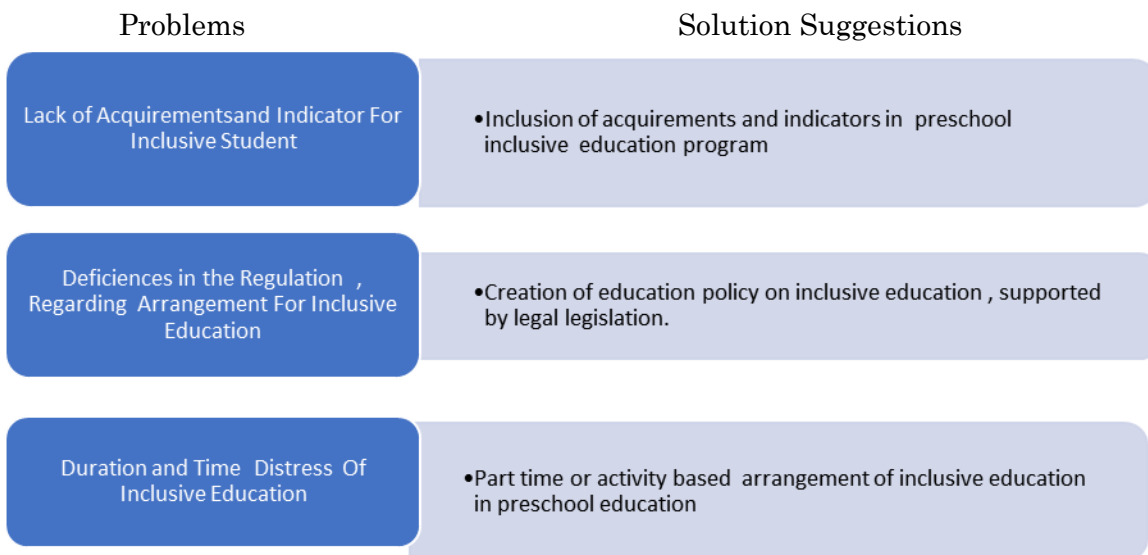


Figure -4 Findings For “Preschool Program And Regulation” Themes In Postgraduate Theses Regarding Preschool Inclusive Programs

T11(Gezer,2017) found in his study that the teachers disapprove full time availability of children in classroom, who join inclusive education. On the other hand, they had expressed that full time availability of children who need in special requirements hinder classroom activities. Besides, teachers thought that they should spend much more time for children who need in special requirements when full time inclusive education is in question. T2(Özsırkıntı,2008) stated to be a problem of not being supported of followings with acquirements and indicators: definition and principles of inclusive education; preparation of activities for inclusive education; methods and techniques to be used in inclusive education practices. T5(Bayraklı,2016) stated that there are deficiencies at legislation and arrangements, and that teachers and families are not informed about current arrangements. This situation has led families not sufficiently be informed about their own and children’s rights, which have negative effect on their access to current services.

Provide dates defining the periods of recruitment and follow-up and the primary sources of the potential subjects, where appropriate. If these dates differ by group, provide the values for each group.

4. Discussion

After Preschool education term is important for children with special requirements, as well as normal growing children. The quality of education given in these years will also affect the development of those with special requirements as well as that of those having normal growing process. The examination of the studies for preschool inclusive education, having an important place in the inclusion of children with special requirements, is important in respect to the traceability of the developments in this field (Metin,2016).

Preschool inclusive programs, among educational programs, increasingly gain importance. It is clearly seen necessity of making programs for disadvantageous groups considering that education is an universal right for everyone. According to the results of the relevant researches in the literature, made in the last twenty years,theses have often been made on post graduate level, by consultants with the title of assistant proffessor, by special education departments in educational sciences institutions as of 2016, in the province of Ankara, for teachers, in qualitative patterns. Bakkaloğlu (2018) and et al., concluded that only 3 of 58 articles with the theme of preschool inclusive education, they investigated in their research, pertain to 1990s, the rest ones pertain to 2000s.

20 themes existed in the theses made concerning preschool inclusive programs. These themes were grouped as 5 themes in the direction of specialists' opinions. It is seen that these themes grouped as family, teacher, children, physical environment, program and regulation are consistent with the elements that directs to the achievement of success, specified by Batu and Kırcaali İftar (2006).

The subdimensions of family theme is consisted of that families have a limited knowledge about children development, that they don't have a realistic knowledge, that they have insufficient knowledge about inclusive education, that they have trouble in cooperation with teachers and institution, that their social financial incapacilies and that they avoid to send their children to an institution. Temel(2010) emphasize that teachers, in preschool inclusive education, should be in cooperation with families and preschool teachers of children who need in special requirement. Nevertheless, relevant reseaches show that parents, in preschool inclusive education, face with various problems during

being in cooperation with teachers (Akalin ve diğerleri,2014).A part of these problems are stated to be resulted from families (Balaban and et. al., 2009). In addition to these, as stated in subthemes, families have difficulty in facing up to and cover the reality of their own children and some researches show that they deny the current situation of their children and they don't care about it at all (Gök and Erbaş, 2011). In another study, preschool education teachers stated that parents behaved unconcernedly (Altun ve Gülben, 2009).As well as families, in family contact dimension, express their problems with preschool education teachers, they also complain about problems, such as lack of communication between teachers and parents, and that school don't allow parents' participation in issues (Lim, 1996).Although it is emphasized that families play a major role in the success of preschool inclusive education, families are unable to be sufficiently in cooperation with teachers during inclusive education, and because of that parents' participation in inclusive education is not encouraged by school administrations sufficiently, families are unable to participate in inclusive education, and families' expectation from inclusive education and teachers remain at a low degree (Bayraklı, 2014).In addition to these, the most often encountered problem in the family theme of the theses regarding preschool inclusive programs is financial incapacibilities. The necessities of families are tried to be defined in the study by Sucuoğlu (1995), wherein families with mentally disabled and autistic children, consisted of the sampling. In this study, families expressed their necessities as knowledge, support, and financial necessity. In another study by Özsoy et al. (2006), most of the families are found to be in need of social support (Kaytez&Durualp,2015). Kaner (2009) stated that individuals with special requirements are anxious and more stressful for future.

The subdimensions of teacher theme are lack of knowledge and skill, emotional burn out and negative attitude. It was stated in the study by Artan and Uyanık-Balat (2003) that preschool teachers' knowledge level for inclusive education is insufficient and that a large part of the teachers are voluntary to have information on preschool inclusive education. Altun ve Gülben (2009) stated that most teachers don't have sufficient information on preschool inclusive education, and feel incompetent themselves, Doğaroğlu and Dümenci (2015) stated that preschool education teachers don't have sufficient information on early intervention for children with special requirements. Besides, Koçyiğit (2015) found that preschool education teachers have some deficiencies in the preparation of individualized education programs for inclusive education practices, and that teachers have tendency to reject inclusive students. The findings supporting knowledge and skill deficiency subtheme are also found in the researches conducted with preschool education teacher candidates (Gök and Erbaş, 2011; Temel 2000; Uşun 2003; Özaydın and Çolak 2011). The preschool education teacher candidates, in these researches, stated that they had insufficient knowledge about relevant subject, and have lack of practice skills especially regarding inclusive practices. T9(Özbaba,2000) stated that the lack of knowledge about children with special requirements and their adaptation

is the most important reason affecting preschool teachers' behaviors to have a negative attitude towards inclusion. But, there are also researches reflecting preschool teachers' positive attitudes towards inclusive education. In the study by Avcıoğlu, Eldeniz Çetin and Özbey2004, teachers stated to have been in a positive attitude towards the inclusion of children with special requirement to the classes, and that some positive attitudes developed at other children in classroom, which facilitated subject children' comprehension and acceptability. Besides, T17 (Özdemir,2010) stated in his research that teachers have not been in a negative attitude towards the preschool inclusive education and they didn't take sufficient education on inclusion during their teaching education.

The subdimensions of child theme is consisted of health problems of children with special requirement, their problematic behaviors, peer acceptance, and attitudes of other children's families. There are also researches supporting our this theme and subthemes (Akkök, 2003, Işıksan, 2005, Uğuz et.al., 2004).

The subdimensions of physical theme is consisted of lack of equipment, crowded classrooms, and deficiency of the classroom concerning utilization. Arın and Sucuoğlu(2006) drew attention to the issues that children with special requirement need education mediums specifically arranged for themselves, due to their handicaps, that the existence of education mediums that have not been arranged in accordance with inclusive students' difficulties and their properties. Likewise, Yılmaz (2014) stated that classroom environment in inclusive practices is physically insufficient; Çerezci (2015) stated that teachers and school administrators are insufficient in the arrangement of inclusive environment, Kale et.al., (2016) stated that according to teachers'opinions, classrooms are not large enough, and that physical properties of classrooms are not suitable for inclusive practices. These findings support the themes put forward in this research.

The subdimensions of preschool education program and regulation theme is consisted of lack of acquirement and indicator, deficiencies in the arrangement towards inclusive education, duration and time problems. When the arrangements for inclusive education are considered, it is seen that inclusive education is mentioned legally for the first time at no 2096 law of children who need special education, accepted in 1983 (Batu, Kircaali İftar, 2010). Subsequent to that, no 573 Delegated Legislation, prepared in 1986, accepted in the date of 6/6/1997 is one of the important steps taken at that subject (Sucuoğlu, 2006). For the first time, some details were included in the practice through this legal decision. It is seen that it is mentioned about inclusive education in 16 th item of the legal decision as “ the education of individuals who requires special education is sustained in the direction of individualist education plans prepared, with their peers, using method and techniques appropriate for school and institutions at every kind and level.” (Çerezci, 2015). Besides, an adaptation section was created in preschool education program. But, Kale et.al., stated that the adaptation section included in the preschool

education program activity plan is not sufficient. Avcıoğlu (2012) stated that the characteristics of every child is specific and that IEP should be developed and evaluated so that they can sufficiently benefit from educational opportunities provided for themselves and that appropriate arrangement should be made and guide to planning. But, Doğaroğlu and Bapoğlu Dümenci (2015) stated that teachers didn't accept children to the activities due to their incapacibilities instead of making adaptation and IEP, and moreover, they moved the inclusive children away from classroom during the activities.

Suggestions became clear in the light of the themes defined in the theses regarding preschool inclusive programs. The suggestions encouraging the increase of knowledge and skills in order to strengthen teachers and teacher candidates' education and positively develop their attitudes, were mentioned in the theses coded T2 (Özsırkıntı,2018), T3 (Tükel,2017), T9 (Özbaba,2000), T8 (Düşek,2008), T6 (Demir,2016), T7 (Arı,2015), T5 (Demir,2014), T16 (Özmen,2010), T17(Özdemir,2017).As a result of his study, Zağlı (2010) suggested an education policy supported by legal legislations in respect of inclusive education, and personel education on inclusive education, guidance of RAMs to inclusive families, and interinstitutional cooperation. Likewise, Bozaslan Malkoç (2010) suggests practices for inclusive education to be made for all school staff, Dolapçı (2013) suggests courses to be opened for inclusive education practices, as well as special education lessons, for teacher candidates during their undergraduate education, and teacher candidates to make mutual project with teachers experienced at special education.

The suggestions offered in the theses coded T12 (Ergin,2016), T2(Özsırkıntı,2018), T5 (Demir,2014), T8 (Düşek,2008), T9 (Özbaba,2000), T10(Göl,2017), T14 (Tuna,2016) are as follows: inclusion of families in the inclusive education process; giving training to families; adopting the situation of children and being in a realistic expectations from them; make necessary arrangements for children to overcome the problems they encounter on the issues such as health, economy, transportation, access to services, and sustain their educational life as their peers do; informing teachers, school management, school staff, children with normal growing process, inclusive parents, families of children with normal growing process about inclusive practices, and for this, holding seminars, panels, meetings. Also, there are researches wherein similiar suggestions were made in order to alleviate the communication problems of teachers with parents during cooperation process with parents and problems of parents regarding their involvement in children's education in preschool inclusive practices (Akalin et. al., 2014; Altun ve Gülben, 2009; Balaban et. al., 2009).

The suggestions offered in the theses coded T2(Özsırkıntı,2018), T4(Şenol,2017), T5(Bayraklı,2016), T9(Özbaba,2000),T10 (Göl,2017);T11(Gezer,2017),T12 (Ergin,2016), family,child, T13 (Taşdemir,2016),T14 (Tuna,2016), T15(Demir,2014) ,T16(Özmen,2010) ,T17(Özdemir,2010) are as follows: application of IEP for these individuals; cooperate

with family during the orientation period regarding health problems of child and during the preschool education period of the child; ensurance of cooperation and coordination between family, hospital, special education center and school; supporting children socially; inclusion of othe children's families into the process with ensurance of cooperation between school and families. Bakkaloğlu (2013) stated in his research that children often move in order to find suitable places for themselves, due to insufficiency of institutions. Besides he asserted that families with inclusive student mistrusted to institution, and that families stated that they had problems because of that institution or teacher didn't want children with special requirement and that they had negative attitude and prejudiced behavior against inclusion and he also asserted that these pomlems could be overcome by satisfying their knowledge needs.

The suggestions offered in the theses coded T1(Kanmaz,2017), (KT2(Özsırkıntı,2018),T3(Tükel,2017),T4(Şenol,2017),T5(Bayraklı,2016),T7(Arı,2015) ile birlikte T11(Gezer,2017), T14(Tuna,2016), T15(Demir,2014), T17(Özdemir,2010) , in order to solve subproblems of physical space are as follows: overcome the physical deficiencies; arrangement of physical spaces in accordance with special requirements; decrease in the number of classrooms. In the line of the findings of his study, Özyaydın&Çolak(2011) offered similar suggestions as follows: arrangements of classroom sizes in accordance with preschool and special regulation, giving special teacher consultancy to teachers, and assistant teacher to their classrooms; arrangement of physical spaces and equipments.

Regarding program and regulation related problems; T1(Kanmaz,2017), T2(Özsırkıntı,2018); T3(Tükel,2017); T4(Şenol,2017); T5(Bayraklı,2016); T6 (Demir,2016); T7(Arı,2015), T10(Göl,2017), T17(Özdemir,2010) offered suggestions as follows: satisfaction of the needs of time, acquirement, indicator, program and regulations. The primary aim of MNE in the strategical plan covering 2018-2019 years is to provide accessibility to proper education, for individuals who need special education. Also, the arrangement of education environments for individuals who need special education, training of special education staff (including teacher, manager, inspector), training of families, arrangement of supportive education programs, identification studies were included in the strategical plan. The cooperation with higher education for teaching fields; cooperation about the lessons to be given; cooperation for legislation and researches; following up and evaluation of developments in educational field and sharing with other shareholders are also seen to be aimed in subject strategical plan (Kale et.al.,;2017)

In addition to those mentioned above, when considered that the increasingly examination of inclusive programs recently is resulted from needs, It is thought to be beneficial that they should be supported by new studies.

It is also thought that giving supportive educations for the satisfaction of teacher anxiety for the inclusion in preschool education program prepared, and for conducting the program as planned, and holding informative and in service meetings and following the process with receiving feedback would be useful.

It is seen that as of the first day on which the children with special requirements have been diagnosed from special educational institutions and guidance research centers, both those children and their families are seen to need a substantial support. During the orientation period of the child, it is necessary to cooperate with family not only at preschool education period, but at every stage from primary school to university and to getting a profession, and coordination should be established between family, hospital, special education center and school. Besides, it is thought that good samples of studies made at the relevant field should be obtained and be pointed to precedent, and confirmation of availability of the program would be beneficial for the society.

It is also seen that most of the post graduate theses regarding preschool inclusive education were conducted with teachers; there are limited number of study done with parents and children; other shareholders regarding preschool inclusive program(school managers, supportice service providers, non governmental institutions, special education and rehabilitation centers etc.) weren't included sufficiently or included never. The inclusion of other stakeholders into relevant researches on preschool inclusive programs will make contribution to relevant field.

References

- Akalın, S., Demir, Ş., Sucuoğlu, B., Bakkaloğlu, H. ve İşcen, F. (2014). The needs of inclusive preschool teachers about inclusive practices. *Eurasian Journal of Educational Research*, 54, 39-60.
- Akkök, F. (2003). *Bayan perşembeler* (2. edition). İstanbul: Özgür Editions
- Altun, T. ve Gülben, A. (2009). Okul öncesinde özel gereksinim duyan çocukların eğitimindeki uygulamalar ve karşılaşılan sorunların öğretmen görüşleri açısından değerlendirilmesi. *Selçuk University Ahmet Keleşoğlu Faculty of Education Journal* . 28, 253 -272.
- Arı H.(2015) Bir okul öncesi özel eğitim kurumunda tersine kaynaştırma uygulamasının ve ilkokula hazırlığa etkilerinin incelenmesi Post Graduate Thesis (not published) Necmettin Erbakan University Educational Sciences Institution Primary Education Department
- Artan, İ. ve Uyanık Balat, G. (2003). Okul öncesi eğitimcilerinin entegrasyona ilişkin bilgi ve düşüncelerinin incelenmesi. *Kastamonu Education Journal* 11(1); 65-80.
- Avaroğulları, M. (2009). "Yurt Dışında Topluma Hizmet Uygulamalarına Genel Bakış". *Topluma Hizmet Uygulamaları*.(Ed: B. Aksoy, T. Çetin, Ö. F. Sönmez). Ankara: Pegem Academy Editions.

- Avcioğlu, H. (2012). Rehberlik ve Araştırma Merkezi (RAM) müdürlerinin tanılama, yerleştirme-izleme, bireyselleştirilmiş eğitim programı (BEP) geliştirme ve kaynaştırma uygulamasında karşılaşılan sorunlara ilişkin algıları. *Kuram ve Uygulamada Eğitim Bilimleri*, 12 (3), 2009-2031.
- Avcioğlu, H. Eldeniz-Çetin, M. ve Özbey, F. (2004). “Sınıfında Kaynaştırma Öğrencisi Bulunan Sınıf ve Branş Öğretmenlerinin Kaynaştırmaya Yönelik Tutumlarının İncelenmesi”, A.Yakmış ve E.Sazak-Pınar (Ed): XIV National Special Education Congress Notice Book, Kök Publishing, Ankara
- Bakkaloğlu, H , Yılmaz, B , Altun-Könez, N , Yalçın, G . (2018). Türkiye’de Okul Öncesi Kaynaştırma Konusunda Yapılan Araştırmalar Bize Neler Söylüyor?. *İnönü University Faculty of Education Journal*, 19 (1), 119-150.
- Balaban M., Yılmaz Ö. ve Yıldızbaş F.(2009). Okul öncesi eğitimde kaynaştırma eğitimi uygulamalarına ilişkin öğretmen görüşlerinin incelenmesi. I. Uluslararası Türkiye Eğitim Araştırmaları Kongresi, Oral Notice. (1-3 Mayıs 2009), Çanakkale
- Batu, S. Ve Kırcaali İftar, G. (2006). Kaynaştırma. Ankara: Kök Publishing.
- Baydık, B. (1997). «Özel Eğitimde Kaynaştırma ve Okul öncesi Kurumların Kaynaştırmadaki Önemi». *National Education*, 136, p.27-29
- Bayraklı, H. (2014). Özel gereksinimli çocuğu okul öncesinde kaynaştırmaya devam eden annelerin kaynaştırmada yaşadıkları sorunlar ve gereksinimleri. Yayımlanmamış araştırma raporu.
- Bayraklı H.(2016) “Okul Öncesinde Kaynaştırma Konulu Anne Eğitim Programının Çıktılarının Anne ve Öğretmen Görüşlerine Göre Değerlendirilmesi: Bir Karma Yöntem Araştırması” Doctoral thesis .Ankara University .Educational Sciences Institution
- Bozarslan Malkoç, B. (2010). Eskişehir ilindeki Özel Anaokullarında çalışan eğitimcilerin okul öncesi dönemde kaynaştırma ile ilgili görüşleri. Post graduate thesis (not published). Anadolu University Educational Sciences Institution Special Education Department Eskişehir
- Ceylan, R. (2004).Entegre eğitime katılan ve katılmayan engelli çocukların annelerinin depresyon ve umutsuzluk düzeylerinin incelenmesi. Doctoral thesis (not published), Ankara University, Institute of Science and Technology, Ankara.
- Çerezci,Ö (2015). Okul öncesi eğitim kurumlarında yapılan kaynaştırma eğitimi uygulamalarının kaynaştırma kriterleri açısından değerlendirilmesi. Not published post graduate thesis. Ankara: Gazi University, Educational Sciences Institution.
- Çulhaoğlu-İmrak, H. (2009). Okul öncesi dönemde kaynaştırma eğitimine ilişkin öğretmen ve ebeveyn tutumları ile kaynaştırma eğitimi uygulanan sınıflarda akran ilişkilerinin

incelenmesi. Post graduate thesis. (yayınlanmamış), Çukurova Üniversitesi Social Sciences Institution Preschool Department, Adana.

Dağlar, G. (2011). Okul öncesi öğretmenlerinin ve okul öncesi öğretmen adaylarının kaynaştırmaya ilişkin görüşlerinin karşılaştırılması. Post graduate thesis (not published. Mehmet Akif Ersoy University Social Sciences Institution Primary Education Department Preschool Education Program, Burdur.

Demir, M. (2014). Okul Öncesi Dönemde Kaynaştırma Uygulamalarına İlişkin Öğretmen Görüşleri (Trabzon Province Case). Not published Post graduate thesis, : Okan University Social Sciences Institution, İstanbul

Demir, Ş.(2016). Öğretmen eğitimi programının kaynaştırma uygulamaları yürütülen okul öncesi sınıflardaki öğretmen ve özel gereksinimli çocuklar üzerindeki etkileri. Doctoral Thesis (not published). Ankara University. Educational Sciences Institution.Special Education Department ,Ankara.

Diken,İ.(2006).Öğretmen adaylarının yeterliği ve zihin engelli öğrencilerin kaynaştırılmasına ilişkin görüşleri. Educational Researches Journal, Number:23.

Dikici Şğırtmaç A. Hoş, G., Abbak, B. S. (2015) Okul Öncesi Öğretmenlerinin Kaynaştırma Eğitiminde Yaşanan Sorunlara Yönelik Kullandıkları Çözüm Yolları Ve Önerileri Ahi Evran University Kırşehir Faculty of Education Journal (Kefad) Volume no: 12, Number: 4, December 2011, Page 205-223

Doğaroğlu, T , Bapoğlu Dümenci, S . (2015). Sınıflarında Kaynaştırma Öğrencisi Bulunan Okul Öncesi Öğretmenlerin Kaynaştırma Eğitimi ve Erken Müdahale Hakkındaki Görüşlerinin İncelenmesi. Hacettepe University Faculty of Health Sciences Journal,P : 460-473

Dolapçı, S. (2013). Öğretmen adaylarının öz-yeterlilik alguları ve kaynaştırma eğitimine bakış açıları. Not published Post graduate thesis. Dokuz Eylül University, Educational Sciences Institution, İzmir.

Düşek, G.(2008). Okul öncesi öğretmenleri ve ilköğretim öğretmenlerinin kaynaştırma eğitimine yönelik düşüncelerinin incelenmesi.5.Uluslararası Eğitim Araştırmaları Kongresi, Oral Notice, Çanakkale

Enç, M., Çağlar, D. ve Özsoy,Y. (1981).Özel Eğitime Giriş, Ankara University Faculty of Education Editions ,No.95. Ankara.

Ergin, E., Bakkaloğlu H., (2015) Kaynaştırma Uygulamaları Yürütülen Okul Öncesi Sınıflarda Sınıf İçi Geçişlerin Kolaylaştırılması Ankara University Faculty of Education Special Educational Journal Doi: 10.1501/Ozlegt_0000000226 2015, 16(2), 173-191

- Ergin E.(2016) Kaynaştırma Uygulamaları Yürütülen Okul Öncesi Sınıflarda Geçişlerin İncelenmesi. Not published Post graduate thesis Anadolu University, Educational Sciences Institution, Eskişehir
- Gezer, M. S. (2017). Sınıfta kaynaştırma öğrencisi bulunan okul öncesi öğretmenlerinin kaynaştırma eğitime yönelik rol algılarının belirlenmesi. (Not published Post graduate thesis). Anadolu University, Educational Sciences Institution, Eskişehir
- Göl, Z.(2017) Kaynaştırma uygulamaları yürütülen okul öncesi sınıflarda işitme yetersizliği olan ve normal işiten öğrencilerin sosyal beceri düzeylerinin incelenmesi
- Gök, G. ve Erbaş, D. (2011). Okul öncesi öğretmenlerinin kaynaştırma eğitime ilişkin görüşleri ve önerileri. *International Journal of Early Childhood Special Education*, 3(1), 66-87.
- Işıkkhan, V. (2005). Türkiye’de zihinsel engelli çocuğa sahip annelerin sorunları. Ankara: Hacettepe.
- Kale M., Sığırtmaç A., Nur İ. , Abbak B.S.(2016), "Okul Öncesi Öğretmenlerinin Kaynaştırma Eğitimi Uygulamalarına İlişkin Görüşlerinin İncelenmesi", *International Journal of Early Childhood Education Studies-IJECES*, vol.1, pp.39-48,
- Karasar, N. (2016). *Bilimsel Araştırma Yöntemi*. Ankara: Nobel Rdition Publishing
- Kaner, S. (2009). Aile katılımı ve işbirliği., B. Sucuoğlu (Editör). *Zihin engelliler ve eğitimleri*. First Edition. (p. 352-406). Ankara: KÖK Publishing
- Kanmaz,T(2017). Hareketli oyun eğitim programının okul öncesi kaynaştırma eğitimi alan ortopedik engelli çocukların kaba motor becerilerine etkisinin incelenmesi. Not published Post graduate thesis.Gazi University, Educational Sciences Institution,Ankara
- Kaytez,N. Durualp, E., ve Kadan, G. (2015). Engelli çocuğu olan ailelerin gereksinimlerinin ve stres düzeylerinin incelenmesi. *Education and Training Researches Journal*, 4(1), 197-214.
- Kılıçkaya, A., Zelyurt, H. (2015) Okul Öncesi Programlarında Özel Gereksinimli Bireylerin Yer Alma Durumlarının İncelenmesi (1989-2013), *International Turkish Educational Sciences Journal* , April.
- Koçyiğit, S. (2015) Ana Sınıflarında Kaynaştırma Eğitimi Uygulamalarına İlişkin Öğretmen-Rehber Öğretmen Ve Ebeveyn Görüşleri, *Uluslararası Türkçe Edebiyat Kültür Educational Journal* No: 4/1 2015 S. 391-415.

- Konuk, R.(2005). Anaokulu ve anasınıfına devam eden normal ve entegre eğitimi alan çocukların ebeveynlerinin okul öncesi eğitim kurumu seçimlerini etkileyen etmenler Not published Post graduate thesis, Selçuk University, Social Sciences Institution , Konya.
- Lim, G. A. (1996). Parental perspectives on being empowered or disempowerment for the inclusion of their children with disabilities. Paper presented at the Joint ERA/AARE Conference, Singapore
- Metin, N. (1992). Okul öncesi dönemde özürlü çocuklar için kaynaştırma programları. *Special Education Journal*,1(2), 34 -36.
- Metin, N. (1997a). Okul öncesi dönemde entegrasyon ve entegrasyonun başarısını etkileyen faktörler. Okul öncesi Eğitim Sempozyumu; okul öncesi eğitimde yeni yaklaşımlar. Ed. Gelengül Haktanır, Turkey Preschool Education Development Association , Ankara.
- Metin, N. (1997b). Anaokuluna devam eden 4-6 yaş grubundaki çocukların anne-babalarının normal ve özürlü çocukların kaynaştırıldığı programlar hakkındaki düşüncelerinin incelenmesi. Ankara University, 5. Mithat Enç Special education days , first edition, Turkish disabled confideration editions, 116-124, İstanbul
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook*. (2nd ed). Thousand Oaks, CA: Sage.
- Odluyurt, S. (2007). Okul öncesi dönemde gelişimsel yetersizlik gösteren çocuklar için gerekli kaynaştırmaya hazırlık becerilerinin ve bu becerilerden bazılarının etkinlikler içine gömülen eşzamanlı ipucuyla öğretiminin etkilerinin belirlenmesi. Doctoral thesis, Anadolu University Educational Sciences Institution Special Education Department Mental disabled Education Department
- Ömeroğlu E. (1992). Okul öncesi işitme engelli çocukların kaynaştırılmasında yaratıcı drama eğitiminin kullanılması. *Special Education Journal* (2)
- Özaydın, L. ve Çolak, A. (2011). Okul öncesi öğretmenlerinin kaynaştırma eğitimine ve okul öncesi eğitimde kaynaştırma eğitimi hizmet içi eğitim programına ilişkin görüşleri. *Kalem Eğitim ve Human Sciences Journal*, 1 (1), 189 – 226.
- Özbaba, N. (2000). Okul öncesi eğitimcilerin ve ailelerin özel eğitim muhtaç çocuklar ile normal çocukların kaynaştırtmasına karşı tutumları. Not published Post graduate thesis. Marmara University, Educational Sciences Institution, İstanbul.

- Özdemir, H. (2010). Okul öncesi öğretmenlerinin kaynaştırma uygulamasına ilişkin görüşlerinin incelenmesi. Not published Post graduate thesis. Trakya Üniversitesi Social Sciences Institution Primary Education Classroom Teaching Department.
- Özen, A., Ergenekon, Y., Kürkçüoğlu, B.Ü. ve Genç, D. (2013) Kaynaştırma Öğrencisi Olan Okul öncesi Öğretmenlerinin Sınıflarında Yaptıkları Öğretim Uygulamalarının Belirlenmesi. *Anadolu University Social Sciences Journal*, 13(2);153-166, Eskişehir
- Özmen, E. (2010). İzmir ilinde kaynaştırma öğrencileri ile çalışan okul öncesi öğretmenlerinin empatik eğilimleri ile tükenmişlik düzeyleri arasındaki ilişkinin belirlenmesi. Post Graduate Thesis. Dokuz Eylül University Educational Sciences Institution Primary School Department Classroom Teaching Department, İzmir.
- Özsoy, A.S., Özkahraman, Ş. ve Çalılı, F. (2006). Zihinsel engelli çocuk sahibi ailelerin yaşadıkları güçlüklerin İncelenmesi. *Family and Society Education Culture and Research Journal*, 3(9), 68-76.
- Sarı, H., Çeliköz, N. ve Seçer, Z (2009). An analysis of pre-school teachers' and student teachers' attitudes to inclusion and their self-efficacy. *International Journal Of Special Education*, 24, 30-44.
- Sargın, N. (2001). Anasınıfı öğretmenlerinin kaynaştırma programı çerçevesinde zihin özürlü çocuklara yönelik tutumları. XI. National Special Education Congress, Eğitim Bookstore, 91–98, Eskişehir
- Seçer, Z., Çeliköz, N., Sarı, H., Çetin, Ş. Ve Büyüктаşkapu, S.(2010a). Okul öncesi eğitim kurumlarında çalışan öğretmenlerin kaynaştırma eğitimine yönelik tutumları (Konya ili örneği). *Selçuk Üniversitesi, Ahmet Keleşoğlu Faculty of Education Journal* no 29, page 393-406.
- Sucuoğlu, B. Argın, T. (2006). İlköğretimde kaynaştırma Uygulamaları. Morpa: İstanbul
- Sucuoğlu, B. (1995). Özürlü çocuğu olan anne-babaların gereksinimlerinin belirlenmesi. *Child and Youth Journal*, 2(1), 10-18.
- Şenol, F.B (2017). Kaynaştırma uygulaması yapılan okul öncesi sınıflarında drama eğitim programının çocukların etkileşimi ve sosyal bilgi işleme sürecine etkililiğinin incelenmesi. Not published Doctoral Thesis, Hacettepe University. Health Sciences Institution. Ankara.
- Taşdemir, H(2016). Zihinsel engelli çocukların kaynaştırma eğitiminde karşılaştıkları sorunların ve aile gereksinimlerinin sosyal hizmet perspektifinden değerlendirilmesi. Not published Post graduate Thesis, Yıldırım Beyazıt University. Health Sciences Institution.

- Tuna M.(2015). Sınıfında özel gereksinimli öğrencisi olan okul öncesi öğretmenlerinin doğal öğretim sürecine ilişkin bakış açılarının incelenmesi. . Not published Post graduate Thesis. Anadolu University. Educational Sciences Institution. Eskişehir
- Tuş, Ö. Ve Çifci-Tekinarslan, İ. (2013). Okul öncesi kaynaştırma eğitimine devam eden özel gereksinimli çocukların karşılaştıkları güçlüklerin annelerin görüşlerine göre belirlenmesi. Dumlupınar University, Social Sciences Journal, 35; 151-166.
- Tükel A.(2017).2013 okul öncesi eğitim programı ile ilgili öğretmen görüşlerinin değerlendirilmesi. Institution, Selçuk University, Social Sciences Institution. Konya
- Temel, Z.F. (2000). Okul öncesi eğitimcilerinin engellilerin kaynaştırılmasına ilişkin görüşleri Hacettepe University, Faculty of Education Journal 18: 148 – 155.
- Uğurlu, H. (1993). Okul öncesi eğitimde entegrasyon. YA-PA Preschool Education and Generalizing Seminary, Ankara
- Uğuz, Ş., Toros, F., İnanc, B.Y. ve Çolakkadıoğlu, O. (2004). Zihinsel ve/veya bedensel engelli çocukların Annelerinin anksiyete, depresyon ve stres düzeylerinin belirlenmesi. Clinical Psychiatry Journal, 7,42-47.
- Uşun,S.(2003)Okul Öncesi Öğretmenlerinin Hizmet İçi Eğitim Gereksinimlerinin Belirlenmesi, G.Ü. Gazi Faculty of Education Journal Volume 23, No 2 (2003) 125-138.
- Varlier, G. (2004). Okul öncesi eğitim öğretmenlerinin kaynaştırmaya ilişkin görüşleri. Not published Post graduate Thesis, Anadolu University Educational Sciences Institution Special Education Department Eskişehir.
- Yavuz, C. (2005). Okul öncesi eğitimde kaynaştırma eğitimi uygulamalarının değerlendirilmesi. Not published Post graduate Thesis, Gazi University Educational Sciences Institution, Child Development and Education Department, Ankara.
- Yılmaz, B. (2014). Okul Öncesi Kaynaştırma Sınıflarının Kalitesinin Değerlendirilmesi. Not published Post graduate Thesis, Ankara: Gazi University Educational Sciences Institution.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (**CC BY-NC-ND**) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).



HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES
ANNOUNCEMENTS SUBMISSIONS EDITORIAL TEAM FOCUS AND SCOPE CONTACT
WCCI

[OPEN JOURNAL SYSTEMS](#)

[Journal Help](#)

USER

Username

Password

Remember me

NOTIFICATIONS

- [View](#)
- [Subscribe](#)

JOURNAL CONTENT

Search

Search Scope

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)

FONT SIZE

INFORMATION

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)

Home > Vol 11, No 2 (2019)

International Journal of Curriculum and Instruction

The International Journal of Curriculum and Instruction is the official journal of the World Council for Curriculum and Instruction (WCCI), a world association of educators founded in 1971. The purposes of this journal are to foster intercultural communication among educators and teachers worldwide, encourage translational collaborative efforts in curriculum research and development, and promote critical understanding of social problems in a global perspective.

The journal is designed to reflect a balanced representation of authors from different regions of the world. The opinions and views expressed in this journal are those of the authors and do not necessarily reflect the positions of the editors, advisory board, and the WCCI.

Announcements

CALL FOR PAPERS

The International Journal of Curriculum and Instruction (IJCI) is now accepting submissions to publish in the next issue of IJCI, which is the first fully online edition.

Posted: 2015-05-13

[More...](#)

[More Announcements...](#)

Vol 11, No 2 (2019): International Journal of Curriculum and Instruction

Table of Contents

Articles

An Insight into teacher self-efficacy belief of PGDT (Post Graduate Diploma in Teaching) Trainees: Implications for Ethiopian Secondary School Teacher Education Program Melkamu Habte Alemayehu	PDF 1-19
The Effects of Peer Feedback on the Essay Writing Performances of EFL Students Eren Uymaz	PDF 20-37
Causes of Dropout Rate at Primary Level in Pakistan Dr. Dawood Shah, Dr. Ghulam Haider, Tahir Taj	PDF 38-74
Possible Problems in Online Foreign Language Teaching at a University Context Erkan Yüce	PDF 75-86
Teacher Autonomy on English Communication courses in Japanese Universities Paul Anthony Marshall	PDF 87-99
The Examination of The Postgrade Theses on Harmonization Programs in Preschool Period: Analysis of Problems and Solution Suggestions Yavuz Erişen, Halime Nur Sezer, Naciye Kaya	PDF 100-129
Planning a Science, Technology, Engineering, and Mathematics (STEM) Curriculum for Young Children: A Collaborative Project for Pre-service Teacher Education Greg Tabios Pawilen, Marie Rose A. Yuzon	PDF 130-146
The Metaphors of Turkish, Bulgarian and Romanian Students on STEM Disciplines Şahin İdin	PDF 147-162
Teaching-learning conceptions and curriculum fidelity: A relational research Gökhan Baş, Cihad Şentürk	PDF 163-180
VISUALS SPEAK: Using drawings to unravel the perceptions of the language teaching profession Sezen Arslan	PDF 181-198
The Case of "Underdeveloped" Academic Literacy Skills of Undergraduates: Contrasting Perspectives Neslihan Bilikozen	PDF 199-223
A Descriptive Study of Behavioural Group Parent Training: A Suggested Sample For Families of Disabled Children Yusuf Ziya Tavil	PDF 224-237
A Case Study on the Perceptions of Professional Development Unit Members at an EFL Program Hilal Peker, Onur Ozkaynak, Zeynep Arslan, Hilal Tunc	PDF 238-254
The Impact of STEM Project Writing Education on Candidate Female Teachers' Attitudes, their Semantic Perceptions and Project Writing Skills Towards STEM Education	PDF 255-272

Semra Mirici, İpek Pirpiroglu Gencer, Serife Gündüz

Teaching Mathematical Skills to Individuals with down Syndrome: A Content Analysis Study
Basak Baglama

PDF
273-284

On Primary School Teachers' Training Needs in Relation to Game-Based Learning
Halil Kamışlı

PDF
285-296



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Copyright © 1986 - 2017 by [World Council for Curriculum and Instruction \(WCCI\)](https://www.wcci-international.org/).
ISSN 1562-0506





HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES
ANNOUNCEMENTS SUBMISSIONS EDITORIAL TEAM FOCUS AND SCOPE CONTACT
WCCI

Home > About the Journal > **Editorial Policies**

Editorial Policies

- » [Focus and Scope](#)
- » [Section Policies](#)
- » [Peer Review Process](#)
- » [Publication Frequency](#)
- » [Open Access Policy](#)
- » [Archiving](#)
- » [Abstracting and Indexing](#)
- » [Article Processing Charge](#)
- » [Publication Ethics and Malpractice Statement](#)

Focus and Scope

International Journal of Curriculum and Instruction (IJCI) is a professional, double-blind peer-reviewed international journal devoted to fostering intercultural communication among educators and teachers worldwide, encouraging translational collaborative efforts in curriculum research and development, and promoting critical understanding of social problems in a global perspective.

Section Policies

Articles

Open Submissions Indexed Peer Reviewed

Peer Review Process

International Journal of Curriculum and Instruction (IJCI) uses a double-blind system for peer-review, with appropriate reviewers selected from an extensive panel of scholars. Both reviewers and authors' identities remain anonymous. Each manuscript submitted to IJCI will be peer-reviewed by at least two experts. Manuscripts are initially assessed by the Editors to ensure readiness for review. If deemed appropriate, manuscripts are then sent out for review, after which one of the following recommendations may be made:

- accepted for publication,
- accepted subject to minor revisions,
- invited to resubmit following substantial revisions,
- submit elsewhere or declined.

IJCI is committed to high academic standards, viewing publication as a collaborative process among Authors, Reviewers, and Editors.

Publication Frequency

IJCI publishes two issues per year (May and November), depending on the number and quality of submissions. The publication schedule may change from year to year, as the journal will only be published when there are at least four high quality papers that have been successfully reviewed and recommended for publication.

Open Access Policy

This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.

Archiving

This journal utilizes the LOCKSS system to create a distributed archiving system among participating libraries and permits those libraries to create permanent archives of the journal for purposes of preservation and restoration. [More...](#)

Abstracting and Indexing

- [ERIC - Education Resources Information Center](#) (As of Volume 8, 2016 & forward)
- [Citefactor](#)
- [DOAJ](#)
- [Directory of Research Journals Indexing \(DRJI\)](#)
- [Index Copernicus](#)
- Index Islamicus Online
- MLA International Bibliography
- [MIAR](#)
- [JournalTOCs](#)

OPEN JOURNAL SYSTEMS

Journal Help

USER

Username

Password

Remember me

NOTIFICATIONS

- [View](#)
- [Subscribe](#)

JOURNAL CONTENT

Search

Search Scope

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)

FONT SIZE

INFORMATION

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)

- [Turkish Education Index \(TEI\)](#)
- [ResearchBib - Academic Resource Index](#)
- [Google Scholar](#)
- [Base - Academic Search Engine](#)
- [OCLC WorldCat](#)
- [Ulrichsweb](#)
-

International Journal of Curriculum and Instruction will endeavour to enter all major indexing and abstracting services. Further intended indexes and abstracts include the following:

- British Education Index
- Contents Pages in Education
- Current Contents/Social & Behavioral Sciences
- ERA (Educational Research Abstracts Online)
- Education Research Index
- Education Technology Abstracts
- Language Teaching
- Linguistics and Language Behavior Abstracts
- Periodicals Index Online
- Scopus
- Social Sciences Citation Index

IJCI is currently indexed and abstracted by the highlighted databases above.

Article Processing Charge

International Journal of Curriculum and Instruction (IJCI) does not charge authors for any submission, article processing or publication fee.

Publication Ethics and Malpractice Statement

The publication of an article in the peer-reviewed journal **International Journal of Curriculum and Instruction** is a reflection of the quality of the work of the authors and the institutions that support them. Peer-reviewed articles support and embody the scientific method. It is therefore important to agree upon standards of expected ethical behavior for all parties involved in the act of publishing, including the authors, the peer-reviewers, the journal editors and the publisher. This publication ethics and malpractice statement is based on [COPE's Best Practice Guidelines for Journal Editors](#).

DUTIES OF AUTHORS

Authorship of the paper

Authorship should be limited to those who have made a significant contribution to the conception, design, execution, or interpretation of the reported study. All those who have made significant contributions should be listed as co-authors. Where there are others who have participated in certain substantive aspects of the research project, they should be acknowledged or listed as contributors. The corresponding author should ensure that all co-authors have seen and approved the final version of the paper and have agreed to its submission for publication.

Reporting standards

Authors of reports of original research should present an accurate account of the work performed as well as an objective discussion of its significance. Underlying data should be represented accurately in the paper, without fabrication, falsification or inappropriate data manipulation. A paper should contain sufficient detail and references to permit others to replicate the work. Fraudulent or knowingly inaccurate statements constitute unethical behavior and are unacceptable. Review and professional publication articles should also be accurate and objective, and editorial 'opinion' works should be clearly identified as such.

Data access and retention

Authors may be asked to provide the raw data in connection with a paper for editorial review, and should in any event be prepared to retain such data for a reasonable time after publication.

Originality and plagiarism

The authors should ensure that they have written entirely original works, and, if the authors have used the work and/or words of others, that this has been appropriately cited or quoted. Data, text, figures or ideas originated by other researchers should be properly acknowledged. Plagiarism in all its forms constitutes unethical publishing behavior and is unacceptable.

Plagiarism Screening Policy

Manuscripts accepted for publication are subjected to plagiarism check through iThenticate plagiarism check software. Authors are expected to conform to the originality expectations of the journal. Once an act of over similarity/plagiarism is detected, authors are informed about the incident and their manuscript is rejected. Authors may be allowed to improve their manuscripts within acceptable limits of similarity.

Multiple, redundant or concurrent publication

The authors must guarantee: (1) that the article has not been published elsewhere; (2) it is not being considered for publication elsewhere; and (3) that it has been submitted with the full knowledge and approval of the institution or organization given as the affiliation of the authors. Submission of multi-authored manuscripts implies the consent of each of the authors.

If data from the article is used, partially or entirely, in other research articles, or the data and results represent only part of a bigger research project described in multiple publications, these must be clearly presented to the editor.

Disclosure and conflicts of interest

All authors should disclose in their manuscript any financial or other substantive conflict of interest that might be construed to influence the results or interpretation of their manuscript. All sources of financial support for the project should be disclosed.

Examples of potential conflicts of interest which should be disclosed include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding. Potential conflicts of interest should be disclosed at the earliest stage possible.

Fundamental errors in published works

When an author discovers a significant error or inaccuracy in his/her own published work, it is the author's obligation to promptly notify the journal editor or publisher and cooperate with the editor to retract or correct the paper. If the editor

or the publisher learns from a third party that a published work contains a significant error, it is the obligation of the author to promptly.

DUTIES OF EDITOR

Publication decisions

An editor is responsible for deciding which of the articles submitted to the journal should be published. The editor must evaluate manuscripts for their intellectual content without regard to race, gender, sexual orientation, religious belief, ethnic origin, citizenship, or political philosophy of the authors.

Disclosure and conflicts of interest

Unpublished materials disclosed in a submitted manuscript must not be used in an editor's own research without the express written consent of the author. Privileged information or ideas obtained through peer review must be kept confidential and not used for personal advantage.

Editors should recuse themselves (should ask a co-editor, associate editor or other member of the editorial board instead to review and consider) from considering manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, or institutions connected to the papers.

Response to ethical issues

An editor should take reasonably responsive measures when ethical complaints have been presented concerning a submitted manuscript or published paper, in conjunction with the publisher.

DUTIES OF REVIEWERS

Contribution to editorial decisions

Peer review assists the editor in making editorial decisions and through the editorial communications with the author may also assist the author in improving the paper. Any selected expert who feels unqualified to review the research reported in a manuscript or knows that its prompt review will be impossible should notify the editor and excuse himself from the review process.

Confidentiality

Any manuscripts received for review must be treated as confidential documents. They must not be shown to or discussed with others except as authorized by the editor.

Standards of objectivity

Reviews should be conducted objectively. Personal criticism of the author is inappropriate. Referees should express their views clearly with supporting arguments.

Acknowledgement of sources

Reviewers should identify relevant published work that has not been cited by the authors. Any statement that an observation, derivation, or argument had been previously reported should be accompanied by the relevant citation. A reviewer should also call to the editor's attention any substantial similarity or overlap between the manuscript under consideration and any other published paper of which they have personal knowledge.

Disclosure and conflict of interest

Reviewers and editors are required to declare any and all potential conflicts of interest. Reviewers should not consider manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, or institutions connected to the papers.



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Copyright © 1986 - 2017 by [World Council for Curriculum and Instruction \(WCCI\)](http://www.wcci-international.org/).
ISSN 1562-0506

