



EDUCATIONAL SERVICES FOR INDIVIDUALS

WITH

SPECIAL EDUCATIONAL NEEDS



Avrupa  
Birliđi **sivil  
düşün**



**Yenilikçi  
Girişim  
Derneđi**





# PREPARING INSTITUTIONS

YENİLİKÇİ GİRİŞİM DERNEĞİ  
(INNOVATIVE INITIATIVE ASSOCIATION)

ERDEMLİ DISTRICT DIRECTORATE OF NATIONAL  
EDUCATION

ERDEMLİ GUIDANCE AND RESEARCH CENTER



Avrupa  
Birliği **sivil  
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**Yenilikçi  
Girişim  
Derneği**



This booklet has been prepared with the support of the European Union within the framework of the European Union Civil Society Dialogue Programme. The content is the sole responsibility of the Innovative Initiative Association and does not necessarily reflect the views of the European Union.

A decorative header featuring a row of colorful hands in various colors (blue, yellow, green, red, cyan, pink, purple, orange) reaching upwards, set against a white brick wall background.

## OUR ASSOCIATION

The Innovative Initiative Association was established in 2017 with the principle that every individual is equal and has equal rights. Based on this principle, the association aims to carry out activities that ensure all individuals – especially disadvantaged groups – can exist in educational, social, and cultural fields and benefit from equal opportunities and access. Having a member profile largely composed of educators provides the association with an advantage in offering realistic solutions to rights-based problems experienced in the field of education, as well as in designing and implementing relevant initiatives.

One of the projects we have developed in this direction is the **“Hear Us! We Are Also in Education!”** project. Within the scope of this project, we aimed to raise awareness among parents, teachers, and the wider community so that individuals with special educational needs can benefit from their educational rights. In this context, we prepared informational videos, awareness-raising videos, seminars, and informational booklets under four main topics. This booklet is the third of the booklets prepared within the scope of this project.

We hope that it serves its intended purpose.

**ESAT AVCI**

**PRESIDENT OF THE INNOVATIVE INITIATIVE ASSOCIATION**

A decorative header featuring a row of colorful hands in various colors (blue, yellow, green, red, cyan, pink, purple, orange) reaching out from the top edge of the page. Below the hands is a red banner with the word 'FOREWORD' in white capital letters.

## FOREWORD

**Dear Readers,**

Special education needs individuals are those who differ from their peers in terms of physical, mental, communicational, social, and emotional development due to various reasons. However, these differences should not be seen as deficiencies, but rather as elements that enrich society. Individuals with special education needs are members of the society they belong to and have equal rights with everyone else.

As a society, our responsibility is to adopt an understanding that recognizes individual differences as our richness and to provide accessible opportunities in every field for individuals with special education needs.

Within the scope of the project **“Hear Us! We Are Also in Education!”**, carried out by the Innovative Initiative Association in cooperation with the Erdemli District Directorate of National Education and the Erdemli Guidance and Research Center, we set out to ensure that individuals with special education needs can access education. In the third of the four booklets prepared within this project, we discuss the characteristics of educational services provided for individuals with special education needs.

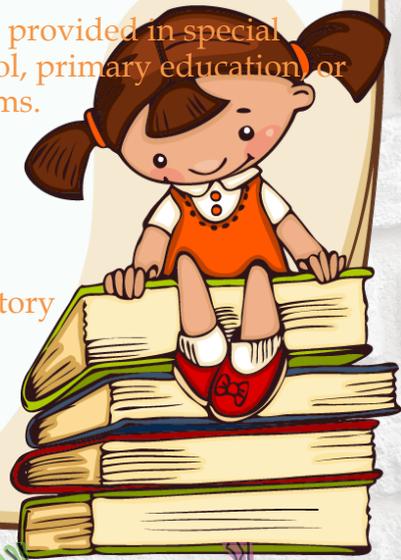
We wish that individuals with special education needs can access education just like every other individual.

**ESAT AVCI**

**PRESIDENT OF THE INNOVATIVE INITIATIVE ASSOCIATION**

## INCLUSIVE / INTEGRATED EDUCATION

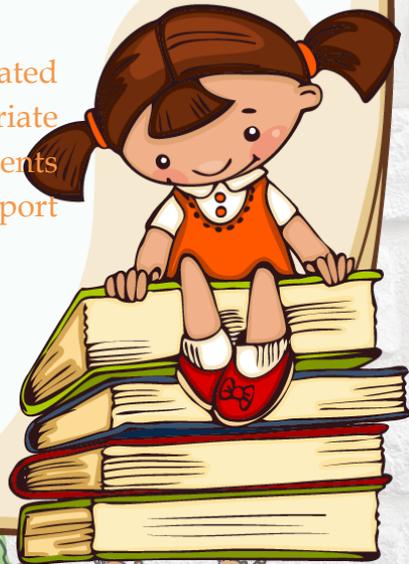
- ◆ Individuals with special educational need can continue their education at all types and levels through inclusive/integrated education in accordance with the Special Education Evaluation Board Report.
- ◆ Individuals with special educational needs may continue their education through inclusive/integrated education either full-time in the same classroom with their peers or part-time in special education classrooms.
- ◆ Inclusive/integrated education can also be provided in special education schools that implement preschool, primary education, or vocational and technical education programs.
- ◆ In schools where education is provided through inclusion/integration, it is mandatory to establish an Individualized Education Program (IEP) development unit.





## FULL-TIME INCLUSIVE EDUCATION

- ♦ Students follow the educational program implemented at the school in which they are enrolled. Individualized Education Programs (IEPs) are prepared based on the programs followed by the students.
- ♦ Students who complete secondary education are awarded the same diploma as their peers.
- ♦ In schools where full-time inclusive/integrated education is implemented, appropriate environmental arrangements are made for students with special educational needs and support education rooms are established.





## EDUCATION IN SUPPORT ROOMS

- ◆ In schools providing preschool, primary, and secondary education, support education rooms are established by the Provincial or District Directorates of National Education, upon the recommendation of the Provincial or District Special Education Services Board, for students who continue their education through full-time inclusive/integrated education.
- ◆ More than one support education room may be established in schools depending on the number of students who will receive support education.

In support education rooms, one-to-one instruction is provided by taking students' educational performance into account. When necessary, group instruction may also be provided for up to three students with similar educational performance levels

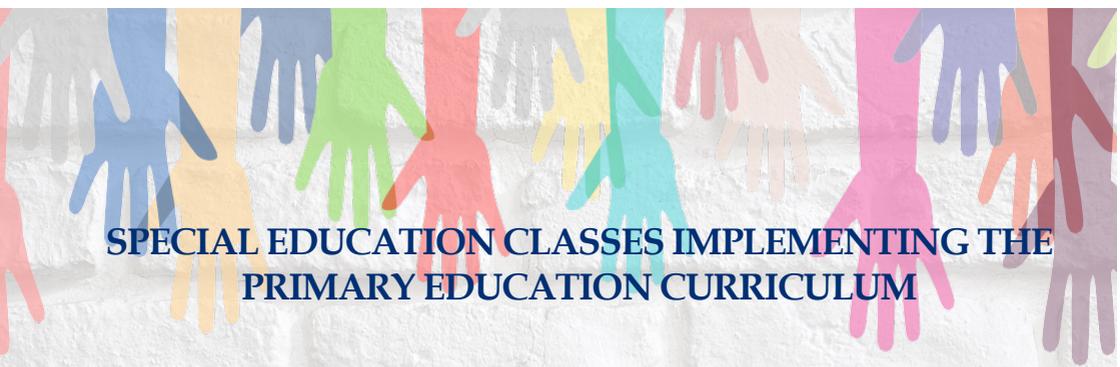




## EDUCATION IN SUPPORT ROOMS

- ◆ Support education can be planned within or outside the school's lesson hours, and when necessary, it may also be scheduled on weekends in accordance with the planning of the IEP development unit. If the student receives support education during lesson hours, instruction related to the planned subject is provided during the scheduled class period.
- ◆ The courses followed by gifted students according to their areas of talent are differentiated in support education rooms through enrichment and acceleration.





# SPECIAL EDUCATION CLASSES IMPLEMENTING THE PRIMARY EDUCATION CURRICULUM



Special education classes are established in primary school for students with visual or hearing impairments. Students who complete primary school are enabled to continue their education from the 5th grade onwards in the same classroom with their peers without disabilities through full-time inclusive/integrated education practices. In addition, special education classes are opened within primary schools and secondary schools-except Imam Hatip secondary schools-for students with mild intellectual disabilities or mild autism.



# SPECIAL EDUCATION CLASSES IMPLEMENTING THE PRIMARY EDUCATION CURRICULUM

- Education is provided through combined classroom practices for students with the same type of disability.
- Students follow the primary education curriculum. Individualized Education Programs (IEPs) are prepared based on the curricula followed by the students.
- Class sizes consist of a maximum of 10 students
- Bu sınıflar ders, teneffüs, yemek ve diğer etkinlik saatleri bakımından bünyesinde açıldığı okulda uygulanan programa uyarlar.



## SPECIAL EDUCATION CLASSES IMPLEMENTING THE SPECIAL EDUCATION CURRICULUM



- ◆ Special education classes implementing the special education curriculum may be established in preschool, primary school, secondary school, and vocational secondary education institutions.
- ◆ In these classes, education is provided through combined classroom practices for students with the same type of disability.
- ◆ When determining class sizes, the class size standards of schools implementing the special education curriculum are taken as the basis.



## SPECIAL EDUCATION CLASSES IMPLEMENTING THE SPECIAL EDUCATION CURRICULUM



- ◆ In these classes, special education programs prepared by The type of disability are implemented.
- ◆ In classes opened at the preschool level, activities are conducted by both a preschool teacher and a special education teacher.
- ◆ In classes opened at the primary school, secondary School, and high school levels, lessons are taught by special education teachers.
- ◆ In accordance with the planning of the IEP development Unit, students may participate in some lessons and social Activities together with their peers.





## PRESCHOOL EDUCATION INSTITUTIONS FOR INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS

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- For children who have completed 36 months but have not yet reached 66 months of age, special education kindergartens may be established. In addition, special education preschool classes may be opened within special education schools providing primary education, independent kindergartens, and other primary schools. Class sizes consist of a maximum of 5 students.

Children without disabilities may also receive education in these classes. In this case, class sizes may consist of a maximum of 14 students, including up to 5 students with special educational needs.





## PRIMARY EDUCATION INSTITUTIONS FOR INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS



Day or boarding special education primary schools and special education secondary schools are established for

- individuals with hearing, visual or physical disabilities.

For individuals with mild intellectual disabilities, day Special education primary schools and special education Secondary schools are established.

Students follow the primary education curriculum.

- ♦ Individualized Education Programs (IEPs) are prepared based on the curricula followed by the students.
  - ♦ Class sizes consist of a maximum of 10 students. However, for students with autism, the maximum class size is 4 students.
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## PRIMARY EDUCATION INSTITUTIONS FOR INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS

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- ♦ Day special education practices schools (Level I) and Special education practice schools (Level II) are established for individuals with moderate or severe autism
  - ♦ The special education curriculum prepared by the Ministry is implemented. Individualized Education Programs (IEPs) are prepared based on the curricula followed by the students.
  - ♦ Class sizes consist of a maximum of 8 students for those with intellectual disabilities and 4 students for those with autism.





## EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN EARLY CHILDHOOD



Early childhood education services for children with special Educational needs aged 0-36 months are provided in special education Schools,preschool education institutions,and educational institutions, with kindergarten classes,based on the decision of the provincial or district special education services board.These services may also be provided at home in accordance with the needs of the child and the family



## EDUCATION OF CHILDREN WITH MULTIPLE DISABILITIES

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For students of compulsory school age who cannot continue primary or secondary education programs due to multiple disabilities, classes are primarily opened in special education schools. In places where there are no special education schools, classes may be opened within other schools.



## HOME EDUCATION SERVICE

Home education services may be provided during the academic year for students with special educational needs who are of compulsory school age and who, due to health problems, are unable to benefit from formal education institutions for at least twelve weeks or whose attendance would pose a risk to their health. This must be stated in a Medical Board Report issued by three specialist physicians, at least one of whom is from the relevant field. Home education services are provided upon the written request of the parent, together with the planning of the provincial or district special education services board.



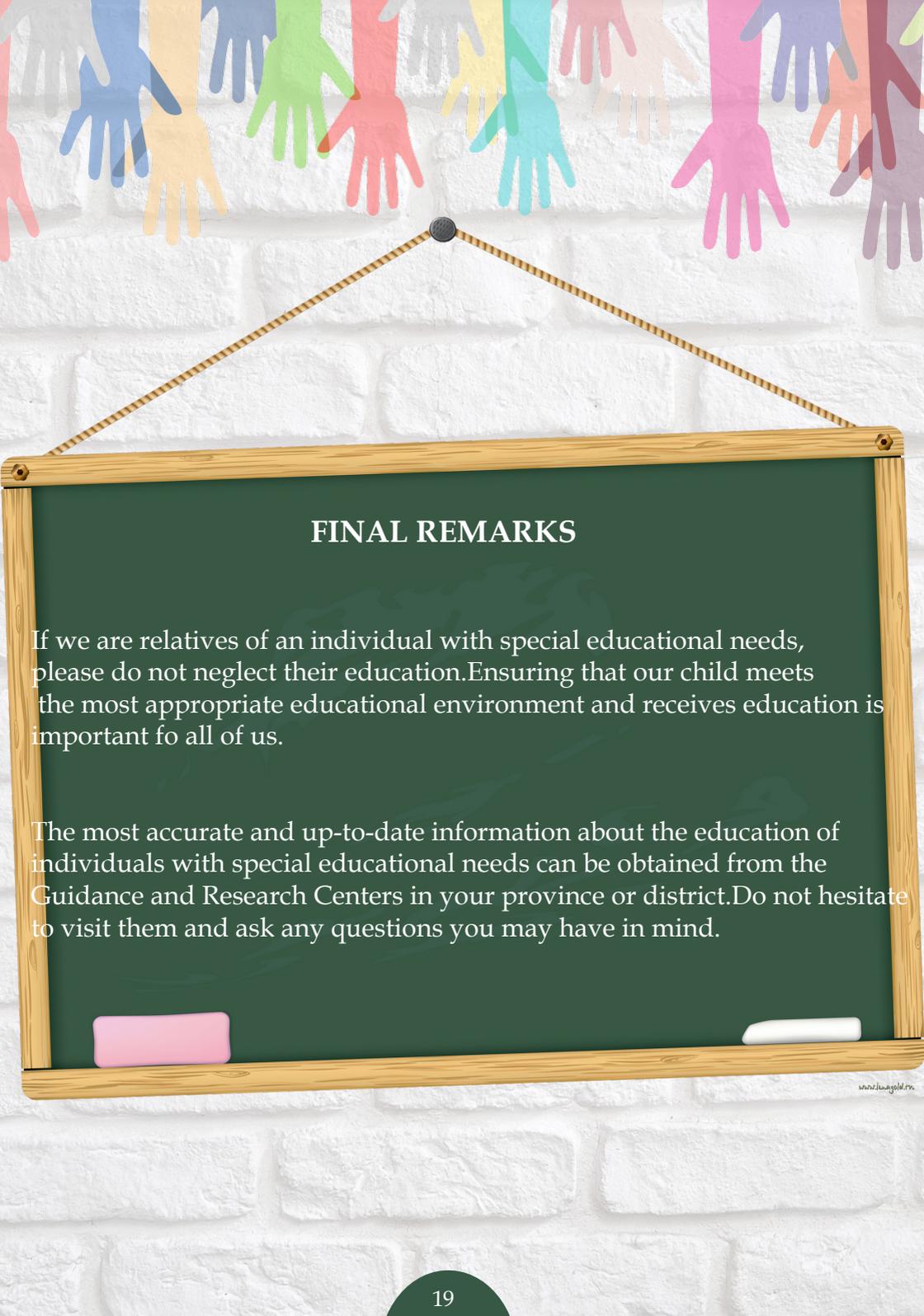


## EDUCATION SERVICES IN HOSPITALS



For students with special educational needs who are of compulsory school age and receiving inpatient treatment in health institutions due to health problems, hospital classes are established within hospitals to ensure the continuation of their education. These classes are opened with the approval of the Governor's Office upon the recommendation of the provincial or district special education services board and with the consent of the Ministry of Health.





## FINAL REMARKS

If we are relatives of an individual with special educational needs, please do not neglect their education. Ensuring that our child meets the most appropriate educational environment and receives education is important for all of us.

The most accurate and up-to-date information about the education of individuals with special educational needs can be obtained from the Guidance and Research Centers in your province or district. Do not hesitate to visit them and ask any questions you may have in mind.

References:

MEB. (2018). Özel Eğitim Hizmetleri Yönetmeliđi.







## YENİLİKÇİ GİRİŞİM DERNEĞİ

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