

# ICSE 2022

## 6TH INTERNATIONAL CONGRESS OF SPECIAL EDUCATION

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Congress of  
Current Issues in  
Special Education  
ICSE  
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13 -15 OCTOBER 2022 | GRAND PARK LARA HOTEL | ANTALYA, TURKEY



# ABSTRACTS BOOKS

ICSE-2022 Participants Flags





# 6th International Congress of Special Education

**ONLINE and FACE-TO-FACE INTERNATIONAL CONFERENCE**  
Grand Park Lara Hotel Convention Center  
Lara-Antalya, Turkey  
13 – 15 October 2022

**ABSTRACTS BOOKS**

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Global Special Education and Psychological Services Association

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## KEYNOTES



**Prof. Dr. Kobus Maree**

University of Pretoria  
Faculty of Education

**Keynote Title:** “Enhancing gifted and talented learners’ narratability and autobiographicity by integrating their conscious knowledge and their ‘subconscious insights”

**Abstract:** “Will be announced”

**Bio:** Prof. Kobus Maree (DEd (Career Counselling); PhD (Learning Facilitation in Mathematics); DPhil(Psychology)) is a full Professor in the Department of Educational Psychology at the University of Pretoria. His main research interests are career construction (counselling), life design (counselling), emotional social intelligence and social responsibility, and learning facilitation in mathematics. He links research results to appropriate career choices and to life designing.

Past editor of a number of scholarly journals, for instance, the South African Journal of Psychology, managing editor of Gifted Education International, regional editor for Southern Africa: Early Child Development and Care, and a member of several national and international bodies, including the Society for Vocational Psychology (SVP) (USA), the International Association of Applied Psychology (IAAP) (USA), the Psychology Association of South Africa (SA), and the Association of Science of South Africa (ASSAf). In 2009, he was awarded the Stals Prize of the South African Academy of Science and Arts for exceptional research and contributions to Psychology. In June 2014, he was awarded the Stals prize for exceptional research and contributions to Education, and he received the Psychological Society of South Africa’s (PsySSA) Award for Excellence in Science during the 20th South African Psychology Congress in September 2014. Prof. Maree was awarded Honorary Membership of the Golden Key International Honour Society for exceptional academic achievements, leadership skills and community involvement in October 2014. He was awarded the Chancellor’s Medal for Teaching and Learning from the University of Pretoria in 2010 and has been nominated successfully as an Exceptional Academic Achiever on four consecutive occasions (2003- 2016). He has a B1 rating from the National Research Foundation (the highest rating in the history of the faculty).

Prof. Maree has authored or co-authored 100 + peer-reviewed articles and 55 books/ book chapters on career counselling, research and related topics since 2009. In the same period, he supervised 30 doctoral theses and Master’s dissertations and read keynote papers at 20 + international and at 20 + national conferences (e.g. Australia, Croatia, Egypt, France, Hungary, India, Italy, Mauritius, Poland, South Africa, Turkey, and the USA; e.g. one of the State-of-the-Science speakers (Division 16: Counselling Psychology) at the International Congress of Applied Psychology, the flagship event on the international psychology calendar, held in Paris in July, 2014. Topic: Connecting life-themes to construct self-portraits. He has also presented numerous invited workshops at conferences across the world on a) integrating

qualitative and quantitative approaches in career counselling, and b) the art and science of writing scholarly articles. Over the past seven years, he has spent a lot of time abroad. For instance, he accepted invitations to spend time as a visiting professor at various universities where he presented workshops on e.g. contemporary developments in career counselling, article writing, and research methodology. Prof. Maree was awarded a fellowship of the IAAP at the ICAP Conference in Paris in July, 2014.



**Prof. Dr. Hakan Sari**

Necmettin Erbakan University, Turkey

**Keynote Title:** “Future Trends in Special Education”

**Abstract:** “Will be announced”

**Bio:** [Please Click Here](#)



**Prof. Dr. Nilgün Sarp**

İstanbul Bilgi University, Turkey

**Keynote Title:** “Resilience in Development: The Importance of Early Childhood”

**Abstract:** Early childhood period is an important time to nurture the development of resilience. Resilience is, when children show healthy development in spite of adversity. Some difficult circumstances, like; the death of a parent, living in poverty, stressful family or being in a natural disaster, can affect child’s development. If a child’s resilient, can successfully deal with these difficulties. So, resilience is being able to adapt to difficult circumstances in a positive way. Resilience in development and

its importance of early childhood will be discussed in this congress.

**Bio:** Nilgun SARP BsC, BsC, MsC, Ph.D

Date of Birth: June 27, 1958

Hacettepe University, School of Home Economics, Child Development and Education B.Sc, 1975-1980

Ankara University, Faculty Of Education, Special Education B.Sc , 1980-1983

Hacettepe University, Institute of Public Health, Health Education M.Sc , 1980-1983

Hacettepe University, Institute of family Health, Family Health. Ph.D , 1983-1987

Birmingham University, Health and Hospital Management Center, Health and Hospital

Management.

Post-Doc. 1998-1999

Professional Experience

Professor of Child Development Department at Faculty of Health Science, Istanbul Bilgi University, Istanbul-Turkey (2018..)

Professor, Head of Child Development Department at Faculty of Health Science, Üsküdar University, Istanbul-Turkey (2016-2018)

- Professor, Head of Child Development Department at Faculty of Health Science, Bahcesehir University, Istanbul-Turkey (2015-2016)

- Professor, Founding Dean of Faculty of health Science, European University of Lefke-North Cyprus 2010-2015

- Professor, Vice Dean and the Dean of Faculty of Health sciences, Ankara University 1996-2012

- Founding Dean, Faculty of Health Sciences, European University of Lefke –North Cyprus 2010-2015

- Girne American University, Rector (August 2008-September 2009)

- Ankara University, Faculty of Health Education. Senator, Dean, Head of Health Management Department, Professor (1996-2012)

Erasmus Exchange Academic and visitor researcher- East Anglia University, East Anglia University Diversity and Equality in Careers and Employment Research. June- Sept 2007

- Researcher, Leadership Project, NHS Institute of Innovation and Implement-London, UK. June-September 2005

- Fulbright Visiting Scholar, the George Washington University at the Center for Disaster, Crisis Risk Management, Washington DC, USA. August 2002-February 2003.

- Prime Ministry, Family Research Center, Expert, Chief of Section and Head of Research Department (1993-1996)

- Ministry of Interior, Department of NATO-Foreign Relations, Chief of Section (1990-1993)

- Ataturk Child Institution for 0-12 year's children. Expert, Deputy Director and Director (1980-1990)

Prof Sarp has 53 international and national articles, 48 presentations, 10 international book chapters, 12 national book chapters and 12 books (editör or as a writer). She also completed 20 national and international projects, and a member of national and international academic Institutions.

- Erasmus Exchange Academic and visitor researcher- East Anglia University, East Anglia University Diversity and Equality in Careers and Employment Research. June- Sept 2007

- Researcher, Leadership Project, NHS Institute of Innovation and Implement-London, UK. June-September 2005

- Fulbright Visiting Scholar, the George Washington University at the Center for Disaster, Crisis Risk Management, Washington DC, USA. August 2002-February 2003.

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20 national and international projects, and a member of national and international academic Institutions.



**Prof. Dr. Gönül AKÇAMETE**  
Near East Universty, North Cyprus

**Keynote Title:** “Future Trends in Special Education”

**Abstract:** “Will be announced”

**Bio:** Will be announced”



**Assoc. Prof. Dr. Ahmet Yıkmiş**  
Bolu Izzet Baysal University, Turkey Department of Special Education

**Keynote Title:** “Use of materials with learning disabilities”

**Abstract:** “Will be announced”

**Bio:** “Will be announced”





**Assoc. Prof. Dr. Nevzat DEMİRCİ**

Mersin University, Faculty of Sport Science

**Keynote Title:** “Physical Education and Sports for Individuals with Special Needs in the Distance Education Process: Problems and Solution Suggestions”

**Abstract:** “Will be announced”

**Bio:** Assoc. Dr. Nevzat DEMİRCİ graduated from Celal Bayar University, School of Physical Education and Sports, Department of Physical Education Teaching in 1996. After working as a teacher in the Ministry of National Education for 2 years, he started to work as a lecturer at Kafkas University in 1998. He completed his first master’s degree at Kafkas University Social Sciences Institute Educational Sciences Department in 2004 and his second master’s degree at Kafkas University Health Sciences Institute Physiology Department in 2007. He completed his doctorate in the same department in 2011. DEMİRCİ, 2008-2014 Kafkas University Social Scientific and Cultural Activities Commission Member, 2012-2014 Kafkas University/Education Faculty/Special Education Department Head, 2012-2014 Kafkas University/Education Faculty/Special Education Department/Mental Handicapped Education Department Head, 2015-2015 Mersin University School of Physical Education and Sports / Head of the Department of Coaching Education, served as Deputy Dean of Mersin University Faculty of Sports Sciences between 2019-2021.

He is currently an Associate Professor at Mersin University Faculty of Sports Sciences. Demirci has authored or co-authored more than 50 peer-reviewed articles and 18 book/book chapters since 2007. He also presented 89 papers in national and international congresses. In the same period, he directed his doctoral thesis and master’s thesis. He is also the editor of the International Journal of Disabilities Sports and Health Sciences (IJDSHS).

# Investigating the effectiveness of P4C approach on critical thinking skills of gifted students

**Feride Acar**, Pamukkale University

**Recep Şahin Arslan**, Pamukkale University

## Abstract

In our globalized age, it has gained virtual importance to have some 21-st century skills for the individuals such as questioning, searching credibility of information, distinguishing between fake and real information and critical thinking to cope with the challenges they encounter during the daily life. Especially gifted and talented individuals who play a critical role in the development of the nations, are expected to use these skills to maximize their potentials. It has been discussed over the last years that the gifted individuals need a differentiated and specialized education program. In their language learning process, it has been also clear that traditional teaching methods and environments where the teachers are the source of information cannot be expected to create effective outcomes. These exceptional students have different expectations, needs and interests and in some cases it may be difficult to take their attentions and engage them in effective language teaching practices. The researcher of the presents study who has been working as an English teacher in a Science and Art center, have been interested in discovering and implementing effective language teaching methods for her gifted students. By departing from this need, "Philosophy for Children (P4C)" has been considered as a potential approach that can create a response to the needs and expectations of the gifted students in their language learning process as a way of both fostering their critical thinking (CT) skills and English language skills. The researcher attended several training to learn how to be a facilitator and afterwards implemented P4C in her own classroom. By conducting this research, it was aimed to examine to what extent P4C can be influential in enhancing CT skills of her students. This study was carried out in 2021-2022 academic year in Denizli Nezihe Derya Baltalı Science and Art Center (SAC). The samples of the study consists of 23 7th grade gifted students who have chosen English field in SAC. Different from regular classrooms, the sample of the study had A2 or B1 English proficiency levels. The study employs an experimental research design with the participation of control (N=12) and experimental (N=11) groups and by administering pre-test and post-test. While the routine English speaking program of SAC was followed by the participation of control group, the experimental group was involved in P4C-enhanced English speaking lessons which focused on concepts such as ethics, animal rights, justice, friendship and empathy. The study lasted for 12 weeks (1 week for pre-test, 10 weeks for treatment, 1 week for post-test). In order to collect quantitative data, "Cornell Critical Thinking Test X level" was administered to both of the groups in pre-test and post-test formats. The data analysis was carried out via SPSS package program. After normality of the data belonging to the test scores was determined, independence t-test was run to find out whether P4C-enhanced treatment created a positive effect on CT skills of the samples or not. According to the results of the analysis, it was seen that there was a decrease in post-test scores of the control group and an increase in post-test scores of the experimental group compared to the pre-test scores. And also, a statistically significant difference ( $p = ,045$ ) was found between post-test scores of the groups in favour of the experimental group ( $P > 0.05$ ). These results indicate that P4C-enhanced speaking practices can be effective in enhancing CT skills of the gifted students. As an implication of the study, it can be suggested that P4C approach can be integrated into language classrooms of students who have a certain level of English proficiency as a way of improving both language skills and questioning, analyzing and higher-level thinking skills.

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**ADDRESS FOR CORRESPONDENCE: Feride Acar**, Pamukkale University

E-Mail Address: [feride\\_dag@hotmail.com](mailto:feride_dag@hotmail.com)

# **RELEVANCE OF BATIK ART THERAPY FOR EMOTIONAL REGULATION TEACHING METHOD: NEEDS ASSESSMENT AMONG MALAYSIAN SPECIAL EDUCATION TEACHERS**

**Noraziyannah Md Jais**, University Science Of Malaysia

**Hui Min Low**, University Science Of Malaysia

**Aswati Hamzah**, University Science Of Malaysia

## **Abstract**

In the school setting, intervention for children with special educational needs typically focuses on reading, writing and counting skills, with less attention paid to the aspects of emotional regulation. Emotional regulation management skills are essential for special education needs students. Therefore, this article aims to identify and discuss the need for exposure and development of an emotional regulation teaching method, which utilizes batik art therapy as a pedagogical strategy. For needs assessment, an open-ended survey was conducted with 35 special education teachers identified using the purposeful sampling technique. The research finding used thematic analysis, which showed the need to develop emotional regulation teaching methods and a strong teachers' interest in attending emotional regulation formal training programs. At the same time, the relevance of batik art therapy as a teaching method for emotional regulation was strongly supported by the special education teachers involved. The research findings pointed to the need to develop an emotional regulation teaching method using the batik art therapy approach.

Keywords: Emotional Regulation; Batik Art; Therapy; Teaching Method; Special Education Teacher.

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**ADDRESS FOR CORRESPONDENCE:** **Noraziyannah Md Jais**, University Science Of Malaysia

E-Mail Address: [noraziyannahbintimdjais@gmail.com](mailto:noraziyannahbintimdjais@gmail.com)

# Finnish teachers' perceptions, self-efficacy, and collective teacher efficacy in inclusive education

Ipek Gulsun, University of Jyväskylä

## Abstract

Since the Salamanca Statement and Framework for Action on Special Needs Education, there has been an increasing trend toward inclusive education (UNESCO [United Nations Educational, Scientific and Cultural Organization], 1994). This trend has been further reinforced by the UN Convention on the Rights of Persons with Disabilities (United Nations, 2006) and, more recently, the Sustainable Development Goals (United Nations, 2015). As a result of these developments, researchers have been attempting over the past few decades to determine factors that are connected to the successful implementation of inclusive education. Many studies showed that teachers' attitudes toward inclusive education, their self-efficacy beliefs for inclusive practices and collective teacher efficacy (CTE) were one of the factors influencing teachers' inclusive practices (e.g., Donohoo, 2018; Hellmich et al., 2019; Schwab & Alnahdi, 2020). This study aims to investigate the relationship between these factors influencing teachers' inclusive practices (i.e., attitudes toward inclusive education, self-efficacy for inclusive practices, and CTE). Based on these aims, the study addresses the following research questions:

1. Do teachers' attitudes toward inclusive education correlate with their self-efficacy for inclusive practices and collective efficacy?
2. Does teachers' self-efficacy for inclusive practices correlate with their collective efficacy?

The participants of the study consisted of 400 in-service teachers in Finland. The data was analysed using the Mplus. The following scales were used in the study: the Sentiments, Attitudes, and Concerns about Inclusive Education (SACIE) Scale (Loreman et al., 2007), the Teacher Efficacy for Inclusive Practices (TEIP) Scale (Sharma et al., 2012), and the Collective Teacher Beliefs Scale (Tschannen-Moran & Barr, 2004). The analysis showed that attitude correlated with CTE, while attitude did not correlate with self-efficacy. Self-efficacy correlated with CTE. The findings of this study have some important implications for future practices. First, as teachers' attitudes toward inclusive education become more positive, their level of CTE increases. In addition, the level of teachers' self-efficacy for inclusive practices improves; their level of CTE increases. Thus, more attention should be given to the longitudinal studies examining the relationship between these constructs.

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**ADDRESS FOR CORRESPONDENCE:** Ipek Gulsun, University of Jyväskylä

E-Mail Address: [ipgulsun@student.jyu.fi](mailto:ipgulsun@student.jyu.fi)

# Increasing the Quality of Special Education Services For inclusive Education: Strengthening Families in Special Education

**Serkan Şimşir**, Tohum Otizm Foundation

**Nimet Bülbin Sucuoğlu**, Tohum Otizm Foundation

**Hatice Bayraklı**, Tohum Otizm Foundation

**Şükran Kılıç**, Tohum Otizm Foundation

**Nursinem Şirin**, Tohum Otizm Foundation

## Abstract

The needs of children with special needs can be met when identification and educational assessment procedures are effectively carried out. Children with special needs with an identified diagnosis are evaluated in order to address their educational needs by the Guidance and Research Centers (GRCs) in Türkiye (Özel Eğitim Hizmetleri Yönetmeliği, 2021). However, research indicates that the GRCs experience many difficulties related to the educational assessment of children with special needs and also empowering parents. The professionals working in GRCs frequently state that they need to be supported in both educational assessment and family empowerment issues (Karasu, 2014; Yalçın, 2021; Yanık ve Gürgür, 2017; Yürekli, 2021). On the basis of this need, Strengthening Families in Special Education Project, funded by the European Union and Republic of Turkey and executed by The Tohum Autism Early Diagnosis and Education Foundation in partnership with Kütahya and Gaziosmanpaşa GRCs, was developed. Aim of the project is to empower families of children with special needs by improving the capacity of special education teachers and psychological counsellors working in GRCs. The project was carried out in two phases. In the first phase, a 36-hour-training program was provided to 20 special education teachers and psychological counsellors working in Kütahya, Ankara Yenimahalle, İstanbul Gaziosmanpaşa and Gaziantep Şehitkamil GRCs. In accordance with the project's aim, the training program included empowerment of families and educational assessment of children with special needs. In this phase, it was aimed that GRCs personnel participated to the program become resource persons for special education teachers, classroom teachers, and psychological counsellors within their regions; GRCs personnel can be able to implement empowering practices for families, conduct educational assessment, and follow the children after their placements to the schools. Participating GRCs were also provided with the educational assessment tools, training for assessment tools, and resource books. In the second phase of the project, each GRC provided a one-day-training about family empowerment and educational assessment to 20 GRCs personnel and special education teachers. Additionally, each GRC also delivered a one-day-training to 30 families and provided them with the Parent Information Kit targeting families who applied to the GRCs for the first time. Family training covered topics such as the GRCs' aim, how they work, provided services by the GRCs, and rights of families, and the kit included information about special education services, GRCs, special education schools, rights of children and families, and non-governmental special education organizations. Recommendations and route maps were suggested for the GRC professionals and policy makers in order to develop and enhance services delivered for families and children by the GRCs.

Key words: Guidance and Research Centers, assessment, family, empowerment

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**ADDRESS FOR CORRESPONDENCE: Serkan Şimşir**, Tohum Otizm Foundation

E-Mail Address: [serkan.simsir@tohumotizm.org.tr](mailto:serkan.simsir@tohumotizm.org.tr)

# Türkiye’de İlkokul Öğretmenlerinin Kanıta-Dayalı Sınıf Yönetimi Stratejilerini Kullanım Durumu

**Ayşenur Çayır**, Eskişehir Osmangazi Üniversitesi  
**Samed Yenioğlu**, Eskişehir Osmangazi Üniversitesi  
**Kübra Sayar**, Eskişehir Osmangazi Üniversitesi  
**Nevin Güner-Yıldız**, Eskişehir Osmangazi Üniversitesi

## Abstract

Öğrenci başarısının artırılmasını, olumlu sınıf içi ilişkileri, öğrencilerin kimlik gelişimlerinin desteklenmesini ve başarılı öğretim uygulamaları yürütülmesini kapsayan sınıf yönetiminin öğrenci çıktılarının iyileştirilmesine katkı sağladığı, öğrencilerin performanslarını artırarak başarılı olmalarına zemin hazırladığı (Back vd., 2016; Korpershoek vd, 2016); sınıf yönetimi becerileri yüksek olan öğretmenlerin sınıflarındaki öğrencilerin derse daha yüksek oranda katıldığı (Gage vd., 2018) alanyazında farklı araştırmacılar tarafından vurgulanmaktadır. Ancak yapılan araştırmalar, öğretmenlerin bu stratejileri kullanmak ve sınıflarında güvenli ve verimli bir öğrenme ortamı oluşturmak konusunda zorluklar yaşadığını göstermektedir. Sınıf yönetiminde yaşanan zorluklar, özellikle öğrencilerin gereksinimlerinin çeşitlendiği kapsayıcı ortamlarda en önemli öğretim sorunlarından biri olarak kabul edilmektedir (Bernier vd., 2022; Prior, 2014; van den Berg & Stoltz, 2018). Kanıtlar sınıf yönetimi stratejilerinin etkili olduğunu güçlü bir şekilde gösterse de araştırmalar öğretmenlerin etkili sınıf yönetimi süreçleri hakkında yetersiz bilgiye sahip olduğunu göstermektedir (Owens vd., 2017; Stormont vd., 2011). Alan yazında etkili sınıf yönetimi için kullanılması önerilen kanıta-dayalı uygulamalardan/stratejilerden söz edilmektedir (Simonsen vd., 2008). Araştırmalar bu stratejilerin etkili biçimde kullanımının öğrenci katılımı ile akademik başarıyı arttırdığını ve problem davranışları azalttığını göstermektedir (Gaias vd., 2019). Dolayısıyla bu araştırmada, farklı bireysel özelliklere sahip öğrencilerin bir arada eğitim gördüğü kaynaştırma/bütünleştirme uygulaması yürütülen ilkökul sınıflarında çalışan sınıf öğretmenlerinin kanıta-dayalı sınıf yönetimi stratejilerini kullanma durumlarının incelenmesi amaçlanmaktadır. Bu amaç doğrultusunda sınıf öğretmenlerinin kanıta dayalı sınıf yönetimi stratejilerini kullanıp kullanmadıkları, kullanıyorlarsa ne sıklıkta ve nasıl kullandıkları ve sınıflarında sınıf yönetimine ilişkin karşılaştıkları durumlara ilişkin anket ve görüşmeler yoluyla veri toplanmıştır. Elde edilen verilerin analizi ile ilkökul sınıflarındaki sınıf yönetimi uygulamaları ve öğretmenlerin bilimsel araştırmalarca ortaya konulan kanıta-dayalı sınıf yönetimi stratejilerine ilişkin kullanım durumları ortaya çıkarılmaya çalışılmıştır. Tarama modeline göre yürütülen bu araştırmanın verileri çevrimiçi anket ve yarı-yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırmada amaçlı örnekleme yöntemlerinden ölçüt örnekleme kullanılmıştır. Bu araştırmada katılımcı seçimi için “kaynaştırma/bütünleştirme uygulamalarının yürütüldüğü genel eğitim ilkökullarında sınıf öğretmeni olarak çalışmak” ölçütü olarak belirlenmiştir. Bu ölçütü karşılayan ve ulaşılabilen tüm sınıf öğretmenleri araştırmaya dâhil edilmiştir. Araştırma kapsamında toplam 102 katılımcıya çevrimiçi anket formu uygulanmış, ayrıca 10 katılımcıyla yarı-yapılandırılmış görüşmeler yürütülmüştür. Uzman görüşleri doğrultusunda şekillendirilen çevrimiçi anket dörtlü likert yapıda hazırlanmıştır ve toplamda 31 maddeden oluşmaktadır. Yarı-yapılandırılmış görüşmelerde katılımcılara toplam 10 soru yöneltilmiştir. Anket yoluyla elde edilen verilere göre öğretmenlerin yarısı sınıflarında hiç özel gereksinimi olan öğrenci olmadığını ve yarısına yakın sınıflarında bir özel gereksinimi olan öğrenci olduğunu belirtmiştir. Öğretmenlerin sınıfta yoğun olarak fiziksel düzenleme, sınıf kurallarını belirleme ve öğrenciye soru sorarak yanıt verme fırsatı verme stratejilerini kullandıkları görülmüştür. Yanıt kartları, davranış sözleşmesi, sembol pekiştirme sistemi, tepkinin bedeli ve mola tekniği en az kullanılan stratejiler olarak belirlenmiştir. Yarı-yapılandırılmış görüşlerden elde edilen veriler betimsel analiz ile analiz edilmiş, 11 tema ve 35 alt temaya ulaşılmıştır. Katılımcıların sınıflarındaki öğrencilerin derse katılım düzeylerinin beklentiyi karşıladığı, sınıflarında en çok karşılaştıkları problem davranışların uygun olmayan sözlerin kullanılması olduğu belirlenmiştir. Katılımcılar sınıf yönetimi stratejilerini sınıflarında etkili bir şekilde kullandıklarını ifade etmelerine karşın sınıf yönetimi stratejilerine ilişkin yanlış bilgilere sahip oldukları görülmüştür. Elde edilen bulgular, ilgili alan yazın ile karşılaştırılarak tartışılmış ve öneriler sunulmuştur.

Anahtar Kelimeler: Kaynaştırma/bütünleştirme, sınıf yönetimi, kanıta-dayalı uygulamalar, kanıta-dayalı sınıf yönetimi stratejileri.

**ADDRESS FOR CORRESPONDENCE: Ayşenur Çayır**, Eskişehir Osmangazi Üniversitesi

E-Mail Address: [aysenurcayir06@gmail.com](mailto:aysenurcayir06@gmail.com)