Determination of Teachers' Opinions on the Education of the Inclusive Students with Special Learning Disability[1]

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ABSTRACT:
The aim of this study is to determine the opinions of teachers working at different levels of schools on the education of the inclusive students in their classroom with the diagnosis of special learning disability. Working group of this study is consisting of twenty teachers who are working at primary schools, secondary schools and high schools included in city center of Düzce at 2016-2017 school year and who are having inclusive student with the diagnosis of special learning disability in their classrooms. Case study which is one of the qualitative research methods is used in this study. The working group of the study composes of 20 teachers chosen by maximum variation sampling method. In the study, teachers' opinions are collected by the semi-structured interview form prepared by the researchers. Content analysis method is used while analyzing datum and opinions are gathered under the themes and categories by giving frequencies. An in-depth analysis is made by direct citation to finds. As a result of the search, teachers mostly express their opinions about the students with the diagnosis of special learning disability; they notice the problem because of learning late, falling behind their peers while reading, writing and mathematics skills. And they express that cooperation is important during educational describing process, they feel themselves inadequate about preparation and implementation of individualized education program, and they make adaptations in teaching and they make adaptations in assessment and evaluation, and they cannot get family support. In the directions of research findings it is suggested that there must be standard of at least one special education teacher in all schools through permanent staff, support of special education teachers must be put behind regularly by counselling and research center at the processes of preparation and implementation of individualized education program afterwards, and parenting education must be done aimed at increasing the participation and support level of the parents.
Keywords: Special education, special learning disability, inclusive education, teacher, family.

1.Introduction

Nowadays, educational differences are playing an important role in the structuring of the education system. In education where individual differences are supervised, it is necessary to provide suitable conditions for the educational, social and personal needs of the individuals. Special education for this understanding, defined as education that is offered to students who are mostly different and special needs, that ensures that those with superior characteristics reach the highest level in their talents, that prevents the inadequacy of the individual to turn into an obstacle, that will enable disabled people to respond to their own needs, that equips them with skills that will support their integration with society, as independent and productive individuals (Ataman, 2011). Determination of educational needs of special needs students and presentation of educational environments and services in accordance with their determined needs provide important participation of them as independent and productive individuals in the society (Kırcaali-İftar, 1998, Şahbaz and Kalay, 2010).

Individuals with special training needs, according to the types of handicaps; those with mild mental deficiency, those with medium mental deficiency, those with severe mental deficiency, those with attention deficit and hyperactivity impairment, those with emotional and behavioral difficulties, those with motor speech disorders, those with visual impairment, those with hearing impairment, those with orthopedic insufficiency, individuals with cerebral palsy, autistic individuals, persons with special learning disability, those with chronic illnesses, and those with giftedness (Özel Eğitim Hizmetleri Yönetmeliği, 2012). Special learning disability is a heterogeneous disorder identified as clear difficulty in gaining the skills of written expression, speaking, reading, writing, reasoning or mathematics, consequence of individualistically applied standard tests when the person's age, measured intelligence level, education are considered (APA, 1994; Sattler, 1998; Ebert, Loosen and Nurcombe, 2003). Child's skills of written expression, reading and mathematics, detected in consequence of individualized and standard tests are pretty lower than expected rate of age, reading and intelligence. Learning disabilities of the child are influencing negatively his/her academic success or daily activities requiring the skills of reading, writing or mathematics (Özsoy et.al, 1998). These students are weak from their peers in terms of reading and they do more reading mistakes than they do. They have difficulty in distinguishing the symbols containing visuals like color and number. They have problems in their short term memory, long term memory and working memory. They have difficulty in remembering what they saw, what they heard and memorizing

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(MEB, 2008, 4-8). In our country, the students with special learning disabilities; are accepted as the individuals needing special education according to the regulations of special education services, can benefit from supporting education systems and are included in inclusive education (Dadandı and Dadandı, 2015).

The students with special learning disabilities have different educational environments according to their type of deficiency and degree. These environments are ranging from the least limiting environments where they are having education with their peers to the boarding private schools (Eripek, 2007; Ataman, 2011). While placing the individuals to the appropriate educational environments, from the least restrictive educational environment to the most restrictive educational environment it is first of all, the class with their peers having no efficacy, resource room, special education class, separate school, boarding school and domestic education or hospital education services (Sığırtmaç and Gül, 2008; Salend, 2008; MEB, 2012). Within these practices, in our country and all over the world the most adopted and being developed model is the practices of inclusive education that is limiting the student with special education disabilities from their peers at least, that is based upon the education of the student with special education disabilities at the classrooms, instead of completely separating from the normal children; educating them in a well ordered education environment, mostly accepted and used a common educational policy (Kırcaali-İftar, 1992; Pijl, Meijer and Hegarty, 1997; Kargın, 2004; Sığırtmaç and Gül, 2008; Melekoğlu, Çakıroğlu and Malmgren, 2009; Sucuoğlu and Kargın, 2010; Aral, 2011; Batu and İftar, 2011).

This practice named as inclusive education contains the education of the students with special education whatsoever the reason of inability, with their normal peers also providing supportive educational services (BatuveKırcaaliİftar, 2011; De Boer, Pijl and Minnaert, 2010; GüzelÖzmen, 2005; MEB, 2012; Osborne veDiMattia, 1994; Özgür, 2011; Pijl, Meijer and Hegarty, 1997; Rafferty, Boettcher and Griffin, 2001). When the children with special needs are at the same environment with the students progressing normally, it is a morale booster for them. They can learn a great deal of behaviors from their peers (Cagran and Schmidt, 2011; Eripek, 2003). According to the Regulations of Special Education Services by Ministry of Education, the students with specific learning disabilities are accepted as the individuals in need of special education. In this way, the students with this diagnosis can benefit from supportive educational services and they are included in inclusive education (MEB, 2012).

When analyzed the literature; Characteristics of special learning disabilities (Turan&Yükselen, 2004; ÖzçivitAsfuroğlu and TülinFidan, 2016), identification of the individuals with special learning disability (Çakıroğlu, 2015; TuranTurgut et.al, 2016), the problems teachers are having (Dadandı and Dadandı, 2015), learning disability in gifted students (Özkardeş and Şekeral, 2013), anxiety and depression levels of the students with learning disability (Deniz, Yorgancı and Özyeşil, 2009); education of the students with learning disability (GüzelÖzmen, 2005; Tatar and Dikici, 2008; GüzelÖzmen, 2009; YıldırımDoğru, Alabay, and Kayılı, 2010; Çakıroğlu, 2015; Kançeşme, 2015; Mutlu, 2016) . When the studies conducted are analyzed, it is seen that the investigations being about the different dimensions of learning disability are made, that the researches are concentrated on the education of the students with the learning disabilities and that no investigation is made related to the teachers' opinions on the education of inclusive students with the diagnosis of special learning disabilities and their needs of education. In primary, secondary and high school education levels, there are inclusive students with the diagnosis of special learning disability, and they are having education at the same class with their peers. In order to achieve the desired success and efficiency in the inclusive students with learning disabilities, it is required to improve the professional competences of the teachers about the education of the students with the diagnosis of special learning disability in their classroom. Determination of teachers' opinions on the education of the inclusive students with special learning disability is raising the importance of the survey at this point. The purpose of this survey is to determinate the teachers' opinions on the education of the inclusive students with special learning disability.

2.Method

2.1.Research Design

In this study in which the opinions of teachers on the education of the inclusive students with special learning disability are examined, case study design is used in qualitative research. Case studies are generally seen as one of the approaches of qualitative searches. The case studies in which different units can be handled from a single individual to an academic book do not carry generalizations as in other qualitative research approaches while the researcher provides rich and detailed data (Lichtman, 2006: 73-77). The case study involves an in-depth analysis of one or more events, environments, programs, social groups, society, or other delimited system.The situation refers to a holistic system. (Stake, 1995; Yin, 2003; Cohen et al., 2005; Silverman, 2006).Case studies are based on 'how' and 'why' questions, allowing a deep investigation of a phenomenon or phenomenon that the researcher cannot control (Yıldırım and Şimşek, 2013). The most distinct feature of the case study method is that it focuses on an up-to-date fact, event, situation, individual and groups and examines it in depth. In other words, the researcher tries to examine the subject thoroughly without having prejudices about the subject investigated (Ekiz,

2009).In this study, it is considered as a case to determine the opinions of the teachers on the education of inclusive students with special learning difficulty.

2.2.Working Group

To create the working group, maximum variety sample survey from the intentional sampling methods is used. Maximum variety sample is creating a relatively small sample and reflecting the variety of the individuals who can be a side of the problem on maximum degree at this sample. The aim of creating a sample based upon maximum variety is not providing this variety for generalization; on the contrary the aim is to try to find if there is shared or common ground features and to reveal different dimensions of the problem according to this variety (Yıldırım and Şimşek, 2013). At the working group of this survey, on behalf of providing variety, attendants are selected among the different educational levels, the teacher working at different social economic classes and the teachers who are different from branch, professional seniority, and educational background. In teacher selection, the branches related to reading, writing and mathematics disability that are having sub dimensions are prioritized. 7 middle schools (3 Turkish, 4 mathematics teachers, seniority, 3 graduates, 4 senior high school graduates, 4 senior high school graduates, -29 years, 5 bachelors and 2 masters, integration experience 1-29 years), 6 of them are in high school (3 Literature, 3 Mathematics teachers, seniority, 3-30 years, 5 bachelors and 1 master's degree, 30 years).Eight of the teachers who participated in the research had previously received in-service training related to special learning difficulties and 9 teachers find the inclusive education beneficial.

2.3.Collecting Data

Structured interview forms prepared by researchers are used as data collection tool in the survey. The structured interview includes a predefined set of questions and answers, while the unstructured interview includes open ended questions (Yıldırım and Şimşek, 2013).A structured interview form consisting of eight open-ended questions is prepared and implemented in order to determine the participants' opinions on specific learning difficulties and the requirements for the education of the inclusive students. For the structured interview questions prepared for the teachers, 3 different expert opinions are consulted, pilot interviews are made with 3 teachers and the clarity of the questions is tested. After the expert opinions and pilot interviews, one of the interview questions is removed from the form and one question id combined with another question and the final form is given to the interview form. In the interviews, the questions in the interview form are directed to the participants respectively. The researchers take care to avoid directing participants. During the negotiations, participants are addressed with their names and a code name is given to each participant in the analysis and reporting process.

2.4.Analysis of Data

The data are collected in a structured interview form. The data collected is analyzed by content analysis technique. Content analysis can be described as a systematic, repeatable technique in which certain words of a text are summarized by smaller content categories with certain rules-based coding (Büyüköztürk et al., 2009).The main purpose of content analysis is to reach concepts and associations that can explain collected data.For this purpose, the collected data must first be conceptualized, and then arranged in a logical way according to the concepts emerging later and accordingly, the themes explaining the data must be determined (Yıldırım and Şimşek, 2013, p.227). Validity and reliability are two of the most important measures used to achieve or increase the credibility of a research result. In this context, "the detailed reporting of aggregated data and the explication of how the investigator reaches the results are important criteria for qualitative research" (Yıldırım and Şimşek, 2013).The teachers are interviewed by the researchers, the interviews are recorded and then the records are written and analyzed.To increase the validity of the results of the research, maximum diversity sampling is used in the research according to the qualitative research tradition in the research. Data set has been studied in detail in the study. In analyzes, each teacher is given a code; the data is analyzed and reached to themes and categories.While coding, the themes and categories are edited while the raw data is kept. For this purpose, the data are described using direct citations from teacher opinions.In order to ensure the reliability of the research, the opinions of the teachers is separately coded by the researchers, and the coding made is compared.Apart from the researchers, in the creation of the themes and categories, the opinions of the three experts in the field of qualitative research are taken and the coding is compared and the themes and categories are finalized.In order to ensure the reliability of the data obtained by the descriptive analysis, Miles and Huberman's (1994) "Opinion Alliance / (Opinion Alliance + Opinion Separation) x 100" formula is used. The reliability ratio among researchers is 84%.

3.Findings

The opinions of the teachers in the research are analyzed and presented in Table 1. According to Table 1, it is seen that the teachers' opinions on the education of the inclusive students with special learning disability, are

collected in six themes. In Table 1 below, opinions of the teachers on inclusive students with learning disabilities in their classes are given.

Table 1: The opinions of the teachers on the students having learning difficulty in their class.

Theme	Category	Opinions	Frequency (f)
Features of the Students	Academic	Quickly forget what they learn	8
		Academic failure in mathematics	5
		Weakness in reading and writing skills	4
		Not doing homework	4
		Inadequacy in cognitive perception	2
		Indifference towards lessons	2
		Unsuccessful students	1
		Writing is bad	1
	Behavior	Getting bored quickly	6
		Failure to attract attention	4
		Having difficulty in adapting to the group	4
		Unable to complete the work started	3
		Being unplanned	2
		Off to the communication	2
		No liability	2
		Frequent absenteeism	1
Educational Identification Processes	Identification	Student identification	10
		Cooperation with guidance service	8
		Getting school administration support	4
		Informing family	3
		Determination of student status	3
		Monitoring student development	2
		Initiation of educational diagnostic process	2
	Guidance	Orientation of the learner to counselling and research center	8
		Orientation of the student to the hospital	5
		Informing counselling and research center	3
		Making the necessary tests in counselling and research center	3
		Decision about student	1
		Cooperation with counselling and research center	1
	Placement	Making decision of inclusion	12
		Regulations for the students	7
		Preparation of individualized education program	5
		Teaching adaptations	4
	Monitoring and Evaluation	Student relativity	6
		Continuity	3
		Information	2
Individualized education program	Organization	Preparation competence required	11
		Determining the educational performance of the individual	5
		Cooperation among the teachers	5
		Support of school administration	3
		Support of expert	2
		Teamwork	2
		Family support	1
		Student knowledge	1
	Implementation	Inconsistency of practice and implementation	10
		Teachers do not find themselves adequate	8
		Insufficient time	5
		Challenges in normal education	4
		Teacher guidance	3
		Providing individual evaluation	2
		Inefficient application	3

		Beneficial	2
		Not applicable	1
Teaching Adaptations	Adaptations before teaching	Preparing individual study papers	6
		Adaptation in activities	5
		Reducing course attainments	4
		Expert support	3
		Choosing the right method	2
		Preparation of simple reading texts	2
		Preparation of individualized teaching program	1
	Adaptations while teaching	Individual work	10
		Using teaching-supporting material	8
		Getting peer support	4
		Making individualized activities	3
		Doing group work	2
		Reading simple reading texts	2
		Extension of time	2
		Changing placement	1
		Drama studies	1
	Adaptations after teacher	Taking advantage of the support education room	9
		Teaching supportive homework	6

Table 1: The opinions of the teachers on the students having learning difficulty in their class

		Monitoring individual development	12
Evaluation and Assessment	The type of assessment	Classroom observation	6
		Monitoring class attendance	4
		Preparing exams based on individualized education program	2
		File review	1
	Adaptations in assessing	Asking questions by student level	8
		Reducing number of questions	5
		Simplification	3
		Extension of time	2
		Using large point	1
		Doing the test alone	1
		Making the examination in the support education room	1
	Evaluation	Individuality	5
		Development based	3
		Process-based	2
Families of the students	The features of family	No support	14
		Support	9
		Teacher accusation	7
		Accusation of the school administration	4
		Rejecting the child's apology	3
		Being overly concerned	2
		Impatience	2
		Prejudice	1
		Believing child is excluded	1
	Family Responsibilities	Effective communication with the teacher	5
		Taking care	4
		Debriefing of individual information	3
		Participation in parent teacher meetings	2
		Supporting assignments	1
		Offering additional education opportunities	1

In Table 1 above, it is seen that the opinions of teachers on learning disabilities are collected under academic and behavioral categories under student characteristics theme. In the direction of teacher opinions, the prominent opinions at the academic theme are late learning (f=11) quickly forgetting what is learned (f=8) and

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academic failure in mathematics. In the directions of teacher opinions, the prominent opinions at the behavior theme are getting bored quickly (f=6), failure to attract attention (f=4) and having difficulty in adapting to the group (f=4).Below, direct quotations related to the teachers' opinions on realizing the students with learning disability in their classroom are given;

"...There are students with learning disability in my classroom. These students are generally learning late. We are repeating the same subject with these students more and I can say that they are forgetting quickly what they have learned although we are doing supplementary studies (T3)."

"...The students who are reluctant to participate in the activities,especially who are reading slowly and writing worse than peers,who do not do their homework and are interested in other things .... (T18) ".

"...they are having difficulty in reading; they are mispronouncing the letters, despite studying again and again they are reading slowly and they are confused with letters. I can say we are progressing hardly (T7)."

"Generally, I can say they are having distractibility problems, I am trying to make the students with learning disabilities active while doing some exercises. But we are having serious problems at gathering attention and maintaining the exercise (T12)."

"The students who are uninterested in lessons, who are not doing their homework, who are dealing with other things in the lesson (T17)."

Analyzing the table 1, the opinions of the teachers are gathered in four categories as recognition, orientation, placement, monitoring and evaluation under the educational diagnosis process. In the directions of teachers' opinions, identifying the student in the recognition category (f = 10), cooperation with the guidance service (f = 8) and support from the school administrations (f = 4) are the prominent opinions. The prominent opinions at the guidance category are orientation of the student to the hospital(f=8), orientation of the learner to counselling and research center (f=5) and informing counselling and research center(f=3).At the placement category, making decision of inclusion (f = 12), regulations for the students (f = 7) and preparing individualized education program (f = 5) are outstanding views. At the monitoring and evaluation category, student relativity (f=6), continuity (f=3) and information (f=2) are prominent opinions. Below are direct citations of the teachers about their opinions on realizing the students with learning disability;

"Firstly, the student with learning disability should be detected, because s/he is at the focus of this process (T9)."

"There must be frequent meetings with the student and the family, the condition of the student should be detected, some supplementary exercises should be done for the student. If no result is got from these, cooperation with the guidance service is a must. Without these, no success (T13)."

"I am directing the student to the counselling and research center. Sometimes the families are not accepting the situation and they are not going to research and counselling center (T13)."

"If the student going to the research and counselling center is having learning disability, deciding to inclusion is a must. Because these students are more successful when they are having education in an inclusive classroom (T15)."

"I am preparing reading sessions from easier texts for the students who are having disability. I am giving less homework according to the level of the student (T4)."

"Their conditions should be frequently evaluated in terms of developments of the students with learning disability; the family should be frequently informed on behalf of supporting the students' performance (T10)."

Analyzing Table 1 it is seen that the opinions of the teachers on the students having learning difficulty in their classroom are gathered on individualized education program theme and on organization (f=32) and implementation (f=25) categories. On the organization category preparation competence required (f=11), determining the educational performance of the individual (f=5) andcooperation among the teachers (f=5) are the prominent opinions. In the direction of teacher opinions on the implementation category the prominent opinions are inconsistency of practice and implementation (f=10), teachers do not find themselves adequate (f=8) and insufficient time (f=5). Below are the direct citations of the teachers related to their opinions on preparing individualized education program for the students with learning difficulty;

"I am thinking that preparing an individualized education program requires expertise. I do not find myself adequate professional competence as a teacher (T16)."

"We have a lot of difficulty in preparing the individualized education program; we cannot get enough support on this subject.Because we do not prepare properly, it is effeteness in practice,the prepared individualized education program does not overlap with the individualized education program applied (T13). "

"For individualized education program, the current situation of the learner must be determined correctly.Because we are structuring the individualized education program on this determination (T4).

"In my opinion, when preparing the student plan, all teachers should be consulted, the family should provide the necessary support, and the expert support should be provided for the child's disability.I do not think I have enough equipment in these matters.I think it should only be done with a team work, not only with a teacher (T19)."

"I think that the prepared individualized education programs are not applied correctly and it will be difficult to apply them in normal classroom environment.We are trying to teach the acquirements moreover, time is limited.The prepared individualized education program is often on paper (T9) ".

"I think that the preparation of the individualized education program for the students is useful in terms of a roadmap for the student and a tutorial in the sense of the application manual (T14)."

"When we are tolerant to the individualized education program prepared student, we are getting reaction of other students.The students do not understand the situation and say that you are wrongdoing (T17). "

"I do not think I am very productive (T18)".

"There is nothing to do with whether the prepared individualized education programs achieve their purpose. In the middle and at the end of the semester, relevant people must come together and the results of the studies must be evaluated. (T5) ".

Analyzing the table 1, it is seen that the opinions of the teachers on the students with learning disabilities in the classes are collected in three categories under adaptations before teaching (f = 29), adaptations while teaching (f = 33) and adaptations after teaching (f = 15) On the teaching adaptations theme. On adaptations before teaching category preparing individual study papers (f=6), adaptation in activities (f=5), reducing course attainments (f=4) are the prominent opinions. On adaptations while teaching category, individual work (f=10), using teaching supporting material (f=8) and getting peer support (f=4) are the prominent opinions. On adaptations after teaching category taking advantage of the support education room (f=9) and teaching supportive homework (f=6) are the prominent opinions. Below are the direct citations related to the opinions of the teachers on teaching adaptations for the students with learning disability in their classroom;

"For students with learning disabilities, we are preparing the individualized education program and the individualized teaching program according to its content.I reduce the attainments, I choose the appropriate learning method, less attainment and more time (T5). "

"I am preparing study papers for the level of the learner. We are doing these exercises together at remaining times at the lesson (T6)."

"I prepare the activities in the course and workbooks again according to the level of the student (T11)".

".......... .. I am taking support from the guidance service (T9)."

"Because it is quite far back from the class level, I prepare simpler reading texts for them. I prepare for the student before the course (T2)."

"... I work individually at the appropriate time in the class (T3)"

"... I change the location of the student, and I make him available for group work.For example, sometimes we do drama work, the student likes to participate in these activities (T12) ".

"... I receive support from other students in the class (T15)".

"... I give him a little more time because his writing is slow (T19)".

Analyzing the table 1 the opinions of the teachers on students with learning disability in their classroom are clarified on the categories the type of assessment (f=25),adaptations in assessing (f=21) andevaluation (f=10) at evaluation and assessment theme. On the type of assessment category, monitoring individual development (f=12), classroom observation (f=6) and class attendance (f=4) are the prominent opinions. On adaptations on assessment category asking questions by student level (f=8), reducing number of questions (f=5) and simplification (f=3) are the prominent opinions. On evaluation category individuality (f=5), development based (f=3) and process based (f=2) are the prominent opinions. Below are the direct citations related to the opinions of the teachers on process of assessment and evaluation for the students with learning disability in their classroom;

"... I give the student a performance note based the situation in classroom, attendance to lesson and individual situation. (T2) ".

"... I do not take a written exam, I give grades based on individual progress in classroom observations (T3)".

"... I am grading according to the individual development of the student, unlike the other students (T5)".

"......... I do the examinations in supportive education room. It is better because the student is alone and time is more (T7) ".

"I prepare an exam based on the level of the individualized education program-based student (T8)".

"I give extra time in the exams (T10)".

"... I ask fewer questions in the exams, and I simplify the questions for the student (T11)".

"... I am reducing the number of questions in the exams (T13)".

".... Reducing exam questions, asking questions according to their level .. (T15).

"From the beginning of the year until the end of the semester, I am making the students collect the studies made in the file.At the end of the semester, I give grades in the direction of these studies done by the students throughout the year (T17) ".

"... because reading is slow, I prepare the exam questions big form sized for him (T19)".

Analyzing the table 1 the opinions of the teachers on families of the students with learning disability in their classroom are clarified on the categories thefeatures of family andfamily responsibilities at families of the

students theme. No support (f=14), support (f=9) and teacher accusation (f=7) are the prominent opinions at the features of family category. Effective communication with the teacher (f=5), taking care (f=4) and debriefing of individual information (f=3) are the prominent opinions at family responsibilities category. Below are the direct citations related to the opinions of the teachers on the families of the students with learning disability in their classroom;

"..The family is constantly coming to school, we see, they support their children as much as they can. They do support such things as doing homework and getting extra training (T1)."

"... The family is constantly concerned with the child's education. They are happy when they see that their children are progressing slowly (T3)."

"... The family comes to the individual or parents' meetings to ask about the situation of the child and they immediately fulfill my requests about the child.I think there's a problem with adjusting interests for the student in the near future. Too much interest may be harmful(T4) ".

"We talk to the family, the family is not convinced that the child is learning slowly, is generally impatient, and they want child to do almost everything.In the end there is no magic wand,some things require time and effort (T5)."

"... in general, the family does not accept the pupil's handicap, they think that I am not interested enough and that the child is out of school. I cannot stop this prejudice (T8)."

"... The child sends the child to the school, but he is not interested in the post.The orientation of the child to counselling and research center, with the orientation of the school all the processes of integration. If it is for parents nothing will happen (T11)."

"...Family says we are not interested in child, they do not fulfill their responsibilities, and they always accuse the teacher and the school administration (T14)."

"... The families generally do not fulfill their responsibilities, and I can say that there is almost no family support (T17)."

"... We cannot get family support naturally because we have never met with family (T19)."

"... The family does not accept the child's handicap, they are always accusing teachers of less concern (T20)."

4.Discussion, Conclusion and Recommendations

In this research, the opinions of the teachers on the education of the inclusive students with learning disabilities are examined. In terms of teacher opinions, they stated that students perceive students with learning disabilities in terms of student characteristics such as late learning, quick forgetting of their learning, weakness in reading and writing skills, academic failure in mathematics lesson, getting bored quickly, being unable to focus attention, having difficulty in orienting to the group. In the direction of the findings of the research, behaviors revealed by students with learning disabilities are resembling to the findings of the research done by Demir (2005), GüzelÖzmen (2005), Tatar &Dikici (2008), Bender (2012), Gül&Vuran (2015), Altun&Uzuner).

In the research, teachers in the direction of their opinions, stated that they need to detect the student, cooperate with guidance service, take support of school administrations, send the student to counselling and research center, direct the student to the hospital, inform the counselling and research center, make arrangements for the students, prepare individualized education program. Demirdağ (2014) stated that the collaboration has contributed to the educational performance of students with learning disabilities. The findings of this research support the cooperation that teachers are paying attention to.In another study conducted by Özak et al. (2008), the counselling and research center managers gave an opinion on informing the counselling and research center during the educational diagnosis process. The findings of this research support the findings of informing counselling and research center.

In the research, it has been determined that teachers should be competent to prepare individualized education program in order to meet the individualized education program theme in the direction of the teachers' opinions. It has been determined that the attention is paid to the determination of the educational performance of the individual and the cooperation between teachers. In the dimension of applying individualized education program, the incompatibility of practice and exercise, insufficient self-view of teachers and lack of time are outstanding views. In the searches done by Batu (1998), Scruggs &Mastropieri (1996), Temel (2000), İzci (2005), Ergenekon (2005), Öztürk (2009), Bülbül(2010), Camadan (2010), Öztürk&Eratay (2011), Erişkin et al. (2012), Dadandi&Dadandı (2015), teachers stated that they had prepared the individualized education program and had problems in the individualized education program preparation process and that they did not see themselves adequate for individualized education program preparation.The findings of research support our research findings on the preparation of individualized education program.It has been determined that teachers are not able to devote enough time to apply the activities that are included in the program to the problem they are most often encountering in individualized education program applications. In the research, the teachers stated that the time of individualized education program implementation is insufficient.In the surveys carried out by Çuhadar (2006), Vural&Yıkmış (2008) and Saraç&Colak (2012), findings of time insufficiency in individualized

education program practice support our research findings. In the direction of teacher opinions for the theme of teaching adaptations; it has been identified that studies such as preparation of individualized education program, preparing individual working papers, adaptations in activities, the adaptations while teaching, the use of materials to support teaching, peer support, individual work as adaptations before teaching, in post-instruction adaptations; taking advantage of support training room and assigning homework for teaching studies are done. Research findings related to making adaptations for reaching the desirable success (Tomlinson, 2005; Sucuoğlu and Kargın, 2006; Yönter, 2009; Kargın, Güldenoğlu and Şahin, 2010; Shaw, 2011; Ünay, 2012; Olçay-Gül, 2014; Friend and Bursuck, 2015; Gül&Vuran 2015), peer support provision (Gumpel & Frank, 1999; Calhoon& Fuchs, 2003; Tekin-İftar,2003; Prater, 2006; Evans, Williams, King and Metcalf, 2010), use of support education room and increase in support education rooms (Kış, 2013; Yılmaz, 2015) support our research findings.

In the direction of teacher opinions, for assessment and evaluation theme; monitoring the individual development according to the used assessment method, classroom observation, participation in classes,preparing exams based on individualized education program, file review, asking questions according to student level as adaptations in assessment, reducing the number of questions, simplification and giving additional time are prominent. In the evaluation dimension; Individual-based, development-based, and process-based assessments.In order to see how much the inclusive student has progressed during the teaching period and to evaluate the progress in a real way, the examinations should be adapted and arranged (Sucuoğlu, 2006).Simplifying questions, reducing the number of options in multiple choice questions, giving more time to exams, using big punch test papers can be given as example to the adaptations made for the special education students (Batu&Kırcaaliİftar, 2011). More than half of teachers stated that they are evaluating the studentwith special needs individuallyat the researchconducted by Sadioğlu et al. (2013). Among the research findings, the individual evaluation, simplifying the questions, giving additional time support our findings.

In the direction of teacher opinions at the student families theme in the dimension of family characteristics support, no support, accusing the teacher; in the dimension of family responsibilities effective communication with the teacher, taking care, getting individual information are expressed in the form of opinions. Family education and participation play a crucial role in bringing the existing potentials of children with special needs to the top level (Sıgırtmaç, 2011).Another study by Altun and Uzun (2016) found that the first reaction by the parents was negative, as Altun and Gülben (2009) conducted a survey of children with special needs found that the majority of the parents were not as knowledgeable about the issues of their children.In a study conducted by Argon and Kıyıcı (2012), it is stated that the proportion of families actively participating in the education of their children is very low, some families did not participate sufficiently in the education process, and some of their families participated in this process are ineffective.Gündüz and Akın (2015) investigated the problems in special education and it is expressed as an important problem that the parents are unconscious.In the direction of research findings, lack of family supportsupports our research findings.

In general, in the direction of these research findings it has been determined that teachers distinguish students with learning disabilities from academic and behavioral characteristics.In accordance with the opinions of the teachers on the pupils with learning difficulties in the classes, it has been identified that detection of the student concerned, orientation to counselling and research center, counselling and research center, school administration and family support in the process are required. In the direction of teacher opinions it has been identified that preparing individualized education program for students with learning disabilities in the classrooms of teachers requires competence, detection of the student, school, family and specialist support is needed during the preparation process, practice and implementation of individualized education program are incompatible, teachers do not see themselves enough to implement individualized education program, problems with time, it is difficult to implement individualized education program in normal education.

In the direction of teacher opinions as teaching adaptations for students with learning disabilities in their classrooms before teaching they are preparing individualized education program, preparing individual working papers, adaptations in activities, reducing course attainments, receiving expert support, choosing the appropriate method; while teaching they are working individually, using material to support teaching, getting peer support, making individualized activities, group working, reading simple reading texts, using of additional time; after teaching, they are using support education room, making adaptations for supporting homework. In the direction of teacher opinions, with regard to the assessment and evaluation processes for students with learning disabilities in the classes of teachers, they are monitoring individual developments of students in measurement dimension, observing classroom, monitoring attendance to the course,preparing exam and file exam based on individualized education program, asking questions according to student level as adaptations in assessment, reducing the number of questions during exams, simplifying, giving additional time, using of large fonts in writing, doing a test on his own; in the evaluation dimension it has been identified that they are making assessments based on individual, developmental and process-based.

In the direction of teacher opinions, for the families of students with learning disabilities in their classrooms it has been identified that there are families who support teachers but they do not get the support of the majority

of the families, the families are accusing the teachers and the school administration, they do not accept their children's handicap, some of them are overly concerned, they are impatient, prejudiced and they believe that their child is excluded. In the direction of teacher opinions it is seen that family features are mostly negative. In the direction of teacher opinions it has been identified that partly they fulfill their responsibilities like providing effective communication with teachers, being involved with the child's education, receiving individual information about the child, attending parents' meetings, supporting assignments and offering additional educational opportunities for the childpositively.

In the light of these research results for the determination of the opinions of teachers who have students with learning difficulties in their class, it is believed that considering the following suggestions will gain favor in the education of inclusive students with learning disabilities.

- Giving norms to teach special education as the norm staff to the schools in all education levels and providing coordination on educational diagnosis of students who need special education in school, preparing educational plans, providing material support, on implementation and evaluation dimensions of the special education teacher

- At the beginning of the year, during the individualized education program preparation process, provision of special education teacher support during the preparation of individualized education program and subsequent implementation collaborating between schools and counselling and research center

- Trainings related to the legislative information and educational diagnosis process for qualified planning and implementation of special education services for inclusive students with learning difficulties in school organized for school administration and guidance teachers at the beginning of the year.

- Preparing application guides about how special education services should be conducted by counselling and research center for inclusive students with learning difficulties and distribution to guidance services of schools.

- In order to increase family participation in special education and to change the negative viewpoint of the families positively,seminars, meetings and in-service training activities for parents for information purposes.

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