Opinions of Primary School Teachers Working in Inclusion Education Settings on the Behaviors of Students with and Without Disabilities

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ABSTRACT

Primary school teachers are important mediators in terms of creating a positive climate and displaying appropriate behaviors in inclusion classes. The fact that primary school teachers are good observers of the behavior of students in their classrooms is a very important factor in eliminating or preventing problem behaviors. For this reason, it is important to examine the views of teachers working in inclusion education settings on the behavior of students in their classrooms. The purpose of this research is to reveal the opinions of primary school teachers working in inclusion education settings about the behaviors of students with and without disabilities in their classrooms. The study was conducted using phenomenology design, one of the qualitative research methods. Data were collected through semi-structured individual interviews with primary school teachers working in inclusion settings. The data was analyzed with content analysis, and six themes and 17 sub-themes were found. It was seen that the problem behaviors seen in the inclusion classes were similar to the behaviors seen in the general education classes. According to the findings, most of the teachers did not receive training in problem behaviors. So, courses related to behavior management can be taught in undergraduate programs.

Keywords:
Inclusion/integration, classroom management, primary school teachers, semi-structured.

1. Introduction

Inclusion is a special education practice based on the procedures by which students with disabilities maintain their education with their typically developing peers in general education schools (Ministry of National Education [MoNE], 2018). The purpose of the emergence of inclusion education in general education settings is to reveal the potential of all students and to carry it to the highest levels. Many factors have an effect on achieving the desired goal with inclusion education (Kırcaali-İftar & Batu, 2010). It is important to ensure the social acceptance of students with disabilities, the knowledge level of teachers about inclusion education, and the regulation of classroom size in terms of the provision of all support education services for students with disabilities. Completing teacher qualifications is a very important factor in these support education services. Teachers have an important role in revealing the student's potential, which is one of the main purposes of inclusion (Rouse, 2008; Saraç & Çolak, 2012). Because the teacher is an effective mediator in integrating students with typical development and students with disabilities, both in terms of students' behavior and in determining the social climate of the classroom.

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Teachers should make some changes to ensure the integration of students with disabilities in the classroom (Sucuoğlu, 2006). When teachers do not make any changes, such as informing other students about disabilities and the needs of students with disabilities, a positive climate may not occur in the classroom, and some problem behaviors may occur in the classroom (Buyse et al., 2008). Problem behavior can be defined as undesirable behaviors that disrupt the individual's function in society, prevent them from learning new skills, and negatively affect their social interactions (Özyürek, 1997).

Problem behaviors are not unique to students with disabilities and do not arise due to the student's disability. The reasons why students with disabilities reveal problem behaviors are not different from those of students without disabilities in the general education class. The arrangements in the classroom settings, the characteristics of the materials used in the lessons, the sitting arrangement of the student, the attitudes and behaviors of the teacher, and the crowded classroom settings may be the triggers for the emergence of problem behaviors (Ghazi et al., 2013; Sucuoğlu & Kargın, 2006). Problem behaviors performed by students with disabilities in the classroom include speaking without permission, getting up without permission, playing with various tools, and talking to friends during the lesson (Sazak-Pınar & Güner-Yıldız, 2017).

When problem behaviors are not intervened with, these behaviors cannot last a lifetime. Therefore, problem behaviors should be prevented before they occur or intervened with when they occur (Erbaş, 2005). Strategies for managing problem behaviors are generally divided into two categories: prevention and intervention strategies (Ceylan & Yıkmış, 2017). In order to prevent problem behaviors in the classroom, classroom rules should be determined, the physical environment of the classroom should be arranged, and positive behaviors should be rewarded (Sucuoğlu & Kargın, 2006). However, despite these actions, problem behaviors may still occur. In this case, intervention strategies should be used. Some of the strategies to prevent problem behavior in the classroom are differential reinforcement, extinction, taking a break, and punishment (Batu, 2007).

Problematic behaviors exhibited by students with disabilities in inclusion classes may lead to negative results in inclusion education practices. In this case, the teacher may need to direct the time and pay attention to the behaviors of students with and without disabilities. In the scope of effective classroom management skills, it is important to give students opportunities to take responsibility for their behaviors by using various strategies such as positive reinforcement and praise. Thus, students' competence in managing themselves and overcoming difficulties develops. As a result, students with disabilities whose competencies are supported in inclusion settings will be able to reveal their potential, and they will successfully participate in inclusion education practices (Bildiren & Akyol, 2020).

When we look at the studies on inclusion, there are studies such as examining the opinions of educators (Elhoweris & Alsheikh, 2006; Gözün & Yıkmış, 2004; Leatherman & Niemeyer, 2005; Sadioğlu, 2012; Sukbunpant, 2013; Yatgın et al., 2015; Yılmaz, 2013; Zulu et al., 2019), and examining the competencies of teachers (Bukvić, 2014; Çetin, 2020; Dolapçı & Demirtaş, 2016; Dingle et al., 2004; Sanır et al., 2022; Toy & Duru, 2016). In the literature, there are studies about opinions of special education teachers on problem behaviors of students with disabilities (Ceylan ve Yıkmış, 2017) or opinions of primary school teachers on problem behaviors of students with disabilities in inclusion education settings (Sazak-Pınar & Güner-Yıldız, 2017). Melekoglu (2017) analyzed the opinions of early childhood teachers about the behaviors of students with and without disabilities and the opinions of parents who have kids with and without disabilities about the behaviors of kids. However, there is no detailed study on the problems experienced about the management of students' with and without disabilities behaviors by primary school teachers in inclusion education settings and the solutions they offer. The opinions of primary school teachers working in inclusion settings are of great importance in determining the status of educational activities to be carried out in order to raise the level of success of the studies carried out about inclusion education.

The purpose of this study is to find out the perspectives of the primary school teachers working in inclusion education settings about the problem situations they encounter in their classrooms and the problem behaviors of the students with and without disabilities. In line with this general purpose of the research, answers to the following questions were sought:

- What are the problems faced by primary school teachers working in an inclusion education setting?
- What are the problem behaviors experienced by primary school teachers working in an inclusion education setting?

- What are the perspectives of the primary school teachers working in inclusion settings about the problem situations and the causes of the behaviors they encounter in their classrooms?
- What are the solutions for the problem situations and behaviors faced by the primary school teachers working in inclusion education settings?

2. Methodology

2.1. Research Model

The goal of this study is to find out the opinions and suggestions of primary school teachers working in an inclusion education setting about the problem situations and problem behaviors of students with and without disabilities. The study was carried out in a phenomenology design, one of the qualitative research methods. Phenomenology is a research pattern that aims to highlight people's own perspectives, opinions, and experiences (Ersoy, 2017). The main purpose of the studies designed in the phenomenology pattern is to reveal the facts, which are frequently encountered in daily life but which cannot be fully known, from the perspective of the individual (Trigwell, 2006). It is tried to learn from the individual how the phenomenon (situation) given to him creates a schema in his mind and how he experiences it.

2.2. Research Sample

This study was carried out with 10 primary school teachers who work in primary schools in a city in the Black Sea region in the 2021–2022 academic year and have students with and without disabilities in their classes. The snowball technique, one of the purposeful sampling types, was used to define the participants. Purposeful sampling is a sampling method that is frequently preferred in studies that examine the events or phenomena that are desired to be revealed or understood in all aspects (Creswell, 2009; Patton, 2014). In purposive sampling, the aim is to identify the participants who are thought to be able to obtain in-depth data on the subject and to form the participant group of the research from these individuals (Merriam & Tisdell, 2015). Snowball, also known as chain sampling, is a technique that facilitates access to the desired sample group. In the snowball technique, a participant who is thought to be able to get in-depth data about the subject is determined. In this study, the participants were determined based on three criteria:

- Primary school teachers in the district where the second researcher works are listed,
- Primary school teachers with officially diagnosed students in their 2nd grade were determined and
- A total of 10 teachers were reached with the help of the designated teachers.

After the participants were determined, the appropriate place and time were decided, and interviews were held. Demographic features of participants are taken from Table 1, and participants were named P1, P2, and P3.

Table 1. *Demographic Information About Participants*

Socio-Demographical Characteristics	Variable Classification	N
	30-35	4
Age	36-40	3
	41-45	2
	46-50	1
Gender	Female	5
	Male	5
Education status	Undergraduate	10
	Primary school teaching	9
Graduated Program	Economy	1
	1-5	-
	6-10	3
Professional Experience (Year)	11-15	4
	16-20	2
	21-25	1
Training Received on Educational Practices Through Inclusion / Integration	Undergraduate Special Education Lesson Inclusion Undergraduate Course	9
	Short-Term Course on Special Education/Inclusion	-
		2

2.3. Data Collection Tools and Procedure

The data were obtained through a semi-structured individual interview. A semi-structured interview is a type of interview in which the researcher directs the questions prepared according to the perception of at least three different researchers from the field to the participant (Yıldırım and Şimşek, 2013). In the semi-structured individual interviews held within the scope of the study, the teacher interview form prepared by the researcher was applied. This form is aimed at determining and conducting an in-depth examination of the views and needs of teachers based on the behaviors of children with and without disabilities in the classrooms where inclusion education is applied. To write the questions in the form, first the relevant literature was scanned, and a draft of the semi-structured interview questions was prepared by examining the studies on inclusion, classroom management, and problem behaviors in primary school classes. Opinions were received about the draft questions by three specialists with a doctorate in the field of special education. After receiving expert opinions, necessary corrections were made, and the final decision was made about the questions. The final form of the teacher interview form consists of eight questions. With this form, there are questions about the behavior of children in the classrooms where inclusion education is applied. In addition, a demographic information form consisting of five questions regarding the demographic features of the participants was also used.

After the research was planned and the data collection tools were developed, the necessary official permissions were obtained in writing from the Eskişehir Osmangazi University Social and Human Sciences Human Research Ethics Committee. Afterwards, necessary information about the research was given to the determined participant group, both verbally and in writing. Before starting to collect data, a pilot interview was conducted by the first author with the help of the second author. The first author is a teacher and has held a lot of interviews so far. During the data collection phase, the appropriate day and time were decided, and interviews were held with the participants. Before starting the interviews, a voluntary consent form containing information about the aim and process of the study was signed. To prevent possible data loss while transferring the interview data to paper, the interviews were recorded with a voice recorder with the consent of the participant. Before starting the interview, a short conversation was held to get the participants accustomed to the setting and the researcher, and then the interview was started. Interviews were done in empty rooms at the schools of the participants.After the interviews with all the participants, the audio recordings were transferred to the computer. The interviews were completed in 15–50 minutes.

2.4. Data Analysis

The audio recordings made from the interviews were written as they were, and the deciphering of the data was completed by the first researcher. After the deciphering of the data was completed, all the data were checked one by one by the second and third researchers to determine whether the data was written down correctly. According to the reliability studies, it was seen that the data were written correctly. Then the data were analyzed with content analysis. The codes that emerged during the content analysis were divided into certain sub-themes and main themes using the inductive approach. Content analysis is a technique in which some words in a text are summarized by dividing them into smaller categories with coding that depends on certain rules. In this technique, researchers determine the relationships and meanings of words and concepts and make inferences about the messages in the text (Büyüköztürk et al., 2014). After the main and sub-themes that emerged in this research were re-examined in the context of research questions, the data obtained were finalized.

2.5. Validity and Reliability

In this study, the validity of the data collection tool was ensured by taking expert views on the interview questions as part of validity and reliability studies. In addition, a reliability study was conducted among the researchers for over 30% of the interview transcripts and for the coding of the data.

To ensure validity in the research, a conceptual framework was created, general explanations were made, and then the findings were presented in detail. Draft interview questions developed by the researchers were examined by field experts; necessary corrections were made in line with the suggestions given regarding the expression and content of the questions; and the final version of the interview form was made (Yıldırım and Şimşek, 2006). In order to increase the reliability of the data, the research data were coded separately by the

other researchers under the consultancy of the second researcher, and the consultant researcher carried out the coding reliability study. The inter-coder reliability value was calculated using Miles and Huberman's formula "Reliability=Number of Consensus/Total Consensus + Disagreement." The result of the formula-based operation is multiplied by 100 to calculate the percentage of consistency. If the result is 80% or more, it means that the coding process is reliable (Miles and Huberman, 1994). For the data coded in this direction, the inter-coder reliability percentage was calculated at 100%.

2.6. Ethical

The study was conducted in accordance with the ethical guidelines for research. Required permissions were obtained from the relevant Osmangazi University Social and Human Sciences Research Ethics Committee.

3. Findings

The participants stated that they used various classroom management strategies to cope with problem behaviors and that they cooperated with parents and school management. The themes and codes developed related to the opinions of the participants are summarized in Table 3.

Table 3. *Interventions Used by Teachers for Problem Behaviors*

Main theme: Intervention in Problem Behaviors	
Sub-themes	Codes
Providing parent cooperation	1. Getting support from the family 2. Cooperating with parents 3. Meeting with the family when the classroom rules are not followed 4. Informing the families about the problems
Using classroom management strategies	1. Making rules 2. The price of reaction 3. Applying sanctions for negative behavior 4. Reminding the class rules 5. Reinforcing positive behaviors 6. Trying to increase social acceptance don't try to get to know the child who shows bad behavior 7. Setting classroom rules with students 8. Using verbal reinforcement 9. Ensuring that students monitor 10. To provide students with problem-solving skills
Cooperation with the school administration	1. Interview with the guidance counselor 2. Informing the school administration about physical problems 3. Getting support from the school guidance service

Participant 6 *"I have been trying to prepare the ground for a very good cooperation with our parents from the very beginning, which is one of the interventions that teachers apply to problem behaviors they encounter."* He expressed his opinion in the form. Participant 7 about classroom management strategies *"So what am I doing so I can change the locations of these iii students with physical arrangements? Well, I can often stay in the situation of reminding them of the rules of the classroom and the functioning of this situation eee of the functioning of eee." H*e expressed his opinion in this form.

The participants stated that the reasons why children exhibit problem behavior are "related to the environment, the child, the teacher, and the family". The themes and codes of the participants' opinions are summarized in Table 4.

Teachers have reported various opinions that the reasons for exhibiting problem behavior depend on the environment, the child, the teacher, and the family. Participant 10 on the causes related to the environment *"Here are the effects of mass media. Especially the games that children play at work are really affected badly; even if adults play, we won't name names here; of course, there are games that are always violent and encouraging; you kill people like that, and you get points; you steal, you get points, so it's not going to work,"* he expressed his thoughts in the form.

Participant 6, regarding the fact that the reasons for exhibiting problem behavior are due to the child, said, *"Here I am to attract attention. I think it might be for him."* Participant 7: *"Well, it may be that they are trying to attract attention in some other way, maybe because they are bored in class. Well, when faced with an uncomfortable*

situation, they can use it to escape from this situation." Participant 8: *''Well, when he felt inadequate, well, he realized for himself that he was not able to. He tries to attract attention in these situations. He may have problems in his relationships with his friends. During the lesson, he can engage in activities that will distract the teacher's attention. Well, we can have such troubles."* They have expressed their views in this form.

Table 4. *The Reasons Why Children Exhibit Problem Behavior*

Main theme: Reasons for Exhibiting Problem Behavior	
Sub-themes	Codes
Depends on the environment	1. Social media 2. The arrival of a stranger/guest in the classroom 3. Inappropriate attitudes toward the environment 4. Exposure to inappropriate technological content causes bad mental effects 5. Child's exposure to neglect/abuse causes problem behavior 6. Negative impact of children on mass media 7. Children are negatively affected by the games they play
Depends on the child	1. Try to attract attention 2. Getting bored in class, avoiding unwanted situations
Depends on the teacher	1. Warning of inappropriate student behavior 2. Using a program to correct inappropriate student behavior 3. Teacher's lecture with traditional methods 4. The teacher's violent practice 5. The teacher's decriminalization of discrimination among students 6. The teacher's belief that there will be no behavioral changes in children after early childhood
Depends on family	1. Family elders 2. Reflecting negative behaviors learned from the family 3. Divorcing situations cause problem behavior in the child 4. The child's stay away from the parents 5. Some children are easily influenced by negativity because they have been raised sensitively

Participant 10, who pointed out that the reasons for exhibiting problem behavior are caused by the teacher, said, *"Of course, there may also be problems caused by the teacher. If the teacher is very interested at work, or if he is constantly standing at the child's head, which I said is very interested, or if he is not interested at all, if he is violent, if he decriminalizes at work, of course, these can lead to problem behaviors among students,"* they have expressed their thoughts in the form.

Participant 10 *"There may be a divorce in the family; there may be a separation from the parents... But we see that the most common parents are not only parents but also grandparents; unfortunately, children are extremely problematic because of the wrong attitudes they make; that is, there are also in our class, unfortunately, extremely problematic behavior."* he expressed his views in the form.

Regarding the impact of problem behaviors exhibited in classrooms on classroom practices, participants remarked that the problem behaviors they encountered in their classrooms affected the learning process, caused disruption of the lesson, and caused an inability to use time effectively. The themes and codes of the participants' opinions are summarized in Table 5.

Teachers have expressed their perceptions that the problem behaviors they encounter in their classrooms affect classroom practices under three headings: disruption of the lesson, affecting the learning process, and inability to use time effectively. In the direction of disrupting the lesson, Participant 7: *"Well, most importantly, it disrupts the flow of the lesson because the students in the classroom are distracted, and well, they turn to the place where the student exhibiting problematic behavior is. So, therefore, the course flow is disrupted. It prevents the lesson from being processed, so the students' attention is distracted."* Participant 8 *"Yes, well, it is known that in our education system, the curriculum needs to be processed within the framework of a certain plan program. Well, in cases where problem behaviors are exhibited in such troublesome situations, education and training are interrupted."* Participant 9: *"Teacher, at the very beginning, they disrupt the flow of the lesson. After all, because we are classroom teachers, we have a certain responsibility in the classroom. We have a certain curriculum. We need to grow this. We have goals. But, well, it so*

happens that, as a result of the students' behavior in this way, the lesson is disrupted. In other words, the biggest negative aspect of eee is the disruption of the lesson," they stated their thoughts.

Table 5. *The Effect of Exhibited Problem Behaviors on Classroom Practices*

Main theme: Reflection of Problem Behaviors on Classroom Practice	
Sub-themes	Codes
Disruption of the lesson	1. Distraction
	2. Inefficiency of the lesson
	3. Disruption of the flow of the lesson
	4. Concentration of attention on the student exhibiting problem behavior
	5. Prevention of course functioning
	6. Interruption of education-training / inability to process the curriculum in the planned time
Influencing the learning process	1. Problem behaviors such as violence or bad words affect students' motivation
	2. Delaying learning
Inability to use time effectively	1. It takes time to solve the problem
	2. Passing ten minutes with extracurricular activities
	3. Is a waste of time

Participant 6 *"The atmosphere of the classroom is going on about the impact of the learning process. Let's say we're just getting the kids used to something, so we're putting them in the mood. When such behavior is exhibited right when the lesson is going to be listened to, the child can only collect his attention for 5–10 minutes anyway. What is he doing this time? He boils down nicely, which, of course, affects us very much. It distracts all the children."* They have expressed their views in the form.

When the participants' views on inclusion education were examined, they were gathered under two themes, namely the problems experienced by the student and the teacher. The themes and codes created related to the opinions of the participants are summarized in Table 6.

Table 6. *Problems Related to Inclusion Education*

Main theme: Problems with Inclusion	
Sub-themes	Codes
Problems experienced by the student	1. Low achievement of students with disabilities
	2. Exclusion of students with disabilities
	3. Attempt of students with disabilities to attract attention
	4. Needing individual support for students with disabilities
	5. Distraction of other students in the class while dealing with students with disabilities
Problems experienced by the teacher	1. Having difficulty allocating time to students with disabilities
	2. Inability to devote time to students with disabilities in crowded classrooms
	3. Inability to take care of one-on-one
	4. Not having difficulties including a student with disabilities in the lesson

Participant 6 regarding the problems experienced by the student *"Well, in this way, he also distracts the attention of other children, gives him special homework, takes special care of him, and the other does not do anything completely; he does not adapt to the lesson. He is also interested in us this time with his friends; I wonder what they are doing differently.''* Participant 7: *''Well, and don't have too much difficulty in including these students in the lesson. Well, these already well according to the other students in the class, and the students who are behind them so much for adding to the bi-step zorlanilm eee and inclusion of students get picked on by other students in the same way to work so well also encountered the strain of social acceptance troubles.",* have expressed their thoughts in the form.

Participant 6 regarding the problems experienced by the teacher: *"So inclusion, it is very difficult to devote time to such students. Both of us take the lessons of the normal class and devote separate time to them. Of course, it affects us in this way.''*, Participant 9 *"Well, now we need to take care of these children one-on-one while we take care of them; we*

need to take care of them privately.'', Participant 10 *''You can't stand at the beginning all the time either; it's not possible because his program is separate.''* They have expressed their views in the form.

The opinions of the participants about the causes of the problems they experienced regarding inclusion education were collected under two sub-themes, namely classroom management and system-related problems. The themes and codes developed related to the opinions of the participants are summarized in Table 7.

Table 7. *Causes of Problems Related to Inclusion Education*

Main theme: Causes of Problems in Inclusion	
Sub-themes	Codes
Problems with classroom management	1. Having difficulty expressing themselves and fulfilling simple instructions 2. Disruption of the rules of the lesson 3. Exhibiting more problem behaviors in activities 4. Require long attention
Problems related to the system	1. Late diagnosis of a student at risk 2. Failuring basic academic skills 3. Diagnostic procedures 4. Low abilites of expertise in diagnosis procedures 5. The families' negative thoughts about diagnosis

Teachers have discussed the causes of the problems related to inclusion education under two headings: problems related to classroom management and system-related problems. Participant 6 on problems related to classroom management *"Well, when a simple activity is given, the child and, for example, the inclusion students have a lot of difficulty expressing themselves.''*, Participant 9 *''Is looking, everyone else is reading, or, well, the majority is reading. This time, he is sending himself on a different path because he is bored. He shows different behaviors.''* They have expressed their views in the form.

The participants indicated various solution suggestions to the problems they experienced regarding inclusion education. These solution suggestions from the participants were collected in three sub-themes: "family, school management, and teacher-oriented". The themes and codes reflecting the opinions of the participants about the solution proposals are included in Table 8.

Table 8. *Suggestions to Cope with Problems About Inclusion Education*

Main theme: Solutions to Problems About Inclusion	
Sub-themes	Codes
Family oriented solutions	1. Cooperating with others 2. Keeping in touch with families 3. Receiving support from the family 4. Communicating with the families
School management-oriented solutions	1. Meeting with other teachers 2. Communicating with the guidance department
Teacher-oriented solutions	1. Showing special attention 2. Don't make them feel that they are not alone 3. Using more reinforcers 4. Not using punishment 5. To benefit from guidance services 6. Establishing an emotional connection with students with disabilities 7. Increasing the self-confidence of students with disabilities 8. Using reinforcers and symbolic rewards, 9. Doing extra work for the participation of students with disabilities 10. Facilitating the adaptation of a student with disabilities to the classroom 11. Becoming a role model for suitable friend relationships 12. Involving the student with disabilities in the activities 13. Making the student with disabilities feel a sense of success

The solution suggestions of teachers for the problems in inclusion education settings are discussed under three headings: ''family, school management, and teacher-oriented solutions''. Participant 6 regarding family-

oriented solutions *"We need to be in very great contact with the school family to cope with the problems of these students.''* Participant 7: *"In order for these students to cope with eee, first of all, it is necessary to keep in touch with eee families, eee constantly.''*

Participant 7: "On *school management-oriented solutions, it is necessary to be in contact with the guidance service eee one-on-one in the same way. Maybe, well, here is a one-on-one meeting with experienced teachers; getting some wisdom from them and consulting can also be counted.''*, Participant 8: *''I am in contact with the school guidance service. I have had experience in this matter before, and if there are any in our school, I consult with experienced teachers. Well, in this way, well, I'm trying to find solutions.''* They have reported their thoughts in the form.

Participant 9 for teacher-oriented solutions *"We are working to ensure that they are adopted by other children; we play games together, we give tasks at work together, and we do different activities together.''*, Participant 10: *''Just like we just said, we observe the student as much as possible during class hours. Next thing I know, he dives in, we approach him and follow him at work, we also have a support training room, and we take care of each other three hours a week at work, which, believe me, one-on-one care is much more efficient than a normal classroom environment, of course.''* They have expressed their views in the form.

4. Discussion

According to the findings obtained from this study, it was found that the problem behaviors encountered in general education classrooms and in classrooms where inclusion education is provided show similarities. Some of the behaviors in problem class can be listed as bullying, physical and verbal violence, and doing homework regularly. This situation coincides with the findings of the studies carried out by Akalın (2015) and Ceylan and Yıkmış (2017). According to the findings of these studies, the problem behaviors encountered were listed as hurting others, trying to attract attention, having extracurricular conversations, hitting friends, not demonstrating sufficient academic skills, and not being interested in the lesson. Similarly, the study Melekoğlu (2021) was conducted with kindergarten teachers working in inclusion settings. 3-6-year-old children also exhibit similar problems in classrooms. This may indicate that problem behaviors start at a younger age and continue in later years.

When we look at how teachers intervene in problem behaviors, it is seen that teachers cooperate with parents, use classroom management strategies, and contact the school administration. These mists show similarities with the work done by Kılıç, Kalkan, and Avcı (2021). According to the findings of this study, teachers' intervention methods for problem behaviors are interviewing with the family and conducting various studies aimed at eliminating the behavior. Similarly, in Melekoğlu (2021), parents and teachers of preschool children apply similar intervention methods. Compared to this study and the literature, it can be said that teachers generally apply the same intervention techniques. In the Melekoğlu (2021) study, teachers stated that the intervention methods they applied did not produce permanent solutions and that children's problem behaviors could be controlled for a short time.

Looking at the reasons why students exhibit problem behaviors in inclusion classes, it has been seen that these behaviors are related to the school setting, the child, the teacher, and family-related reasons. It has been observed that the problem behaviors are mostly caused by the desire to attract attention and the negative behaviors they see in their surroundings and on social media. Other studies have described influences about causes of problematic behaviors as student recognition, the individual properties of the student from the teacher, the lesson prepared for the lack of tools and equipment specifications, crowded classes, course content, and teacher behavior (Akalın, 2015; Ceylan ve Yıkmış, 2017; Sucuoğlu & Kargın, 2006). When the problem behaviors that teachers encounter in classrooms are examined, it can be said that this is not directly related to inclusion education but is a general situation experienced in classrooms.

When this problem is considered as how behaviors are reflected in classroom practice, it is determined as disruption of the lesson, affecting the learning process, and an inability to use time effectively. The findings of this research are similar to the study conducted by Burunsuz and İnce (2020). In this study, it is also seen that teachers have a shortage of time to focus on behaviors in the classroom. Likewise, in the Melekoğlu (2021) study, teachers stated that they have to spend most of their time solving various problems in the classroom.

When the problems related to inclusion are examined, it has been seen that the problems experienced by the student and the teacher differ. These problems were listed as the student's desire to attract attention, the fact

that he is academically different from other students, and the teacher's difficulty allocating one-on-one time. When the causes of the problems in inclusion are considered, they are divided into problems related to classroom management and problems related to the system. It was concluded that teachers could not devote enough time to these students due to the overcrowding of inclusion classes, that they had difficulty ensuring the social acceptance of the student, and that they had problems adding the student to the class. This finding coincides with the findings of the study conducted by Melekoğlu (2021) and Yıkmış (2017). According to the findings of this research, it has been concluded that the course topics and activities carried out in the course are not adapted to the student's level, the student is insufficient to provide interaction with the lesson, and the student with disabilities wants to attract the attention of friends and teachers. When this finding is examined, it can be concluded that the classrooms are not suitable for inclusion education systemically. When the MoNE (2018) regulation is examined, it can be seen that there is no regulation related to the class availability of general education classes where inclusion education is applied.

Looking at the solution suggestions of teachers working in inclusion settings regarding children's problem behaviors, it has been seen that they bring family-oriented, school-oriented, and teacher-oriented solution suggestions. These solution suggestions are listed as cooperating with the school, family, and guidance service, taking care of the student one-on-one, and interviewing experienced teachers. In the study conducted by Kırbaş and Atay (2017), student-centered lesson processing, giving weight to activities, and ensuring school-parent-teacher cooperation were determined. Therefore, the findings show similarity.

As a result, the findings obtained in this study, which aim to reveal the opinions of teachers working in inclusion education settings about the behavior of children, coincide with other studies and support each other.

5. Conclusion and Recommendations

In the interviews conducted for this research, it was agreed that most of the teachers did not receive training in problem behaviors. As a result, courses related to behavior management can be taught as undergraduate courses at faculties of education. Also, in-service training programs can be organized according to the needs of teachers.

Primary school teachers should be given training on the management of inclusion classrooms, and effective classroom management strategies should be taught. There is a need for solution-oriented and short-term training that allows teachers to practice. In-service training can be given to the teachers working on this subject.

In the research, most of the teachers expressed the opinion that the problem behaviors are caused by the close environment, especially the family. As a result, family education programs can focus on behavior education for families. In the research, teachers mentioned the importance of family-school cooperation. For this reason, parent interviews can be increased.

This study was applied to teachers working in primary schools in a province located in the Black Sea region. It can also be applied by expanding the field of study in other provinces. In addition, interviews can be conducted with branch teachers working at other levels to get their opinions about the problem behaviors of students with and without disabilities in inclusion classes, and their similarities and differences with the primary school level can be investigated. Lastly, researchers can examine the causes of problem behaviors in classrooms and schools in detail and conduct experimental studies by applying appropriate evidence-based behavior change programs.

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