



What do Classroom Teachers Say in Relation to Inclusive Education?

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ABSTRACT

This study is concerned with primary school teachers' thoughts on inclusive education and with in-class arrangements. The study, which was designed in qualitative study method, focuses on four sub-problems. The study group was composed of 10 classroom teachers who worked in Konya city centre. The data was collected from the teachers with semi-structured interview forms. The participants were asked four questions about the four sub-problems. Accordingly, for the first sub-problem, they were asked what inclusive education was and what it meant to them with the purpose of revealing their levels of readiness for inclusive education. For the second sub-problem, they were asked what activities they did in relation to in-class physical adaptations. For the third sub-problem, the teachers' practices in relation to their instructional adaptations were investigated. And for the fourth sub-problem, the difficulties they encountered in practising inclusive education as well as the facilitating factors were searched. The data were put to content analysis, the themes were distinguished for the sub-problems and the themes were divided into categories. The findings demonstrated that the teachers were informed of inclusive education and that they made regulations in their physical adaptations according to the classroom arrangement, seating arrangement in the classroom and students' incapability. The participants stated that they used instructional adaptations by taking students' personal traits, developmental properties and language development according to their ethnicity into consideration in accordance with contemporary system of education. The results obtained as a result of the interviews were discussed along with relevant literature.

Key Words: Inclusive education, in-class regulations, physical adaptation, instructional adaptation

INTRODUCTION

Inclusive education is a conception rather than a curriculum, method, programme or approach which requires processes in which students' access to education and participation in educational environments is supported by considering their properties (learning properties, level of development, ways of getting motivated, etc.).

Hodkinson (2020) define inclusive education as a construct built upon the existence of all children together in general education classes along with their capabilities and incapability, Graham (2020) defines it as a basic human right and a process of systematic reform in education which ensures all students' participation in learning experiences and in learning environments with their peers, which eliminates and which aims to eliminate all the inadequacies and hurdles. UNESCO (2001)-which argues that inclusive education should be made widespread throughout the world- has made an international definition so as to universalise the approach and listed the properties of such education. Accordingly, (a) inclusive education accepts that all children can learn and all of them can need a type of support in learning, (b) it aims to find and eliminate the hurdles in front of learning, (c) it involves more than official education, the relevant segments of society and opportunities outside school in order to improve the quality of education; (d) it aims to modify stakeholders' attitudes and behaviours, instructional methods and techniques, the curriculum and the environment so as to meet all children's needs and (e) it constitutes a part of the strategy of creating a constantly developing dynamic process and an inclusive society across the world. As evident from the definitions offered, inclusive education includes all individuals-individuals with special needs and individuals who are disadvantaged in accessing to social, cultural, vital and educational activities and opportunities equally when compared to other members of society (Felder, 2018; Öztürk et al., 2017).

While the concept of inclusive education at first reminded us of all the adaptations to be made so that students with special needs could receive education in the same environment along with their peers who have typical

development; such education is not limited to the educational right of children in this group. In a broader sense, it is the approach necessary for providing children with disadvantages due to various reasons with the right of education. The main goal here is to secure that children coming from different cultures, different communities and different regions are involved in education in the best way and help them to benefit from all the educational opportunities (Ira & Gör, 2018).

Inclusive education is a conception which is based on five principles. The first principle is diversity- which means the necessity for accepting such differences as age, ethnic origin, race, language and religion as they are with no judgement and for securing social acceptance. The second involves securing that all children participate in learning processes by taking their needs and learning properties into account. The third one is the sense of belonging. That is to say, it is a principle with critical importance in which all the children in school and in the classroom can feel they belong in the educational environments in inclusive education. The fourth principle is justice. Accordingly, inclusive schools provide all its members with environments based on justice in which they benefit equally from education inside and outside and have rights and responsibilities. The fifth principle, a rights-based approach, involves children's access to free and compulsory education, removing discrimination and participating in good-quality curriculum and teaching (Aincow, 2020; Nilholm & Alm, 2010; Spandagou, 2020).

In environments of education where inclusive education is considered,

- ✓ Environments are arranged in the most efficient way regardless of capabilities, age and needs.
- ✓ Those environments are arranged appropriately for anyone who would like to benefit.
- ✓ Such environments of education are supportive of individuals' independent participation.
- ✓ Each student is provided with opportunities to access to knowledge.
- ✓ Students can express themselves in more than one way.
- ✓ More than one instrument of interaction is available between teachers and students in the learning environments.
- ✓ Teachers determine individuals' needs and accordingly offer support in a comprehensible and clear way.
- ✓ Ways of developing instructional methods, instruments and materials and assessment useful for every student have been thought and the necessary adaptations have been made.

Inclusive education is based on the idea that obstacles in front of learning do not stem from students but from the design of learning environment, from curricula which are not adapted and from not adopting appropriate methods and techniques. The most remarkable distinction of inclusive education compared to other adaptations is that it is process-based, student need-oriented and is suitable to interactions in a way that any student can learn. Besides, the right use of technology at every stage is supportive of retention in learning- which in turn is a situation strengthening students' motivation (Rose, 2000; Rose, 2001).

Inclusive education consists of such elements as goals, teaching methods, teaching materials and assessment- that is to say, the arrangement of teaching beside the arrangement of the environment.

Goals are the learning objectives which represent the knowledge, skills and attitudes students are expected to gain at the end of the teaching process (Ralabate, 2011). They are written in a flexible manner considering learners' individual differences and are changeable according to students' characteristics. Writing the goals in a flexible way makes it possible for teachers to offer more alternatives in terms of aids and materials and to consider the alternatives. In contrast to the ones in traditional curricula, goals written are not content and performance- oriented but are learning-oriented, they include upper order learning expectations, are accessible to anyone and aim to raise expert students (UDLCENTER, 2011).

Teaching methods represent the instructional practices teachers develop so as to make learning possible. Teaching methods are flexible and differentiated enough to provide learning experiences. Special care is taken in choosing them so that they are challenging and supportive for students (Hitchcock, Meyer, Rose & Jackson, 2002). Accordingly, a method suitable to any student cannot be mentioned. Multiple ways are resorted in the classrooms where learning occurs to enable students to express their knowledge and to support students' participation (Burgstahler, 2009). Teaching practice such as question and answer, exercise and revision, discussion, mutual teaching, collaborative learning, mental modelling and problem solving, discovery learning, research and analysis and case study in addition to direct teaching models is employed in planning the teaching-learning processes in the curricula which are based on learning in inclusive education (Ralabate, 2011).

Teaching materials are the third element of the curriculum and are designed by considering the principle of flexibility as in the case of the other elements. Teachers design them with flexibility and in a way that they make a multiple representation of content. Thus, flexible and multiple materials enable students who have problems in visual, auditory, reading and motor skills to choose the instruments which help them reach the content (Hitchcock, et.al., 2002).

Assessment is considered as the process of gathering information about students' performance by using various measurement instruments so as to determine their levels of knowledge, skill and motivation (UDL CENTER, 2011). Measurement instruments are designed flexibly enough to raise teachers' instructional arrangement levels

and their students' learning levels (Hitchcock,et.al., 2002). Students' progress is continuously assed in the learning process and learners are given feedback instantly.

The most significant micro-level stakeholder in inclusive education is the teacher- as pointed out in UNESCO (2001). Teachers' adaptation into the changing social and educational circumstances can only be possible through constant professional development efforts. Teachers should ask themselves the question "what do I do to meet my students' educational needs?" in inclusive education. They need to evaluate themselves with such questions as "do I realise my students' differences?", "do I accept those differences?", "did I manage to adapt the classroom environments to my students' needs?", "do I take enough care to use the materials necessary for differentiating teaching?" and "can I provide each student with the support they need in the teaching process?" so that they can answer the above-mentioned question at the level of primary education in inclusive education applications (Amaç, 2021).

Schools in Turkiye have now become the places where students coming from different socio-cultural groups receive education together. Therefore, problems are encountered in access to education from the aspect of children who come from disadvantaged groups and in their academic development. Inclusive education should actively be used to overcome such problems. The ones who will do it are the teachers. Teachers- the practitioners of curricula- were interviewed and their views on and recommendations for in-class regulations in inclusive education were analysed in this study.

This study aims to exhibit what in-class regulations are available in terms of physical adaptations and instructional adaptations, to determine the malfunctions and deficiencies and to offer guidance on how to improve the situation.

The main problem in this study is the in-class regulations in primary schools in inclusive education, and the sub-problems were formulated as in the following:

1. What is inclusive education and what basic properties and elements does it have?
2. What can be done for in-class physical adaptations in inclusive education?
3. What methods and techniques are more beneficial in inclusive education?
4. What challenges are encountered in inclusive education?

METHOD

The Research Model

The phenomenology design, one of the qualitative study methods, was used in this current study. Phenomenology design in qualitative studies aims to reveal individuals' perceptions of a phenomenon or of a situation, their experiences and the meanings they assign to them (Yıldırım & Şimşek, 2011). Thus, the current study aims to analyse in depth what inclusive education is, what teachers can do with its properties and elements for in-class physical adaptations and what methods and techniques are more effective according to primary school teachers in addition to their thoughts on in-class regulations in inclusive education.

The Study Group

The current study uses maximum variation sampling, a method of purposeful sampling. It is one of the sampling methods used in documenting the originality and variation which emerge (Patton, 2018).

The study group was composed of 10 classroom teachers who worked in primary schools located in Konya in 2021-2022 academic year. The participants' characteristics are shown in Table 1.

Table 1: The Participants' Characteristics

Participants	f	
Number of participants		10
Gender	Female	5
	Male	5
Years of working	1-9 years	1
	10-19 years	1
	20 years and more	8
Educational status	Graduate education	9
	Post-graduate education	1
Department of graduation	Classroom teaching	7
	Physics	1
	Biology	1
	Landscape architecture	1
Inclusive education	Received training	10
	No training in the subject	-

It is evident on examining the distribution of the participants according to gender that the proportion is fifty-fifty. As to their teaching experience, one out of 10 teachers has 1-9 year-experience while one has 10-19-year experience and eight have 20 year or more experience. The situation makes it clear that the participants are experienced teachers. It was found on examining their educational status that 9 out of 10 had received graduate education whereas one had received post-graduate education. As to departments of graduation, 7 participants were found to graduate from classroom teaching department, one was found to graduate from physics department, one was found to graduate from biology department and one was found to graduate from landscape architecture department. On examining whether or not the participants had received training in inclusive education, it was found that all had received training.

Data Collection Tool

Semi-structured interview technique was used in collecting the data concerning the teachers’ views. The interview questions were prepared by the researcher through literature review and in accordance with the sub-problems of the research. Two experts in special education were consulted for expert opinion for clarity, comprehensibility and relevance to the subject; and thus the final shape was given to the questions in the data collection tool. Part one in the tool contained questions on general information about the teachers such as graduation, branch of teaching and seniority. Part two, on the other hand, contained four open-ended questions which were formulated according to the purpose of the study. Table 2 shows the questions available in the interview form.

Table 2: The Interview Questions

The interview questions
1.what do you understand from the concept of inclusive education? What properties and elements does it have? Could you please explain?
2.what types of physical adaptations have you made in the classroom in relation to inclusive education? Could you please describe their effects on students?
3.what types of educational adaptations have you made in relation to inclusive education? Could you please describe? What did you consider while making the adaptations and what were the consequences?
4.what challenges did you encounter in regulations in inclusive education environments? What facilitated and what complicated the regulations? Please explain.

Data Collection

Appointment was made with volunteering teachers who met the criterion and they were interviewed. The participants were asked the questions directly during the interviews so as to ensure internal validity. When they responded with short answers or when they digressed from the questions, additional questions were asked or the questions were repeated and they were asked to give more detail. They were also explained that their voice had been recorded, that the recording would only be used by the researcher, that the personal information and names would be kept confidential and that they could quit the interview whenever they wanted to. All the interviews were made at the time appropriate to them. each interview lasted 30-60 minutes.

Data Analysis

Having completed the process of data collection, the data were put to content analysis to reveal the participants’ views in-depth and then were interpreted. The stages followed in analysing the data were formulated as: a) The voice recordings were transferred to the computer without any modifications to them after completing the interviews with the teachers. b) Efforts were made to distinguish the themes by reading the data over and over again. After that, the headings for the themes were determined. An expert was consulted for expert opinion for the appropriateness of the themes. The expert and the researcher evaluated the interviews independently of each other and they reached agreement by meeting at the end of their evaluations. c) The documents were read again in accordance with the themes distinguished, and thus the descriptive analysis was done. The researcher and an expert in qualitative studies evaluated the analyses independently of each other so as to secure the reliability of the descriptive analyses, and they reached agreement.

A number of precautions were taken to assure the data validity and reliability. Reliability in qualitative studies is associated with the consistency of the research process. Such precautions as stating the questions clearly and in and intelligibly, specifying the researcher’s role clearly, checking intercoder agreement, etc. can be taken to secure reliability in qualitative studies (Miles and Huberman, 1994). Expert opinion was consulted in the study for the questions in the interview form and the interpretations for them so as to secure internal validity. In addition to that, 25% of the participants (3 teachers) were reached and were shown the results and interpretations after the data analyses and thus participants confirmation was also obtained for internal validity. The participants’ statements were directly quoted and thus, transferability (external validity) of the study was

secured. An expert was asked to do consistency analysis to secure internal reliability. As a result, it was found that the associations set up between analysis approaches and the results obtained were consistent. The raw data collected in the study, the conclusions reached through the data and the interpretations made were given to an expert in the area for expert opinion and then the approval from the expert was obtained for external reliability.

FINDINGS

This section includes the findings for the 4 sub-problems posed in this study. The analysis results for the questions were shown in tables or presented through direct quotations from the participants' statements. The participants were coded as K1,, K10. Their responses to the questions were tabulated according to each sub-problem and then were divided into themes and categories.

Findings for Sub-problem One

The participants were asked the question "what do you understand from the concept of inclusive education? What properties and elements does it have? Could you please explain?"

The themes and categories distinguished according to the participants' answers to the question are shown in Table 3.

Table 3: what is inclusive education? what does it mean to you?

Them	Categories
Physical	Not making sex discrimination Not differentiating between disabilities
Social	Embracing different cultures Not discriminating between ethnic origins Ignoring differences in economic status
Academic	Support for students who are exposed to individualised education programme Eliminating learning difficulties Different activities and practices

The answers to the question about what the teachers understood from the concept of inclusive education were as in the following:

K1: "Inclusive education is the regulation activity made by considering children's language, religion, health and socioeconomic status made to meet their needs. It means reintegrating them to the society and to raise them as individuals useful to the society."

K2: "Inclusive education means awareness that all students can learn whether they are native, foreign, disabled or in inclusive education and regulating the classes, classrooms and educational environments accordingly."

K3: "Inclusive education means accepting all the differences without considering differences in language, religion, gender and economic status and without isolating those with differences. In my opinion, inclusive education means teaching to everybody in the classroom."

K4: "The right of children with or without special education needs to receive education along with their friends is called inclusive education."

K6: Inclusive education means teaching all the students in our classes regardless of their ethnic origin or economic status. To me, it means giving affection to all children and valuing them."

A close examination of the findings shows that inclusive education has a wide range and is away from prejudices. The fact that the participants' responses were reflective of this and that their answers were in parallel to the data available in the literature can be interpreted as that they had training in inclusive education.

The participants also made the following statements in relation to the first sub-problem:

K2, for instance, mentioned the properties of inclusive education as "differences, wealth, providing every child with possibility to learn as long as appropriate environments are prepared, giving every child the right of education and considering hindering it as a crime and making educational policies by putting the advantaged and disadvantaged children together."

K3: "The elements of inclusive education are students, teachers, schools, the administration and all the staff in schools."

K5: "The properties of inclusive education include eliminating the inequalities, reducing the costs, making education accessible to all."

K8: "The characteristic of inclusive education is that it includes the majority. The elements of it are the classroom, the students and the teacher."

K10: "The characteristic inclusive education is that it considers all children's education and that it develops sense of belonging by making children actively participate."

The findings for the characteristics and elements of inclusive education are shown in Table 4.

Table 4: The Characteristics and Elements of Inclusive Education

Them	Categories
It is protected by laws	Hindering the right of access to education is a crime. Applications of inclusive education are available in the curricula.
It supports individual development	Education according to children Wealth in applications Preventing competition
Socio-economic equality and benefits	Being affected by inadequate financial power to the minimum. Empathising with differences Reducing the costs
Various stakeholders	Students Teachers Parents Schools Classrooms

As clear from the Table, the characteristics and elements of inclusive education were mentioned in different areas. Accordingly, the characteristics vary from law to economy and from students' families to teaching.

Findings for Sub-Problem Two

The participants were asked the question "what types of physical adaptations have you made in the classroom in relation to inclusive education? Could you please describe their effects on students?" Table 5 was created on the basis of the analysis of the teachers' answers to sub-problem two.

Table 5: In-Class Adaptations in Inclusive Education

Themes	Categories
Adaptations in relation to the physical order in the classroom	U-shaped seating plan in the classroom Accessibility of the materials in the classroom, adequate lighting
Adaptations in relation to students' physical disabilities	Making students with problems in sight sit in the front row Taking precautions for students with hearing problems Adaptations for bodily disabled students
Adaptations in relation to students' learning difficulties	Creating play areas within the classroom Making students with learning difficulties and students who learn fast side by side
Adaptations in relation to immigrant students	Using materials to strengthen language development Making immigrant students and Turkish students sit side by side to increase commingling Not using the visuals or materials probable to hurt immigrant students

It is clear from the Table that the teachers have made adaptations in relation to the physical order in the classroom, adaptations in relation to students' physical disabilities, adaptations in relation to students' learning difficulties and adaptations in relation to immigrant students. Some of the views stated by the participants are as in the following:

K1: Each point in the classroom was regulated according to children's individual differences and their characteristics. We taught the lessons according to their abilities and their areas of interest so that they enjoyed the lessons and the classroom environment, and we got them to participate in the lessons. I have students who wear glasses, students who are Syrian immigrants and students who are exposed to individualised education programme. We decided to get them to sit at the front. I have a student with cardiac problems, we engaged the student in physical education classes to the extent that he/she could play games. The students who wore glasses joined the physical education classes without their glasses."

K2: "we provided an environment which made things easier for disabled students such as arranging the desks for them and providing apparatus to reach the board. We provided a translator to facilitate communication with foreign students and their parents. Extra plans were prepared for students who were educated through individualised education programme and the plans were implemented. We planned activity-based lessons with teaching content. We provided classroom environments supported with special education materials for visually impaired and hearing impaired students. I can give examples for them."

K4: "I take special care with the classroom so that it is not extremely lighted or extremely dark. Students' level of understanding can fall if students or teachers cannot see the speaker's face clearly due to inadequate light in

the classroom. I have a student with hearing problems in my class. I treat with sensitivity thinking that he/she might have difficulty in hearing when there is noise. Such physical regulations promote efficiency in the learning and teaching process. I use more visuals in the classroom for foreign students. They help learn Turkish fast.”

K6: “I firstly secured that foreign students sat with others and played with them by having close communication with them. I brought various materials into the classroom for students who had learning difficulties and for students who learnt fast which were interesting to them.”

K10: “Firstly, I arranged the desks in U-shape. I created corners which would be interesting to students- such as reading corner, drawing corner, experimenting and observation corner, etc. I can easily say leaning on my profession that children are certainly more curious and more self-confident in this way. As a result, the situation affects their achievement in positive ways.”

Findings for Sub-Problem Three

“The participants were asked the question “what types of educational adaptations have you made in relation to inclusive education? Could you please describe? What did you consider while making the adaptations and what were the consequences?”. The analysis results for their responses are shown in Table 6.

Table 6: Educational Adaptations in Inclusive Education

Themes	Categories
Adaptations supportive of personal development	Self-evaluation forms Demonstrate and get it done technique Student product file
Adaptations supportive of learning altogether	Improvisational drama activities Brainstorming Collaborative learning
Adaptations outside the school	Trips Out-of-the-school activities
Adaptations supportive of language development	Tongue twisters Concept matching

An examination of Table 6 shows that the participants have made adaptatiois which are divided into such themes as personal adaptations, adaptations supportive of learning altogether, adaptations outside the school and adaptations supportive of language development. It was found that self-evaluation forms in particular were heavily used by the participants. Some of statements representative of their thoughts were as in the following:

“K1: I use the demonstrate and get it done technique. Children’s individual differences and individual development can also be observed easily through this technique. Brainstorming method can also be effective. Diverse ideas can emerge in a study group having individual differences and differences in their socio-economic levels. Thus, the basis is provided for good quality education. I used the self-evaluation form. I reached clearer information on children and their family. I provided them with the opportunity to learn by doing and by experiencing. I tried to cooperate with the families through the information I obtained and in this way, I gained the children and tried to make them like the school.

K4: I believe that instructional adaptations should not be considered only as in-class activities and that effective practices outside the classroom can also be used as instructional adaptations. Play is a significant step for instructional adaptations. Children mostly learn by playing and by entertaining. I enable for instance children with hyperactivity problems to move through play and to spend their energy. I prepare play activities for a student with language and speech problems in which he/she can say tongue twisters as speech exercises.”

K5: “I used self-evaluation forms and I reached information about the children. I used more equipment and materials and so I wanted the students to learn by doing and by experiencing. I made use of teaching through play method. We worked along with the guide teacher for psycho-social purposes. We interviewed the children and their family and it yielded good results.”

Findings for Sub-Problem Four

The participants were asked the question “what challenges did you encounter in regulations in inclusive education environments? What facilitated and what complicated the regulations? Please explain.” The relevant themes and categories are shown in Table 7.

Table 7: Factors Facilitating and Complicating the Inclusive Education Applications

Themes	Categories
Personal factors complicating inclusive education	Practices of school administration Some teachers' failure to update themselves Indifferent parents
Social factors complicating inclusive education	Prejudices against immigrants Indifference to disabilities Failure to understand individual differences
Economic factors complicating inclusive education	Families' financial incapability Too crowded classrooms due to inadequate number of classrooms Deficiency in physical equipment and materials
Personal factors facilitating inclusive education	How equipped are teachers in inclusive education? Support received from the guidance department Teachers unrequited love for their students Conscious parents
Social factors facilitating inclusive education	Respect for differences Sensitivity to immigrants Social sensitivity
Economic factors facilitating inclusive education	Affluent families Well-equipped school buildings and classrooms Providing the necessary material support

Accordingly, the participants listed various factors which facilitated or complicated inclusive education. while they generally mentioned families' indifference or financial problems as the factors complicating inclusive education; they pointed to their unrequited love for their students, education received in the context of inclusive education and support received from the school guidance department as the factors facilitating inclusive education. They stated that cultural differences, difficulty in reaching materials necessary for disabled children, teachers' lack in technical knowledge and language problems were the complicating factors in in-class and out-of-the-class activities and that crowded classrooms stood as obstacles in front of inclusive education.

K1: "Making the regulations in the physical environment of the classroom without letting children notice so that they do not feel different, so that other children do not perceive the changes as something special and so that they do not use peer bullying against each other is difficult for teachers. explaining the situation to families who were not trained in this matter posed difficulty to teachers. The help received from the school guidance service was the factor which facilitated the process."

K2: "According to the feedback I have received, the most commonly encountered difficulty is the foreign students' adaptation and acceptance problems encountered in engaging them in inclusive education. Feeling the cultural differences by students who are available in the same environment causes to conduct education and instruction in difficulty. Another complicating element is the cost of materials necessary for providing the educational environment for disabled students and schools' incapacity to meet the costs. Another factor remarkable is teachers' lack of technical knowledge, their partial incompetence in internet-based teaching and some teachers' resistance against development."

K3: "The greatest difficulty I experienced was the school administrators' perspectives of education. another complicating element was families' attitudes and behaviours in this respect. I can say that the facilitating element was the students' interest in and attitudes towards the issue."

K4: "Various play activities we had learnt in training in inclusive education made the applications easier. Children began to like the school. I think the most important thing in inclusive education is love. Teachers' lack of love for their students makes applications of inclusive education difficult."

K7: "The classroom is too crowded. About 55 students. But the number of students who do not attend classes is great. We have little parent support. There are three different level groups in the classroom, and it makes my job difficult. I don't think there are many facilitating factors."

K10 "providing the technological infrastructure was the greatest support for me. The availability of several institutions and destinations for trip in the location was another advantage. The fact that guidance teachers, teachers of various branches and the administrators in the school had consciousness in inclusive education enabled me to do my job easily. In-service training that I had received in this respect also guided me. The factor that made my job the most difficult was that I had a cosmopolitan class. There are too many differences and I sometimes cannot cover the teaching points in the curriculum. So I think that the load in the curriculum should be reduced in primary schools. And having no fixed classes also necessitates regulations every year. Families

should be trained in certain points and they should help teachers; because the matter in which I have the greatest problem is families' deficiency in child education. Eliminating the hitches in infrastructure in schools will open the way for inclusive education."

DISCUSSION

Conclusion and Discussion

This current study aimed to reveal primary school teachers' perspectives of inclusive education- mainly the physical adaptations and instructional adaptations they had made. In line with its purpose, the study contained teachers' thoughts in in-class regulations, the meaning of inclusive education, the properties and elements of inclusive education, what could be done for in-class physical adaptations, what techniques and methods might be more beneficial in such education and the difficulties encountered in such education.

An examination of the findings for sub-problem one showed that the participants' descriptions of inclusive education and of the elements of inclusive education were in parallel to the ones available in the literature. The interpretation can be that the situation was the consequence of having been trained in inclusive education.

It became apparent on analysing the findings for sub-problem two that teachers made such adaptations in the physical order in the classroom as adaptations in relation to students' physical disabilities, adaptations in relation to students' learning difficulties and adaptations in relation to immigrant students. According to the findings obtained in an M.A theses entitled Special Education Teachers' and Classroom Teachers' Views on Integration Applications: A Case in Turkish Republic of Northern Cyprus conducted by Alemdaroğlu (2019) in Yakındoğu University, teachers made in-class regulations that they liked, and they also considered students' individual characteristics. The teachers interviewed in the study also said that they made efforts to eliminate the negative stimuli in the classroom. The findings for sub-problems two and three in the current study were in parallel to the one obtained in the above-mentioned study. The teachers gave the same responses in both studies (Alemdaroğlu, 2019). One of the teachers said that it was their fundamental task to support students' learning rather than to instruct. Thus, teachers will help students to learn through inclusive education and to achieve success if they take their students' learning properties (Battiste, 2013). It should not be forgotten that inclusive education is a model suitable to all students and all students have the right to belong in the school community under equal circumstances (Turan & Bektaş, 2013).

In relation to sub-problem three, it was found that the participants made personal adaptations, adaptations supportive of learning altogether, adaptations outside the school and adaptations supportive of language development in relation to instructional adaptations. It was found that self-evaluation forms were heavily used by the participants.

The findings for sub-problem four demonstrated that the participants listed facilitating and complicating factors in inclusive education. While they said that they had problems due to families' indifference or that they encountered financial problems, they considered such factors as unconditional love for their students, training they had received in inclusive education and support they had received from the school guidance service as facilitating factors. A study conducted by Akbulut, Yılmaz, Karakoç, Erciyas & Akşin Yavuz (2021) consulted prospective teachers' opinions about inclusive education applications. They stated their views on three most important elements that should be considered in regulating the classroom environment as developmental appropriateness, physical appropriateness and classroom atmosphere. The participants in this current study also stated their views as taking students' development into consideration and regulating the physical environment both in physical and instructional adaptations. Thus, the results obtained here were in parallel to the ones obtained in the study mentioned above.

Whether students are immigrants or they spoke different languages or they have disabilities is not a problem. The main issue here is that the needs emerging as a result of the differences are not met by schools today; and attention should be attracted to this issue (Davis & Florian, 2004). UNESCO (2015) prescribes that classrooms should be made suitable to inclusive education by considering all the students and that students should be made to participate in classes actively. It is of great importance to make learning-oriented regulations in educational environments. However, mainly teaching strategies that teacher prepare and use in their classes for all students will create the effective learning environments.

The findings obtained here are limited to one city and ten teachers. There is need for increase in the number of studies concerning teachers' practice in inclusive education. Some of the students said during inclusive education applications that they had difficulties due to inadequate physical equipment and due to financial problems. Efforts should be made to eliminate the deficiencies. School administrators are an important element of educational activities. The findings obtained here demonstrated that some of the administrators are biased or reluctant in terms of inclusive education. They could be offered in-service training or workshops to eliminate such prejudice.

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