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

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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.

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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.

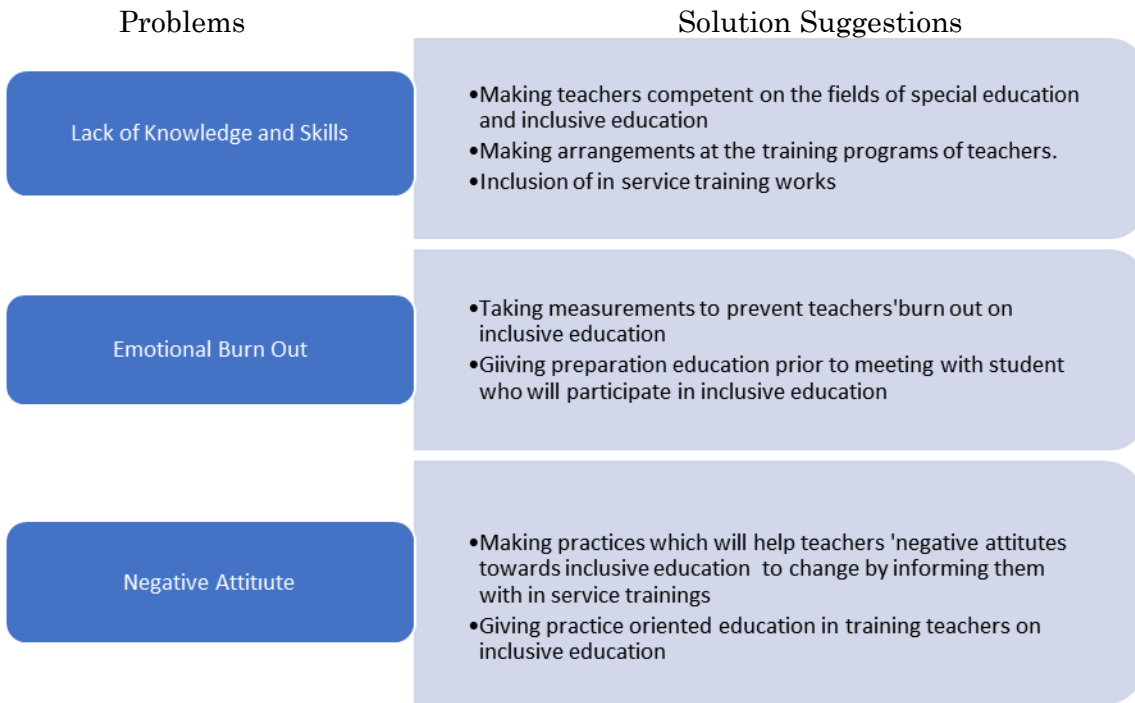


Figure -2 Findings For “Teacher ” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

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.

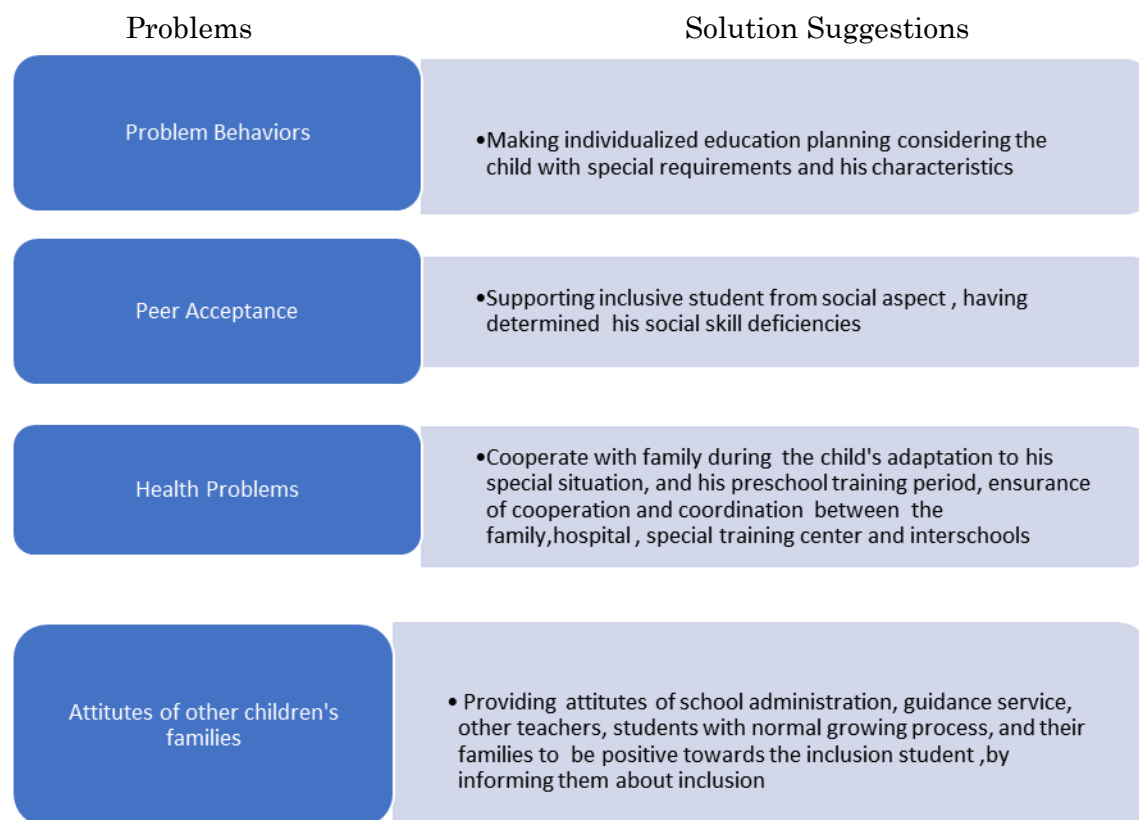


Figure -3 Findings For “Child ” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

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)

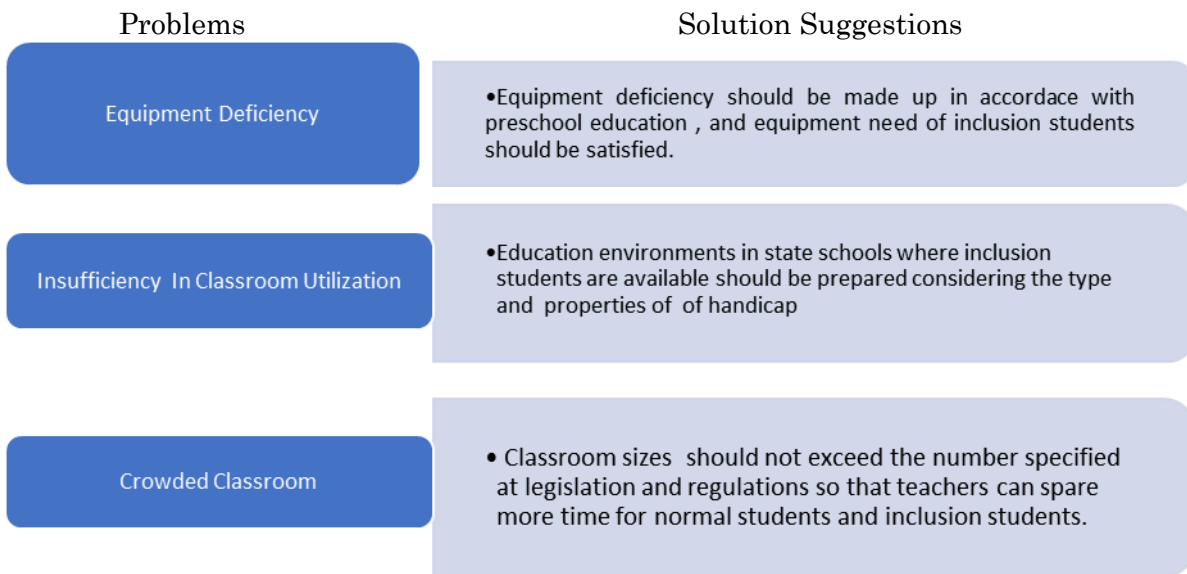


Figure -3 Findings For “Physical Space” Theme In Postgraduate Theses Regarding Preschool Inclusive Programs

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.

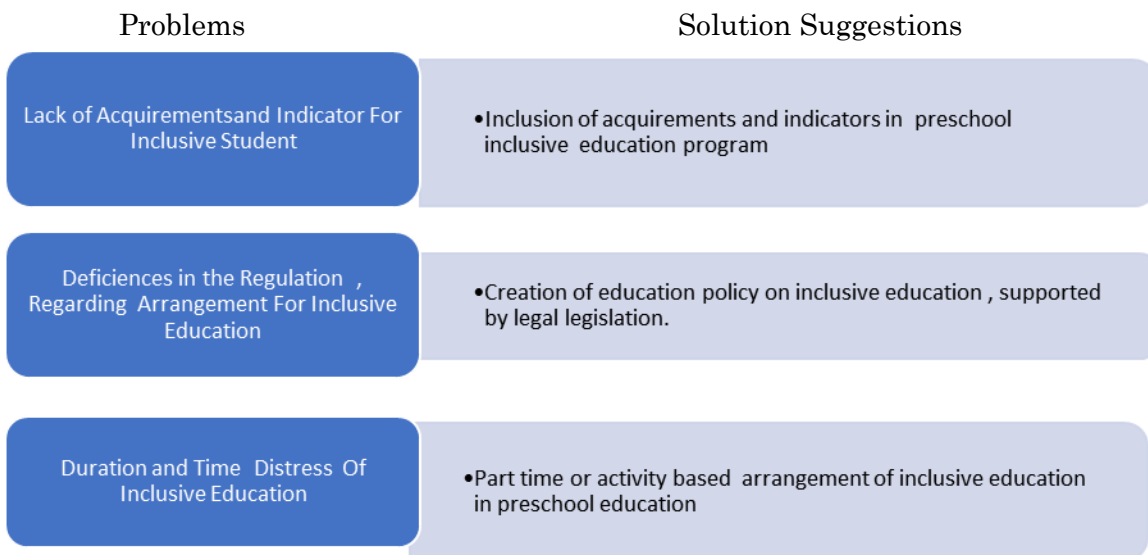


Figure -4 Findings For “Preschool Program And Regulation” Themes In Postgraduate Theses Regarding Preschool Inclusive Programs

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 Avcioğlu, 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.

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