

THE DETERMINATION OF PRIORITY SKILLS IN INCLUSIVE CLASSROOMS BASED ON THE VIEWS OF PRIMARY TEACHERS

Abstract: It is important for students with special needs to acquire some skills in inclusive classes. Therefore, basic skills should be determined by teachers working in inclusive classes and it should be ensured that students with special needs transform these skills into behaviors. This study aims to determine the priority skills in inclusive classrooms based on the views of primary teachers. Moreover, the current study focuses on the methods and techniques used during the acquisition of these skills, reveals the problems experienced in the process, offers solutions for these problems. A case study, one of the qualitative research designs, was employed in the current study. The criterion sampling method, one of the purposeful sampling methods was used to determine the study group. Seven teachers working at primary schools in Nevşehir province participated in this study. The data were collected with semi-structured interview questions and analyzed by content analysis technique using an inductive approach. The findings of the study showed that the most important skills that should be acquired in inclusive classes are self-acquaintance, communication, and empathy.

Keywords: Inclusive education, empathic skill, students with special needs.

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INTRODUCTION

Inclusive education is an ambitious and comprehensive concept that theoretically deals with all students. Inclusive education is an approach aimed at presenting school culture for all students. In other words, inclusive education refers to the acceptance of all students by school staff, student participation in various fields of activity, and the increasing achievement of students (Booth, Ainscow, Black-Hawkins, Vaughan & Shaw, 2000; Kalambouka, Farrell, Dyson & Kaplan, 2005). Through this approach, those students with special needs are given similar educational opportunities sharing the same educational environment with their peers. Therefore, students with special needs and those with no special needs share their educational experiences and learn new things from each other (Frankel, 2004). Apart from this sharing and learning, it is aimed that students have some skills, and these skills are included in the curriculum. In this context, the skills which students with special needs and students with no special needs studying in inclusive classes should acquire should be given importance and priority. Especially, students with special needs face many problems in school environments (Kuçuker & Cifci-Tekinarslan, 2015) and some studies reveal that students with special needs are less accepted and more rejected (Koster, Pijl, Nakken and Houten, 2010). In some studies, it is stated that students with special needs exhibit more aggressive behavior and disturb the classroom environment (Papoutsaki, Gena, & Kalyva, 2013). This situation causes students with special needs to lag behind their peers even more in social relations and results in a widening of the gap between students with special needs and their normally developing peers, first in academic studies and then in professional life (Avcioglu, 2001). For this reason, an educational and friendship environment that supports the social achievements of all children should be presented to children (Odom, 2000) and educational environments should be supported with social skills (McClelland & Morrison, 2003). For this reason, skills are included in education programs. In the educational program and guide for the basic education life sciences and social studies courses [Ministry of National Education (MoNE), 2005] skills are defined as the ability of an individual to do work easily and competently, continuously in an appropriate learning and teaching environment as a result of an individual's intellectual and behavioral effort based on his readiness. In this sense, skills in the curriculum are described as the abilities designed to be acquired, developed, and transferred to life in the learning process. Major social courses at Turkish schools are life sciences and social studies. These courses are very significant for students to acquire certain skills. In Turkey, the educational programs of these courses were developed in the years 2005, 2015, and 2018. In these educational programs there are fifty-two major skills which are to be acquired by students: active listening and discussion, research, research thinking skills, using information and communication technologies, geographical inquiry and location analysis, using geographic data, conflict management, environmental literacy, environmental awareness, having multiple perspectives, perception of change and continuity, balanced nutrition, digital literacy, nature conservation, economic literacy, critical thinking, empathy, financial literacy, entrepreneurship, observation, the use of maps, map literacy, legal literacy, communication, cooperation, recognition of stereotypes and prejudices, the use of evidence, making decisions, career awareness, the use of resources, self-protection, self-knowledge, personal care, location analysis, obeying the rules, media literacy, spatial perception, recognition of national and cultural values, self-control, self-management, political literacy, health-care, reasoning, problem-solving, social participation, drawing and interpreting tables, graphics and diagrams, speaking and writing Turkish correctly, creative thinking, innovative thinking, time management and perceiving time and chronology. It is significant that all students should acquire these skills in inclusive classrooms. Liasidou (2012) states that inclusive education is an educational approach to improve the behavior of students who have difficulty in terms of acquiring such skills. Therefore, priority skills should

be determined by teachers working in inclusive classes, and these skills should be turned into behavior among the students with special needs.

Research suggests that inclusive students whose social and communication skills are not developed generally have academic underachievement and exhibit various problem behavior (Gresham, 1986; Guralnick, 1990; Kabasakal, Girli, Okun, Çelik & Vardarlı, 2008; Myles, 2003; Wang, 2009; Zirpoli & Melloy, 1997). Metin (2018) argues that through inclusive education social skills of all students can be improved and socialized including communication, cooperation, sharing, respect for differences, and following the rules. Therefore, the following question should be answered: Which skills should the students acquire in order to increase their academic success, solve their social problems and eliminate their problem behaviors in inclusive classrooms?

When the literature is reviewed, no direct research has been found on which skills should be gained to students studying in inclusive classrooms. On the other hand, classroom teachers may come across students with special needs and teach them in inclusive classrooms. The data reported by the MoNE for the school year 2018-2019 indicate that there are 1.260 students with special needs in pre-school institutions. The number of primary school students with special needs is 115.556. the total number of such students is 116.816 at these levels of education (MoNE, 2019). Through this study, it is thought that determining the priority skills to be acquired by the students studying in the inclusive classes will contribute to the educational programs and the success of the inclusive education practices. For this reason, in this study, it is aimed to determine the priority skills in in inclusive classrooms based on the views of primary teachers. In line with this aim the study attempts to answer the following research questions:

- What are the views of the classroom teachers working in inclusive classrooms about primary skills?
- What are the reasons for teaching such primary skills to students in inclusive classrooms?
- Which methods, techniques, and activities should be employed in order to make students in inclusive classrooms acquire the primary skills?
- What are the major problems that arise during the skills teaching in inclusive classrooms?
- What are the suggestions of the classroom teachers about these problems that arise during the skills teaching in inclusive classrooms?

METHOD

The following includes the information about the model of the study, participants, data collection tools, data collection procedure and data analysis.

RESEARCH MODEL

This study was designed with the case study design out of qualitative research approaches aimed at providing the researcher with detailed and in-depth data collection, direct learning of the participants' individual perceptions, experiences, and perspectives, and understanding and explaining the current situations (Patton, 2014). Case study analyzes one or more cases in a holistic way with factors such as environment, time, individual, event, and process. Since the situations are different, there are no generalizations of the results. However, it is expected that the results obtained in relation to a situation have been formed by examples and experiences for understanding similar situations (Yıldırım & Şimşek, 2018). Further, case studies try to explore, and do not compare. The researcher tries to define categories of events and behaviors rather than testing hypotheses or proving relationships (Hancock & Algozzine, 2006). Therefore, in this study, a case study was used to better understand the subject, to look at what happened in the real environment, and to identify the contextual themes.

RESEARCH PARTICIPANTS

The participants of the study are classroom teachers who teach inclusive students. The participants have worked at primary schools in the Nevşehir province of Turkey. Criterion sampling, which is one of the purposive sampling methods, was used to collect the data of the study. Criteria used to identify the participants are as follows: (1) being a classroom teacher, (2) having at least five years teaching experience, (3) teaching at least one inclusive student, and (4) teaching inclusive students at least for one semester. School administrators were called by phone to learn whether or not any inclusive student was at school. To select the participants of the study, seven public primary schools in Nevşehir province were visited and information about the eligible classroom teachers was taken from the school administrators. Then interviews were made with these teachers and, in the end, seven teachers accepted to take part in the study. Of them one is male and six are females.

DATA COLLECTION TOOLS

In this study, the interview method was preferred. Because the interview method gives the opportunity to ask in-depth questions and to ask questions again about incomplete or incomprehensible answers. Therefore, it was thought that the interview method would be advantageous and the data were collected using the “Semi-structured interview form” which was developed by the authors. In the development of the form, the related conceptual framework was analyzed and five interview items were developed. This draft form was analyzed by four field experts (two academics with Ph. D. degree in classroom education and two academics with Ph. D. degree in special education). The feedback of the field experts did not require any change on the interview items. Then in a pilot study, the form was administered to two classroom teachers to analyze the intelligibility of the items. The participants of the pilot study indicated that the items were proper, and therefore, no modification was made on the items.

PROCEDURE AND DATA ANALYSIS

The study was conducted during the school year of 2019-2020 in Nevşehir. The data collection was completed between 6 January 2020 and 17 January 2020. The data were examined using the content analysis of which the major goal is to reveal concepts and principles that can account for the data collected. The data summarized and interpreted in descriptive analysis are subjected to a deeper processing in content analysis, and concepts and themes that cannot be noticed with a descriptive approach can be discovered as a result of this analysis. The data collected should be first conceptualized and organized based on these concepts to develop the themes that account for the data (Yıldırım & Şimşek, 2018). First, the voice recordings were transcribed. To establish the reliability of the study 25% of the transcribed data were listened to by the authors and a special education academic. Interrater reliability is found to be 100%. The formula developed by Miles and Huberman (1994) was used to calculate the reliability of the study. $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$ According to the calculation made, the reliability of the study was found to be over 90%. The fact that this rate is over 90% indicates that the study is reliable (Miles & Huberman, 1994).

Coding was made, and the codes were categorized into themes. For each of these themes, direct quotations from the statements of the participants were employed. All these produced themes and subthemes of the study. These themes and codes were analyzed by a field specialist on special education and another one on classroom teaching. As a result of this analysis, a total of five themes was developed which were all mutually agreed upon.

FINDINGS/RESULTS

The findings of the study are given as follows:

SKILLS TO BE ACQUIRED BY THE STUDENT

Table 1 indicates the participants’ views on the skills to be acquired by the students in inclusive classes. As seen in Table 1, the participants stated the skills that should be acquired in inclusive classes under 3 sub-themes. These are the skills in the life sciences courses studies, the skills in the social studies course, and the skills in both programs. Among these sub-themes, the skill of self-knowledge is the highest frequency in the life sciences courses studies; empathy is the highest frequency skill in the social studies course and communication skill is the with the highest frequency skill in both programs.

Table 1. Skills to be Acquired by Students in Inclusive Classes

Sub-themes	Codes	Quotations	Participants	N
Skills included in the educational programs of the Life Sciences course (2018)	Skills of self-knowledge	K2: “For me the skills self-knowledge and self-care are very significant and also, skills to use Turkish correctly and efficiently ...”	K2, K3, K4, K5, K8	5
	Self-care skills	K2: “For me the skills self-knowledge and self-care are very significant and also, skills to use Turkish correctly and efficiently ...”	K2, K7, K8	3
	Skills to follow the rules	K3: “Communication skills, self-knowledge skills, critical thinking, cooperation, skills to follow the rules.”	K3, K5, K7	3
	Self-protection skills	K4: “For instance, empathy skills, communication skills, self-knowledge skills and self-protection skills are all important.”	K4, K8, K7	3
	Trouble-solving skills	K5: “I would like to teach these skills. Trouble-solving skills”	K5, K4	2
	Skills to recognize national and cultural values	K4: “For instance, problem-solving skills and health-care skills are important. In addition, skills to recognize national and cultural values, it is also important...”	K4	1
	Self-management skills	K2: “For me, skills to use Turkish correctly is important, and also, self-management skills, these are the skills that we should teach them.”	K2	1
	Skills to use resources	K7: “I think the ability to comply with the rules of society, the ability to use natural resources effectively and empathy skills.”	K7	1
	Time management	K7: “Keeping up! I think the ability to stand alone is up to you. To be happy in life, to be able to use time. “	K7	1
	Health-care skills	K4: “For instance, problem-solving skills and health-care skills are important. In addition, skills to recognize national and cultural values, it is also important ...”	K4	1
Skills included in the educational programs of the Social Studies course (2018)	Empathy skills	K4: “For instance, empathy skills, communication skills these are very important ...”	K4, K5, K6, K7, K8	5
	Problem-solving skills	K4: “It may be problem-solving skills, for instance, health-care skills are also significant.”	K4, K7, K8	3
	Critical thinking skills	K3: “Communication skills, self-knowledge skills, critical thinking, cooperation, skills to follow the rules.”	K3, K7	2

	Interpreting tables, graphics and diagrams	K2: "Believe me, they were painting with a larger surface when they first arrived; now inclusive student can also do the following: can draw the eye in detail, draw the apple of the eye, or the leaves and branches of a tree in detail and show me them in color."	K2	1
	Speaking and writing Turkish correctly	K2: "For me, skills to use Turkish correctly is important, and also, self-management skills, these are the skills that we should teach them."	K2	1
	Environmental literacy skills	K7: "Personal care and environment, being sensitive to the environment ..."	K7	1
	Thinking skills	K7: "The most important one is the skills of thinking which should be improved."	K7	1
Skills included in both programs	Communication skills	K2: "For me communication skill is very significant."	K2, K3, K4, K5, K8	5
	Cooperation skills	K3: "Communication skills, self-knowledge skills, critical thinking, cooperation, skills to follow the rules."	K3, K5	2
	Observation skills	K2: "They learn something about life. I showed them how to fold a dress. He did it well. I asked him to hang out the laundry. And he also did it well."	K2	1
	Research skills	K6: "Particularly research skills."	K6	1
	Skills to adapt to change and continuity	K7: "There are significant skills such as environmental literacy, adapting to changes, most importantly"	K7	1

REASONS FOR ACQUISITION OF THE SKILLS BY THE INCLUSIVE STUDENTS

Table 2 presents the reasons given by the participants for the acquisition of the skills by the inclusive students.

Table 2. Reasons for Acquisition of the Skills by the Students in Inclusive Classes

Sub-themes	Codes	Quotations	Codes of teachers	N
Students with special needs	Communication-related reasons	K3: "When we talk he generally answers, but during the courses he does not generally try to say something about the course. If there is any noise, it makes him uncomfortable."	K2, K3, K4, K5, K8	5
	Being aware of his characteristics	K3: "Self-knowledge, children may improve themselves if they are aware of their capacity.."	K3, K4, K6, K8	4
	Dealing with the problems	K8: "If they acquire the problem-solving skills, they can much more easily solve the problems they face in the classroom with their friends."	K4, K7, K8	3
	Improving academic achievement	K6: "But unfortunately, our academic problem-solving skills are particularly weak. We still deal with it. We have not solved it completely."	K3, K6	2
	Safety	K7: "We have to ensure our security as a nation, family and state in every respect."	K7, K8	2
	Making his own decisions	K7: "Thinking skills, it is need for them not to be manipulated by others. They should use their own thinking. In regard to reasoning..."	K7	1
	Making effort	K3: "They should make attempts to do something themselves or with their friends."	K3	1

	Not staying behind	K3: "As I said, they have difficulty obeying the rules. Because they don't understand and perceive rules. For example, we are finishing a physical activity then move on to another activity but they are lagging behind. they perceive slowly. Firstly, I evaluate them individually and their learning speed."	K3	1
	Self-confidence	K3: "They generally begin to read or write late. But I want them to feel that I could do that, I could read and write. I try to make them to feel in this way."	K3	1
	Being beneficial to themselves	K2: "When they acquire such skills these skills will be beneficial for them in their later life."	K2	1
	Expressing the views and emotions	K3: "For instance, these two inclusive students do not attempt to answer any question in life sciences course. It is important for them to express their views."	K3	1
Students with no special needs	Empathy	K4: "if they acquire the empathy skills, they may use these skills whenever they come across a problem with others and they may think their positions. Such skills also useful in judging the students with special needs."	K4, K5, K8	3
	Perspectives towards inclusive students	K8: "They can understand which problems the inclusive students may come across and they become much more tolerant to the students with special needs."	K3, K8	2
	Support	K5: "There should be cooperation between him (inclusive student) and other students in courses.."	K5, K6	2
	Not to mock	K3: "Whenever this student (inclusive student) does something different, I try not to provide an opportunity for the other students to say something about his behaviors."	K3	1
	Not to discriminate	K6: "For instance, they thought that I was not in the classroom. They hanged their pictures on the wall except for the picture of the inclusive student."	K6	1
All students	Cooperation	K6: "Cooperation, during group activities the other students help the inclusive student."	K3, K5, K6	3
	Not breaking the order in the classroom	K3: "I warn the other students, They do not follow all of the class rules."	K3, K5	2
	Efficient use of time	K7: "If they use time efficiently they would be more successful."	K7	1
	Improving commitment to national culture and history	K4: "Not only for children with problems, we can go further once we know our national culture and history."	K4	1

As can be seen in Table 2 the participants suggested some reasons for the acquisition of the skills by the students. These are grouped into three categories: reasons for students with special needs, reasons for students with no special needs, and reasons for all students.

METHODS AND TECHNIQUES USED FOR SKILL EDUCATION IN INCLUSIVE EDUCATION

Table 3 presents the views of the participants concerning the methods and techniques that should be used for skill education in inclusive education.

Table 3. Methods and Techniques Be Used for Skill Education in Inclusive Education

Sub-themes	Codes	Quotations	Participants	N
Individual study	Assigning tasks	K2: "I try to give them an opportunity to say their views, I think that assigning tasks to them makes them more motivated."	K2, K3, K5	3
	Active participation	K3: "I attempt to make them talk about their feelings. I think that very short speeches in the front of the class are very beneficial for these students."	K2, K3	2
	One-to-one study	K2: "I sit next to them and spend time with them, I should work one-to-one with them."	K2	1
Using active learning strategies	Brainstorming	K4: "I ask myself what should I do? How can I solve it? We create different solutions by brainstorming."	K4, K7	2
	Station technique	K3: "I employ the station technique It allows them to do something and creates cooperation among the students."	K3	1
	Use of video recordings	K6: "I generally employ examples, videos, and other materials."	K6	1
	Use of materials	K6: "I generally employ examples, videos, and other materials"	K6	1
The use of the role-playing method	Learning through doing	K2: "Teaching the child to tie a shoe, we should show it to them, they should do it themselves."	K2, K5	2
	Animation	K5: "We also use them in lessons, which are valid for self-knowledge and problem. We tell them, we play, we deal with drama."	K5	1
	Gamification	K5: "I use gamification to teach the topics."	K5	1
Drama methods	Dramatizing	K4: "These include lectures and examples, in other words, I use dramatizing."	K4, K5, K8	3
	Embodiment	K5: "Given that the students are very young we use concrete things; I use gamification to teach the topics."	K5	1
Case study	Giving examples from daily life	K4: "These include lectures and examples, in other words, I use dramatizing."	K4, K6, K7	3
	Analysis of cases	K8: "I frequently use drama and case analysis as methods."	K8	1
Lectures	Lectures	K6: "I use narration technique using sampling and videos, materials to improve their skills to express themselves and to use grammatical sentences."	K4, K5, K6	3
Teamwork	Teamwork	K6: "I employed group work method."	K6	1
Using discussion	Mutual discussion	K7: "Debate. I use mutual debate. I give them a topic or an idea to discuss and want them to discuss it."	K7	1

As can be seen in Table 4 the participants reported mostly the individual study as a method that can be used in skills education in the inclusive education context. They mentioned less teamwork and discussion methods in this regard.

PROBLEMS EXPERIENCED DURING THE SKILLS EDUCATION IN INCLUSIVE CLASSROOMS

Table 4 presents the views of the participants in regard to the problems experienced during skills education in inclusive classrooms.

Table 4. Views of the Participants in Regard to the Problems Experienced During the Skills Education in Inclusive Classrooms

Sub-themes	Codes	Quotations	Teachers	N
Problems related to students with special needs	Academic underachievement	K3: "When they do not something or understand something late I have difficulty. For those who understand late I develop activities at the level of first grade."	K2, K3, K5, K6	4
	Discipline problems	K4: "I have some problems since he does not sit or pay attention to the topics we study. Therefore, I always have to warn him.."	K3, K4, K5	3
	Aggressiveness	K2: "I felt that he was aggressive... The other students began to complain about him, but I stopped their complaints. They said "he said bad things to me or he hit me!"	K2, K5, K7	3
	Indifference to the courses	K3: "He opens, closes, scribbles, writes and draws on his book. For instance, he unnecessarily goes to his cabinet, takes some materials or put them there."	K3, K5	2
	Low self-confidence	K6: "Lack of self-esteem is very high in such children (inclusive students) (at least it is valid for my inclusive students in the classroom)."	K6, K8	2
	Distracting other students	K5: "The student often interrupts my lesson. Since we are in the small classes, this situation is a big problem for us, because there is small age group in the class. For example, the attention of the children is ten minutes. If the lesson is sabotaged or interrupted, the lesson may be very unproductive. This causes time to pass inefficiently and this is very disturbing."	K4, K5	2
	Communication problems	K2: "I experienced such problems. For instance, some parents are divorced so I could not manage to communicate with them."	K2, K8	2
	Problems in classroom management	K5: "These students (inclusive students) interrupt the courses. I warn him, but nothing changes."	K3, K5	2
	Attention deficit	K3: "Some of my students experience attention deficit."	K3, K5	2
	Other problems	K4: "For example, this hearing-impaired child, sometimes his hearing aid is broken. So he cannot hear anything in the courses." K8: "His speech is incomprehensible. If I did not understand what he said, he became embarrassed and did not want to speak again, and he did not say the same sentence again."	K4, K8	2
Being a negative model for other students	K5: "For example, some other students (students with normal development) want to act like they (inclusive students). Some other students in the classroom want to act like him. For instance, they do not want to do homework like him or they do not want to involve in the course like him."	K5	1	
Problems related to other students in the classroom	Reactions	K4: "The friend next to him does not understand the lessons because of what he did in the lesson (because of the noise). He interrupts the courses."	K3, K4, K8	3
Problems related to teachers	Lack of experience in teaching students with special needs	K3: "Let me say something for my autistic student at first. I had a lot of difficulty in dealing with him until I understood his characteristics and got to know the child. I have never had an autistic student before."	K3	1

	Inability to allocate time to students with special needs	K6: "Because I have only six-hour class time. Within this period I should care for other students and for this child."	K6	1
Problems related to parents	Inability to cooperate with the family	K7: "For instance, I assign a paragraph homework. The child did not finish this assignment. If he would do it, it would be better. Parents did not support this assignment. Parents did not answer my calls. They did not talk to me when we met."	K7	1
	Acceptance by parents	K7: "I only have problems with the parents. Because they cannot accept the problems of their children"	K7	1
Problems related to physical setting	Crowded classrooms	K5: "For example, my first-class literacy program is very dense, and the classroom is very crowded ..."	K5	1

Table 4 shows that the participants consider the students with special needs as the reasons for the problems experienced in skills education in inclusive classrooms. Table 4 also indicates that they also reported such problems which are resulted from other students, teachers, and parents. They reported fewer problems due to the physical environment of classrooms or schools.

SUGGESTIONS OF THE PARTICIPANTS IN REGARD TO THE PROBLEMS IN SKILLS EDUCATIONS IN INCLUSIVE CLASSROOMS

Table 5 presents the suggestions of the participants in regard to the problems experienced in skills education in inclusive classrooms. The most frequent suggestions of the participants are as follows: Educational adaptations (8) and increasing students' interests and motivations (7).

Table 5. Suggestions of the Participants in Regard to the Problems in Skills Educations in Inclusive Classrooms

Sub-themes	Codes	Quotations	Codes of the participants	N
Educational adaptations	Individualized education	K2: "Better, one-to-one care helped us solve the problems with the child a little more."	K2, K6, K7, K8	4
	Studies in line with their performance level	K8: "Some of his friends were wondering why I prepared him easy and different questions in exams and why I prepared more difficult exam items for them. "	K3, K6, K8	3
	Repetition	K2: "During the learning process there should repetitions. They need such repetitions of the topics at hand."	K2	1
Improving student interest and motivation	Support in the classroom	K6: "At the second grade I praised the student. I told him "you can do that, you can do it perfectly." When he brought me anything I said: "you are amazing!"	K3, K6, K8	3
	Using reinforcers	K4: "I try to solve such problems sometimes through rewards and sometimes through punishment."	K4	1
	Using visuals	K2: "As I stated earlier I make and topics much more concrete and enrich through visual materials ..."	K2	1
	Making the topics concrete	K2: "As I stated earlier I make and topics much more concrete and enrich through visual materials..."	K2	1
	Effective communication	K2: "As I stated earlier the background of the students is very significant. When they tell me about it they become comfortable which makes it possible for us to communicate."	K2	1

Making students active	Active participation in courses	K3: "I try to make him more active in the courses. I try to make him read the question and briefly answer it."	K3, K8	2
	Assigning tasks	K3: "I talked to him in the breaks and assigned him some takes which helped me to solve the problem. I asked him to put my books on the table and made him vice head of the class."	K3	1
Using behavior modification strategies	Warning	K3: "For instance, during the course he enters into the cabinet. While sitting he always does something. I handle it with eye contact, but as soon as he gets up, the whole class is distracted. "	K3, K5	2
	Punishment and reward	K4: "I try to solve such problems sometimes through rewards and sometimes through punishment."	K4	1
Taking support	Taking support from the parents	K2: "But we solved much of such problems through talking to his parents and to him."	K2	1
	Making the students aware of the inclusive students	K8: "Other students should definitely acquire empathy and a sense of compassion. They should also be taught to respect individual differences."	K8	1
Classroom management	Classroom control	K3: "Because I lose control of the classroom. The other students laugh as she runs, then they like this situation, then she runs more because they all laugh."	K3, K5	2

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The findings of the study indicate that the participants consider the following skills as ones to be acquired by students in inclusive classes: Self-knowledge skills, thinking skills, self-care skills, communication skills, self-protection skills, empathy skills, ability to follow rules, skills to deal with problems, decision-making skills, research skills, the ability to use Turkish correctly and effectively, creative thinking skills, self-management skills and problem-solving skills. Therefore, the findings of the study support the previous findings: The social skills of individuals with special needs are lower than their peers, so ensuring social acceptance and social cohesion of these students is important in terms of improving their personal development, self-management, and social life skills (Akalin, 2015; Orhan, 2010; Metin, 2018; Wang, 2009; Yekta, 2010). Research suggests that with the increase of the communication skills of students with special needs, the development of their self-management skills can be achieved through social interaction, where they can solve problems and it can contribute positively to the educational process (Avcılar, 2010; Eliçin & Yıkmış, 2015; Metin, 2018; Şahin, 2017). Empathy skills can eliminate or reduce problems making the other students in the inclusive classroom have less selfish behavior and understand each other's feelings and thoughts correctly. Therefore, empathy is one of the skills in the inclusive education context. Through empathy, students with special needs may not be subject to negative attitudes by their peers in the inclusive classroom such as exclusion and contempt. It also improves peer education. If students' empathic tendencies are well-developed, they tend to be fair, peaceful, tolerant, and respectful (Bahar, 2018; Dökmen, 2005; Rehber, 2007; Rogers, 1983; Sarmusak, 2011).

The findings of the study indicate that there are common skills in the courses of life sciences and social studies. Participants reported that communication skills and cooperation skills are common skills and primary in the courses of life sciences and social studies. It can be said that these skills are important for inclusive education. Since, cooperation skill is a skill that can contribute to the learning of the individual, and is an indispensable social interaction tool for

inclusive classes. Cooperation teaching is seen as one of the techniques that help students to be active in the learning environment and increases the level of success in the classroom (Gürgür, 2005; Gürgür, 2012; Mastropieri & Scrugg, 2001). On the other hand, skills such as cooperation and communication are social skills. In some studies in the literature (Miller, Lane, & Wehby, 2005; Pavri & Monda-Amaya, 2001), it is stated that the social skills of students with special needs should be supported as much as their academic skills in primary school inclusive classes. It is also stated that primary school teachers should teach social skills as they teach academic skills (Gresham & Elliott, 1987; Williams & Reisberg, 2003). Therefore, the findings of this study overlap with the findings of some previous studies in the literature. The participants argue that students in inclusive classrooms should first acquire the empathy skills which are contained in the educational program of social studies courses. One of the major goals of inclusive education is to improve the development of students with special needs. Cüceloğlu (1998) argues that the person who knows himself is aware of the experiences in his outer and inner world. These individuals are aware of how the people around them affect them and know how they affect the people around them. Students with special needs have more social interaction in inclusive environments compared to disaggregated environments (Kwon, Elicker & Kontos, 2011). Buysse, Goldman & Skinner (2002) argue that inclusive environments provide more opportunities for the development of friendships, social and communication skills. Individuals must actively engage with other individuals as social beings. Understanding each other and interaction is key to succeeding healthy communication, especially in systems based on the human factor such as school. In this regard empathy is a very significant concept (Yılmaz-Bingöl & Uysal, 2015). The empathic approach of students increases both academic achievement and social interaction success (Parchomiuk, 2019). The findings of the study suggest that priority should be given to activities and games that significantly improve the empathy skills, communication skills, and self-knowledge skills of students in inclusive classrooms.

The participants argued that particularly students with special needs should acquire the skills in contrast to other students. The participants also argued that students with no special needs should also acquire some skills like empathy, supporting the students with special needs, having positive attitudes towards the students with special needs, avoiding mocking and discrimination towards the students with special needs. Therefore, empathy is one of the significant skills for the peers of the students with special needs. It is a prerequisite for them to understand the social, academic, and affective characteristics of inclusive students and to be tolerant towards them. In addition, one of the major problems observed in inclusive classrooms is the acceptance of students with special needs by their peers with no such needs (Batu, 2000).

In regard to the methods and techniques used in skills education in the context of an inclusive classroom, it is found that the participants mostly used the individual study and less used the group study and debate. The preference of individual study methods in skill education is a positive situation for students with special needs. The findings of the study indicate that the participants frequently use drama and case study methods in skills education. It can be said that the preference of these methods as well as individual study methods in skills education is a suitable and desired practice in terms of the quality of education in the inclusive classes. Because drama is based on the principle of equality (Erdogan, Arslantas, & Kurnaz, 2018), and case study is based on finding solutions with the participation of students to problems that are encountered or likely to be encountered in life (Gozutok, 2017). It can be stated that especially drama method is an important method for the social development of every child with and without special needs. In addition, the drama method is frequently used and recommended in teaching social skills to children with and without special needs (Akın, 1993; Freeman, Sullivan & Fulton, 2003; İpek, 1998; Kocayörük, 2000; Miller, Rynders & Scleinen, 1993). On the other hand, it is stated that the use of appropriate learning principles enables effective and efficient

program development and is effective in teaching social skills (Avcıoğlu, 2001; Lamar-Dukes & Dukes, 2005; Sugai & Lewis, 1996; Sucuoğlu & Çifci, 2001). Therefore, it can be argued that the teachers who participated in the study have the necessary knowledge about methodology in regard to skill education and that they take into account the characteristics of the inclusive classroom while using these methods.

Concerning the problems experienced in the inclusive classroom, it is found that such problems are mostly related to the students with special needs. However, inclusive education directly addresses those students with deficiency in certain areas. Inclusive education is carried out to overcome the educational disabilities of students with special needs. In addition, individuals with special needs differ significantly from their peers in terms of their individual characteristics and educational competencies for various reasons (Decree Law on Special Education, 1997). Therefore, it is a matter of controversy to see this situation as a problem. The problem that teachers consider as a discipline problem is actually the problem behaviors that students with special needs exhibit. This problem is very significant and should be taken into consideration. As a matter of fact, problem behaviors negatively affect students' lives in different ways and prevent them from participating in ongoing education and learning activities. In other words, students with problem behaviors cannot benefit from teaching and learning activities at maximum levels (Chandler & Dahlquist, 2002). However, it should be noted that problem behaviors are not specific to students with special needs and do not arise only due to the children's disability. The findings of the study show that there is also a problem stemming from the students with no special needs. It is as follows: "reactions." The participants also reported problems stemming from themselves. These problems are found to be as follows: "lack of knowledge and skills about inclusive education and not being able to allocate the necessary time for the students with special needs." The participants also reported the following problems which are related to the parents: "lack of cooperation with parents and the parents' unwillingness to accept the status of their children." They reported another problem that is stated to be related to the physical environment of the classrooms: "crowded classrooms." The findings of the study are consistent with the previous findings. There are studies examining the relationship between teacher behaviors in inclusive classes and problem behaviors of students in these classes (Kim & Hupp, 2005; Scott, Alter & Hirn, 2011; Stichter, Lewis, Whittaker, Richter, Johnson & Trussell, 2009; Wallace, Anderson, Bartholomay & Hupp, 2002). For instance, Scott, Alter & Hirn (2011) analyzed the behaviors of more than 1200 students in inclusive classrooms through observations. They found that the students spend 39% of their time on active learning, spend 42% of their time on passive learning and spend 13% of their time on nonlearning tasks. These results call to mind the competence of teachers in classroom management and their knowledge and experience in inclusive classrooms. The findings of this study indicated that teachers could not spare time for students with special needs. This is a negative situation for the success of inclusive education. Otherwise, most students may engage in off-task behavior or teaching may take place in a passive manner. The findings of the study also indicate that when students do negative behavior their feedback is negative and that teachers criticize the student behaviors and frequently warn them. In addition, it is stated that the arrangements made in the classroom environment, the seating arrangements for the students, the physical conditions of the classes (the size of the classes, the number of students), the features of the course tools and equipment used, the educational programs and the teachers and administrators are all significant in the occurrence of problem behaviors (Westwood, 1997). However, for whatever reason, problem behaviors should be effectively managed, and prevention and intervention strategies should be used effectively. As a matter of fact, teachers suggest activating the educational process, using behavior change strategies and making students active.

The participants mostly suggested that “the teaching and learning process should be active and student interest and motivation should be improved” to avoid such problems in inclusive classrooms. Therefore, suggestions of this research for skill training in inclusive classes should be taken into consideration. However, it is necessary to gain knowledge and skills about effective classroom management strategies for teachers working in inclusive classes. In addition, in order to assist the teacher in solving the problems experienced in inclusive classes, it is important to provide in-class support elements through visual materials. The effective communication skills of the teacher can increase the interest and motivation of the students.

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