

CHARACTERISTICS OF INDIVIDUALS
WITH
SPECIAL EDUCATIONAL NEEDS



Avrupa
Birliđi **sivil
düşün**



**Yenilikçi
Girişim
Derneđi**



EMİRLİK VE MİLLİ EĐYİM BAKANLIĐI
1964



Ulusal Engelli ve Akademi Merkezi
1982



PREPARED BY

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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, brown) reaching upwards against a white brick wall background. Below the hands is a dark blue banner with the text "OUR ASSOCIATION" in white, uppercase letters.

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 first 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, brown) reaching out from the top edge of the page. Below the hands is a dark blue banner with the word "FOREWORD" in white, uppercase 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 first 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



INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS

Individuals with special educational needs are categorized according to their disability status under following headings; intellectual disability, hearing impairment, learning disabilities, emotional behavioral and social adjustment difficulties ,autism spectrum disorders, giftedness, and attention deficit hyperactivity disorder (ADHD)

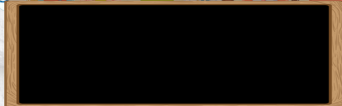




INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS

The characteristics of these individuals may vary depending on the type of disability. When discussing the characteristics of individuals with special educational needs according to their disability status, the most common characteristic observed in these individuals are taken into consideration.

This means that not all of the specific characteristics may be observed in individuals with the mentioned type of disability, or they may be observed only partially. In addition, the presence of one or several of these characteristics in an individual does not necessarily mean that the individual has special educational needs.





**INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS
ACCORDING TO DISABILITY TYPE
AND THEIR GENERAL CHARACTERISTICS**



CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES

Their physical development is slow.

They have difficulty maintaining hand-eye coordination. They learn academic concepts late and with difficulty.

Their attention span is short and they are easily distracted. They have difficulty adopting to new situations. Their speech development is slow.

They start speaking later than their peers.





CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES

Their perceptions and reactions are simple.

They cannot express their emotions and thoughts clearly and independently.

They have difficulty adapting to see social situations.

They show little interest in social activities.

They quickly forget what they see and hear; their memory is weak.






CHARACTERISTICS OF INDIVIDUALS WITH HEARING IMPAIRMENTS

They have the same motor development characteristics as their peers without disabilities.

Language plays an important role in the cognitive development process.

Insufficiency in language skills, limitations in concept development, and reduced auditory input negatively affect the cognitive development process.

Language development is one of the developmental areas most negatively affected.





CHARACTERISTICS OF INDIVIDUALS WITH VISUAL IMPAIRMENTS



The process of learning abstract concepts is more difficult.

Visual impairment is not an indicator of low intelligence.

During the learning process, they use their hearing and sense of touch more actively.





CHARACTERISTICS OF INDIVIDUALS WITH ORTHOPEDIC DISABILITIES


Their ability of to move independently an their motor coordination are limited.

They may avoid movement and prefer to remain passive.
They often complain of fatigue.

Depending on the level of the disability,adaptation, speech,and learning difficulties may also be observed.

Low self-esteem may be observed.





CHARACTERISTICS OF INDIVIDUALS WITH SPEECH AND LANGUAGE IMPAIRMENTS

It may appear in forms such as delayed speech, voice disorders, articulation disorders, stuttering, speech disorders related to hearing impairment, speech disorders related to cleft palate and neurological conditions, and speech disorders associated with foreign language use or regional speech differences.

They may speak with an unpleasant voice and in a way that is not appropriate for their age or is difficult to understand.





A B C



CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES

Each individual with learning disabilities has unique patterns of behavior.

Perceptual, perceptual-motor, and coordination problems; Attention disorders and hyperactivity; as well as thinking and memory problems are commonly observed .

They experience difficulties in reading, writing, and basic mathematics skills.





CHARACTERISTICS OF INDIVIDUALS WITH EMOTIONAL, BEHAVIORAL, AND SOCIAL ADJUSTMENT DIFFICULTIES

Difficulties in social ,emotional,and communication adjustment may be observed.

Attention deficits and problems in academic achievement and peer relationships frequently occur.

They may show tendencies toward delinquency and excessive risk taking behaviors.

Introversion and weaknesses or extremes in social relationships may be observed.

In some individuals,these differences may appear at a more advanced level due to upbringing conditions,negative family attitudes(such as overprotection,neglect,or violence),financial difficulties,and limited socio-cultural opportunities,and may manifest as negative behavior patterns.





CHARACTERISTICS OF INDIVIDUALS WITH AUTISM SPECTRUM DISORDERS

The symptoms of autism are usually observed during early childhood.

Difficulties in social interaction/communication and restricted interests with repetitive behaviors are the most distinctive characteristics of Autism spectrum disorder.

Children often experience a significant delay in speech and language development.

There are limitations related to social development, although these are not necessarily associated with intellectual development.

Typical behaviours include stereotyped play, a strong preference for sameness, and resistance to change.





CHARACTERISTICS OF GIFTED INDIVIDUALS

They are ahead of their peers in all areas of development.

They ask many questions and are curious.

They possess a high level of mental and physical energy.
They pay attention to details.

They have a constant desire for learning and knowledge.

They have the ability to learn quickly, understand easily,
and retain information well.





CHARACTERISTICS OF GIFTED INDIVIDUALS

They can concentrate on a subject for a long time.

They have a wide range of interests.

They enjoy solving complex problems.

They have strong observation skills.

They can generalize and abstract information and transfer their knowledge to other areas.





CHARACTERISTICS OF INDIVIDUALS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)



They have difficulty controlling their behavior and focusing Their attention on specific stimuli.

In some individuals,symptoms of hyperactivity and impulsive are more prominent,while in others,attention deficit is More dominant.

They are highly active.They have difficulty staying seated and find it hard to work calmly and quietly.





CHARACTERISTICS OF INDIVIDUALS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

They have difficulty following instructions from beginning to end.

They have difficulty focusing their attentions on tasks or games.

They often overlook details.



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