OPINIONS OF CLASS TEACHERS WORKING IN PRIMARY SCHOOL LEVEL ON SUPPORT EDUCATION ROOMS*

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Abstract

This research, which aims to get the opinions of the classroom teachers working in the support education rooms on the applications of the support rooms, was carried out with 12 classroom teachers working in the support rooms in the province of Nevsehir in the 2022-2023 academic year. In the research, the case study design of the qualitative research method was used. The opinions of the teachers participating in the research were collected by semi structured interview method. In the interview, questions about 9 support training rooms, 5 of which contain personal information, were asked to the teachers. The collected data were analyzed by content analysis method. According to the data obtained as a result of the research, it has been concluded that the teachers who teach in the support rooms are aware of the purpose of the support rooms and the training they give, and they act more towards their needs while determining the achievements. It was concluded that in the support training rooms, they mostly used the teaching methods and techniques of expression, problem solving, question answer methods and they paid more attention to use visual materials and digital resources for concretization, and in the assessment and evaluation process, they gave weight to tests and written exams, which are traditional assessment and evaluation methods has been reached.

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While the advantages of support training rooms are the opportunity for one on one training and the progress made in the academic field, it was seen that the number of teachers who stated that they did not have any disadvantages was in the majority. It was stated that the main problems encountered in the support training rooms were material problems, and attention was drawn to the lack of material and the inadequacy of the physical environment. It was concluded that the teachers took steps to increase the motivation of the students and to make the education process enjoyable in line with their own possibilities in finding solutions to the problems. It has been concluded that the primary suggestions of the classroom teachers to increase the efficiency of the support rooms are the improvements to be made in the materials and the physical environment, and the awareness of the families about the support education rooms.

Keywords: Support Education Rooms, Classroom Teachers, Special Education, Inclusion.

INTRODUCTION

All people on earth were created different from each other, special and unique. When we take this into account, each individual has different abilities, competencies, superiorities or inadequacies. In order to adapt to the world order and society, people need an education process that takes into account their differences. Although many of these differences do not prevent them from getting the same education and going through the same process in a certain classroom environment as a group, they still reveal the need for diversity in the practices in the education and training process. Moreover, when these differences are determined as inadequacy or superiority, the education given in the normal classroom environment is insufficient and the need for special education arises. Today, the importance given to the individual, to the education of the individual and accordingly to special education is increasing day by day.

Individuals who differ significantly from their peers in terms of education, social, emotional, communicative or behavioral for various reasons, show different characteristics compared to their peers and need individual education programs and continue their education in this direction are described as individuals in need of special education (Baykoç Dönmez, 2017). Special education; It is the whole of education based services that aim to enable individuals with special needs to live independently, and which are systematically implemented and appropriately evaluated carefully, under the guidance of personalized plans (Eripek, 2005).

Special education, which has gone through many stages in recent years, is seen as a stakeholder of education both in terms of perspective and practice (Aral, and Gürsoy, 2007: 17).

Inclusive education, which is accepted as the least restrictive environment for individuals in need of special education and allows them to receive education in the same classroom environment with their peers, is widely used today. However, inclusive education may be insufficient to meet the needs of some special children, and in this case, support education rooms (SER) opened within the school that provide the opportunity to work one on one with the child with special needs are needed.

In the Special Education Services Regulation, Support education rooms are described as "environments designed with the aim of providing educational support to inclusive students in need of special education and gifted students in line with their needs" (MEB, 2018).

It is understood that support education rooms, the importance of which is becoming more and more important with each passing day, contribute positively to both the student and the teacher and the parents of the students who work in the support education rooms. Considering the importance of support education rooms in primary schools, determining the opinions and attitudes of the classroom teachers, who are the main executives of the practice in these rooms, and taking the necessary steps in this direction will be effective in achieving the goals aimed by the support rooms.

Today, the importance given to supportive education practices has increased with the awareness that individuals in need of special education are more active in the educational environment and are not isolated from the educational environment, having a positive effect on the social, educational and psychological development of the individual. The support rooms application, which is one of the support education applications, is a very valuable application for students with special needs and should not be ignored.

Classroom teachers have a very valuable place in basic education for basic skills, as they are at the basic step of education. For this reason, classroom teachers are at a much more important point than the teachers involved in supportive education practices. For this reason, and considering that support rooms are more common at the primary school level, it is very valuable to get the opinions of primary school teachers on support rooms applications.

In this study, it is aimed to determine the opinions of the classroom teachers who give education in the support training rooms in Nevsehir province in the 2022-2023 academic year about the application of support rooms.

METHOD

This study used a case study design based on qualitative data to explore primary school teachers' ideas for supportive classrooms.

The Pattern of Research

In the study, a semi structured interview form (Pesen, H. 2019), whose validity and reliability was tested, was used. The form contains (5) questions containing personal information and (9) questions about support rooms.

Participants

While determining the study group of the research, criteria such as being a primary school classroom teacher, working in Nevsehir, having worked in the support education room for at least 1 year were sought.

The research was conducted with 12 classroom teachers working in public primary schools using support room practices in Nevsehir province in the 2022-2023 academic year and taking part in this practice. Five of the classroom teachers participating in the research were female and 7 were male, 10 of them had undergraduate and 2 of them had postgraduate education; 5 of them have more than 20 years, 4 of them have an average of more than 15 years of professional seniority. They have an average of 2-3 years of professional experience in support training rooms. It was assumed that the teachers who contributed to the research gave sincere answers to the questions asked during the interview, that there was a neutral relationship between the researcher and the teachers who contributed to the research throughout the research period, and that the expert opinions on the validity of the semi structured interview questions used as the research scale were sufficient.

Data Collection

Interviews were made through one-to-one interviews in an environment where class teachers could be comfortable, when they were available, by making an appointment. The statements of the teachers who participated in the interview were noted and recorded unchanged. The interviews lasted approximately twenty minutes.

Data Analysis

While analyzing the data obtained from the interviews, the content analysis method was used.

FINDINGS

The answers of the classroom teachers working in the support education rooms regarding the purpose of the support rooms were examined under the theme of "Purpose of the Support Rooms". In line with the answers given, four categories were determined as "Academic Reinforcement (f=14)", "Basic Skills (f=14)", "Social Skills (f=4)" and "Cognitive Skills (f=1)". When the table is examined, it is seen that the main purpose of the education given in the support rooms, according to many of the teachers, is to increase the level of the student, to gain basic Turkish and mathematical skills, to complete the missing achievements and to bring them closer to their peers and to provide individual education. Some of the answers to this theme are given below.

Table 1. Opinions of classroom teachers about the purpose of support education rooms

THEME	CATEGORY	CODE	FREQUENCY
Purpose of support educaiton rooms	Academic reinforcement (f=14)	Leveling up	6
		Miising topic completion	4
		Indıvidual training	4
	Basic skills (f=14)	Reading and writing	5
		Understanding	5
		Four Transactions	4
	Social skills (f=4)	Raise awareness	3
		Social skill	1
	Cognitive skills (f=1)	Problem solving skill	1

"It is aimed to provide individual training for students who receive inclusive education in normal classes in order to improve their literacy and social skills in cases where these students need more support."

"We aim to provide reading writing comprehension skills, four operations and problem solving skills."

"We aim to give basic mathematics and Turkish acquisitions to students who have not fully achieved the target acquisitions due to the type of inadequacy. Sometimes, when some students are not taken care of individually, success is not achieved, and support education classes are opened in order to be able to take care of those students individually."

"Giving the missing gains and supporting individual learning are the main goals of SER. If there are deficiencies in basic math skills and reading comprehension, we also aim to make up for the deficiencies in this area."

"It is a room opened with the aim of helping special students with inclusion needs in their missing lessons and mostly in reading writing, comprehension and four process skills."

The answers of our classroom teachers, who work in the support education rooms, about which criteria they take into account when determining the learning outcomes for the education given in the support rooms are examined under the theme of "Outcome Determination Criteria in SER". In line with the answers given by the teachers, three categories were determined as "Individual Factors (f=21)", "Teacher Opinions (f=5)", and "Environmental Factors (f=1)". When Table 2 is examined, it is seen that most of the teachers determine the achievements of the education given in the support rooms mostly according to the student's readiness, level, academic needs, and the level of inadequacy determined by the guidance research center (GRC) report. Some of the answers to this theme are given below.

Table 2. Opinions of classroom teachers about the criteria by which the achievements given in the support education room are determined

THEME	CATEGORY	CODE	FREQUENCY
Support educaiton rooms benefit determination criteria	Individual factors (f=21)	Readiness-level	7
		Need	6
		Insufficiency level	5
		Age class level	2
		Development level	1
	Teachers factor (f=5)	Classroom teacher opinions	4

		Guidance teacher opinions	1
	Environmental factors (f=1)	Parent expectaition	1

"We determine the achievements according to the child's current presence and according to the interview with the teacher and the report given by GRC for the child."

"I determine an acquisition program according to the readiness level of the child and in line with the report from the GRC. In addition, I determine the achievements according to the development level of the student who needs SER."

"I determine the subjects in which the student has learning difficulties, inadequacy and inadequacy in the lessons, and I focus on the gains that are appropriate for the level of the student. In other words, if literacy is also low, it tends to this field, and if there are deficiencies in mathematics four operations, I try to make up for these deficiencies."

"The educational gains to be given at SER are determined according to the needs and the level of the student. This is how I do it too. I determine the achievements according to the child's readiness level and needs."

"The students who study at SER are students who show inadequacy compared to their peers, so I base these inadequacies, age and class level when determining the gains we will give."

The answers given by our classroom teachers, who work in the support education rooms, regarding the teaching methods and techniques they prefer to use while teaching in the support rooms, were examined under the theme of "Methods and Techniques Used in SER". In line with the answers given by the teachers, two categories were determined as "Teaching Methods (f=25)" and "Teaching Techniques (f=19)". When Table 3 is examined, straight lectures come first among the methods that teachers prefer to use while giving education in support rooms. It is seen that they frequently apply to question answer and problem-solving methods in addition to plain lectures. At the beginning of the techniques they prefer to use are visual materials and digital resources that will embody the narrative. Some of the responses to this theme are listed below.

"Our most important principle is to learn by doing. We do our lessons by drama and play. In addition to this, I also use learning through presentation by giving lectures. We also use other known methods according to the gain."

"Large print activity papers, visual materials, digital resources (such as smart boards, video narration). I especially apply demonstration and problem solving techniques in mathematics class."

Table 3. Methods and techniques used by classroom teachers in the support training room

THEME	CATEGORY	CODE	FREQUENCY
Methods and techniques used in support training rooms	Trainig methods (f=25)	Expression	8
		Problem solving	6
		Question-answer	6
		Show off	5
	Training techniques (f=19)	Visual materials	5
		Digital resources	4
		Gamification	3
		Drama	3
		Verbal Dialogue	2
		Aloud-silent reading	1
		Concretization	1

"We try to deal with the issues more concretely. Since it is one-on-one training, I use presentation path strategies more. I do narration, question and answer, show and have it done, visual narration."

"I decide on the techniques I will use by looking at the level of the student's inadequacy and the gain I will give, I use many of the teaching techniques through presentation and discovery. I do more narration in Turkish, but I frequently use question-answer and problem solving methods in mathematics."

"I choose the method that is suitable for the gains, but as a general principle, I explain from simple to difficult, I proceed with questions and answers, I use a lot of problem solving technique. Experience is very important, so I also use the show and show method."

"I pay attention to learning by doing and experiencing, I try to color the lesson with visual materials by frequently applying the method of problem solving, question-answer, demonstration and narration."

"I determine the methods and techniques I will use by putting the student in the center. Because every student has different interests and different needs. I am based on the principle of learning by doing by analyzing the student well. I can teach by playing, drama, video narration, visual materials or just by chatting."

The questions of our classroom teachers, who work in the support education rooms, about the measurement and evaluation methods they prefer to use when evaluating the education they give in the support rooms and the process, were examined under the theme of "Assessment and Evaluation Methods Used in SER". In line with the answers given by the teachers, two categories were created as "Traditional Measurement and Evaluation Methods (f=16)" and "Alternative Measurement and Evaluation Methods (f=6)". When Table 4 is examined, teachers teaching in support rooms mostly prefer traditional assessment and evaluation methods, namely multiple-choice tests, written oral exams and short answer exams when evaluating the development of students. In addition, it is seen that there are teachers who prefer to evaluate the process by making observations. Some of the responses to this theme are listed below.

Table 4. Measurement and evaluation methods used by classroom teachers in the support education room

THEME	CATEGORY	CODE	FREQUENCY
Assessment and evaluation methods used in the support training room	Traditional measurement and evaluation methods (f=16)	Tests	6
		Written exams	4
		Verbal exams	4
		Short answer exams	2
	Alternative measurement and evaluation method (f=6)	Monitor the process	6

"We observe the process and use evaluation techniques in the process. The child's classroom teacher organizes the end of process evaluation and report."

"I prepare scales suitable for the targeted gains, I do tests for the targeted behaviors at the end of the month. At the end of the process, I take a written exam."

"I measure the development process of children in the support room. The questions I asked, the activities I gave, my observations during the process are my measurement method. After all, since we provide individual training, every process and every development progresses individually, so I don't think it's right to make a constant measurement."

"I use first test and post test. After determining the readiness level of the student in need of education and providing training for his/her deficiencies, I apply a post test to measure his/her progress."

"I apply achievement assessment exams. I evaluate the process with the assignments I give and in class 5W 1K evaluation questions. At the end of the process, exams and tests consisting of short-answer questions are the ones I use as a measurement method."

"I make one to one verbal assessment and evaluation. Of course, I don't just stop there, I observe the whole process and come to a conclusion based on the student's progress."

The opinions of our classroom teachers who teach in support education rooms on the advantages of support rooms are examined under the theme of "Advantages of Support Education Rooms". In line with the answers given by the teachers, four categories were created: "Educational Benefits (f=19)", "Personal/Emotional Benefits (f=10)" and "Social Benefits (f=4)". When Table 5 is examined, it is seen that most of the teachers say that the most important advantage of the support rooms is the opportunity to receive individual education training, the progress and level increase in the academic achievements of the students. In addition, it is seen that they say that the self-confidence observed in the students, the development of self expression and the emotional satisfaction they experience are among the important advantages. A few of the responses to this theme are listed below.

"One of the important advantages is that the child gains the basic concepts that he cannot gain in the classroom faster in one to one education and the attention span is longer. Academic progress is made easier with one on one training in a private room, free from distracting stimuli."

"I think one of the most important advantages is that there is a better quality, more efficient individual education and training process and that the student can express himself

better in one on one education. Students who express themselves and feel understood have very positive social progress."

"The advantages are many. Studies are carried out for all the defined acquisition areas that are seen as backward and deficient in children due to their age. We also work intensively on literacy skills. We provide academic progress, which increases the self confidence of the student. Students who develop self confidence are more successful in their social relations with their friends."

Table 5. Opinions of classroom teachers about the advantages of the support training room

THEME	CATEGORY	CODE	FREQUENCY
Avantage of support edications rooms	Educational benefits(f=19)	One to one traning	9
		Academic success	7
		Reaching peer level	3
	Personal/ emotional (f=10)	Confidence	4
		Self assesment	2
		Ability to express oneself	2
		Emotional satisfaction	2
	Social benefit(f=4)	Social cohesion	4

"The child can express himself better. His self confidence is coming back. Because of this, he feels good emotionally and is happy. In addition, we have the opportunity to deal with the child one-on-one for a long time. Therefore, better academic learning takes place."

"It saves the student from being behind the class. It helps to bring it to the normal education level. While our student cannot pay attention in the classroom environment, it is a fact that he learns the gains much more permanently when he takes care of himself in the support room."

Table 6. Opinions of classroom teachers about the disadvantages of the support training room

THEME	CATEGORY	CODE	FREQUENCY
	Social/social negatives (f=12)	No disadvantages	6
		Negative label/Exclusion	4

		No peer interaction	2
Disadvantages of support education rooms	Systemic negativity (f=3)	Time to education	3
	Emotional/Personal negativities (f=1)	Feeling of inadequacy	2
		Discrimination waiting	1

The opinions of the classroom teachers working in the support training rooms on the disadvantages of the support rooms were examined under the theme of "Disadvantages of the Support Training Rooms". In line with the answers of the teachers, three categories were created: "Social/Social Negativities (f=12)", "Systemic Negativities (f=3)" and "Emotional/Personal Negativities (f=1)". When Table 6 is examined, it is seen that teachers mostly stated that support rooms are not disadvantageous. It is seen that teachers who express their opinions about the existence of a disadvantage generally state that this negativity is exclusion or labeling by their peers. Some of the teacher's views on this theme are given below.

"Actually, I don't think there are many disadvantages as long as all the opportunities are provided and the appropriate environment is organized. It is aimed at the academic and social development of the student, and even the smallest progress is very important in this regard. Maybe that student may be perceived differently in the classroom environment, but since these students are in the normal classroom as inclusive students, I think it is a situation that can be easily overcome."

"In terms of children, sometimes they are afraid to hide from their friends in order not to be labeled. Other than that, I think there is no disadvantage."

"I did not experience any disadvantages"

"The child may feel that he is inadequate and may experience a sense of exclusion. Although it is an advantage to be alone in the class, it can also cause them to get bored quickly and turn into a disadvantage."

"I didn't see any downsides."

"I don't think it creates any negative effects for the student."

The opinions of the classroom teachers working in the support training rooms about the problems they encounter in the support rooms were examined under the theme of "Problems Encountered in SER". In line with the answers of the teachers, 3 categories were created as

"Physical and Temporal Problems (f=15)", "Motivational Problems (f=11)" and "Educational Problems (f=7)". When Table 7 is examined, the majority of the teachers encountered many different problems in the support rooms. At the beginning of these problems are material based problems such as material deficiencies, insufficient equipment and the physical environment not suitable for the education given to the student. Along with these, it is seen that another most common problem is related to the time period in which the training is given. It is seen that most of the teachers stated that the education given in the support rooms after the normal education hours or taking the student from the regular class between the lessons caused some problems. Apart from these, it is seen that they stated that another important problem stems from the parents who have insufficient information about the support rooms. At the same time, lack of motivation stemming from students and lack of motivation stemming from teachers are among the problems experienced. Some of the teacher's views on this theme are given below.

Table 7. Opinions of classroom teachers about the problems encountered in support training rooms

THEME	CATEGORY	CODE	FREQUENCY
Problems encountered in support training rooms	Pysical and temporal problems (f=15)	Lack of materials	6
		Lack of physical enviroment	5
		Training time period	4
	Educational problems (f=7)	Lack of knowledge	5
		Lack of parent support	2
	Motivational problems (f=11)	Physiological problems	4
		Lack of student motivaiton	4
		Lack of teacher motivation	3
		Unproblematic	2

"Unfortunately, we face many problems. Mostly educational and material problems. Inadequate materials, unsuitable environments, taking the student out of the course or giving education after school are among the serious problems. But I think our most serious problem is lack of education. Both teachers and parents do not have enough information on this subject."

"One of our problems can be said to be the inability to create a detached classroom mostly due to the crowded schools and the lack of availability of support education specific

materials. Even though the regular additional course is given as a 25% increase, the teacher who will work in these rooms sometimes cannot be found because there is still no satisfactory wage."

"I have a problem with the clock. The child may be tired because it is after school. In addition, the lack of information is a big problem for us, so it is important that families think that the report received for support education will cause problems in the future of the student, and they do not understand the benefit of the support education for the student and do not provide support.

"We cannot get enough support from the families of the students because they do not have enough information on this subject. Students who have difficulty in understanding and are reluctant reduce our motivation, so reluctance begins for us."

"The most important problem is the lack of materials, space and equipment. You don't have the right materials in your hand, there is no environment designed with you in mind, you are trying to teach in an empty classroom. Naturally, this reduces the motivation of both the student and the teacher and reduces the efficiency."

"Since we take the student out of the course, the student is disconnected and cannot focus on both the SER and the course in the normal education class, and gets confused. When we teach after class, the student gets tired, which creates reluctance. There are already serious shortcomings in material. Families do not have enough knowledge and equipment in this regard, and the teachers who provide this education do not have enough knowledge."

Classroom teachers' views on the steps taken to find solutions for support training rooms were examined under the theme of "Solution attempts for problems in SER". In line with the answers given by the teachers, four categories were created as "Motivational Support (f=13)", "Cooperation Support (f=10)", "Communicative Support (f=7)" and "Material Support (f=4)". When Table 8 is examined, it is seen that most of the teachers take steps towards the students and the lesson in order to find solutions to the problems they encounter in the support rooms. It is seen that they try to find solutions to spiritual problems by motivating the student and trying to make the lesson as enjoyable as possible, and they also take steps to cooperate with the administration and parents more. According to the answers given, it is seen that the teachers who take steps towards the biggest problem, such as problems with material infrastructure, such as material supply or physical environment arrangement, are in the minority. Some of the teacher's views on this theme are given below.

"Unfortunately, you can't do much on your own. I'm just trying to make the educational process fun for myself. We are in constant communication with the administration and the parents, and we try to raise the awareness of the parents, as they become more conscious, their support for both the student and the teacher increases. This is very nice, but financial support is needed for materials and appropriate classes."

"We tried to make the environment remarkable by providing materials with our own means. I give awards and play games in class to increase student motivation."

"I make the lessons more fun. I make it more efficient by gamifying. We met with the parents in the company of our guidance teacher, explained the importance of this education for our student, informed him about it and cooperated."

"First of all, we tried to establish a positive communication to endear ourselves and our school, and gave gifts. In this way, we provided positive motivation. We tried to get to know the student well and give him special education. We tried to be in constant communication and cooperation with the parents."

"I try to make the lesson fun with my own effort. I try to attract the attention of the student so that he is motivated, I reward him. Communication with the student and the parent is very important, so I try to communicate positively. We are trying to cooperate with the administration and inform the families."

"I take care to prepare remarkable course contents, I make the student want to learn. I often have conversations with the family. However, a solution has not yet been found for financial problems, namely material and equipment deficiencies.

"We tried to make interviews with the families in cooperation with the administration and inform them about this issue."

The opinions of the classroom teachers working in the support rooms on increasing the efficiency of the education given in the support training rooms were examined under the theme of "Suggestions to increase the efficiency of SER". In line with the opinions of the teachers, four categories were created: "Material Suggestions (f=15)", "Educational Suggestions (f=10)", "Communicative Suggestions (f=5)" and "Practical Suggestions (f=4)". When Table 9 is examined, it is seen that the teachers made suggestions that mostly based on the material basis, that is, the improvement of the material and the physical environment will increase the efficiency. Again, it is seen that most of the teachers stated that informing both parents and

teachers about the understanding of the application and the training to be given in the support rooms will increase the efficiency of the quality of communication between the teacher, the administration, the parent and the student. Some of the teacher's views on the theme are given below.

Table 8. Attempts by classroom teachers to find solutions to the problems encountered in SER

THEME	CATEGORY	CODE	FREQUENCY
Solution initiatives for problems in support training rooms	Motivaiton support (f=13)	Motivational support	7
		Fun teaching process	6
	Collaboration support (f=10)	Administraition cooperation	5
		Parent cooperation	4
		Counselling service cooperation	1
	Coomunicative support (f=7)	Family education	4
		Positive communication	3
	Material support (f=4)	Material supply	4

Table 9. Suggestions of classroom teachers to make support education rooms more efficient

THEME	CATEGORY	CODE	FREQUENCY
Suggestions to increase the efficiency of support training rooms	Material recommendations (f=15)	Improvement in materials	8
		Improvement in the classroom environment	4
		Financial support	3
	Educational recommendations (f=10)	Awareness of parents	5
		Expert teacher in the field	3
		Raising awareness of teachers	2
	Communicative recommendations (f=5)	Family support	3
		positive communication	2
	Sugesstions for practice (f=4)	Editing training hours	3
		Level appropriate basic attainment	1

"First of all, teachers and parents should be given training on SER. In every school, there are students in need of SER in the village, in the town, and the schools in the center are a little more fortunate in this regard, but the problem is bigger in village schools, so national education should give more importance to this issue and make financial improvements so that students can receive equal education."

"A teacher for each child and a completely self-contained classroom. Equipment should be provided. In fact, I wish the ministry would open staff for the support training room and permanent teachers who would work all day would take charge here."

"Family support, arranging the education time so that the child is not tired, limiting the achievements, giving basic gains, allocating a special budget from national education to SER and more concrete materials can be provided."

"Seminars can be organized to explain the importance of support room education to our parents and teachers."

"First of all, the characteristics and needs of the student who needs supportive education should be determined exactly and the teacher should be given full information. Families should be forced to cooperate and be conscious."

"Material improvements should be made, and the biggest problem in all schools starts here. In addition, teachers who believe in this should give lessons in order to be more productive. One should be patient, willing and capable, teachers who know the ways to use time efficiently and who are given a special vocational training on this subject should provide training or vocational training should be given to the classroom teachers.

DISCUSSION, RESULTS AND SUGGESTIONS

When the answers given by the classroom teachers participating in the research to the theme of "The Purpose of Support Education Rooms" were analyzed; Most of the teachers stated that the purpose of the support rooms is to increase the level of the student and to provide academic progress. At the same time, a large part of the participating teachers stated that completing the missing subjects, acquisitions, and gaining basic acquisitions in literacy and four processing skills are among the most important objectives of the support rooms. Based on these results, it can be said that the most basic purpose of teachers when teaching in support rooms is to support students academically, to increase their level by eliminating their academic deficiencies and to bring them closer to the levels of their peers with normal development. When we look at the results of the research, it is seen that support rooms serve many more

purposes after academic reinforcement. Some of these aims are to provide individual education to the students who are educated in the support rooms, thus preventing the students who need support from being overlooked, supporting their social and social adaptation, gaining self care and daily life skills, developing language skills, problem solving and analytical thinking. It can be said that there are purposes such as supporting high level cognitive skills. It can be said that these findings obtained in the research are suitable for the purposes of the circular on the opening of support rooms published by the Ministry of National Education (2015).

Pesen (2019) examined the views of teachers on SER and concluded in his research that the purpose of support rooms is to bring students with special needs closer to their peers. Again, Talas et al. (2016) reached similar results in their study. Ünal (2008) on the application of support rooms, in his research on whether the application of support rooms is effective in progress in the academic field, and Akay (2011) on the application of support rooms for primary school students with hearing impairment, Ünay (2012) on the effect of the application of support rooms on mathematics achievement. In the research conducted by Gürgür, Kış, and Akçamete (2012) on individual support services for mainstreaming students, it is seen that similar results have been reached regarding the academic progress of students.

When the answers given by the classroom teachers to the theme "SER Outcome Determination Criteria" were analyzed; It was observed that most of the teachers said that they mostly take individual factors into consideration when determining the educational gains they will give in the support rooms. In other words, it has been concluded that the student's readiness, performance, and current academic level are the most important acquisition criteria. It can be said by looking at the result of the research that the needs of the student, the level of inadequacy are the other criteria taken into consideration while determining the achievements. From this point of view, starting from the idea that every student is special and unique, we can conclude that it is right to put the student in the center while determining the educational attainments, considering that students have different levels of inadequacy. In the study conducted by Şafak (2005), it was concluded that the education provided with the program arranged for the level of visually impaired students contributed positively to the students. These results support the result of the research. In his research, Ünal (2008) concluded that the education plan determined for the performance levels in the support education given to the students with intellectual disabilities reached its goal. Avcıoğlu (2011) concluded in his research that while determining the achievements for students with special needs, attention should be paid to their needs and levels. Again, in the study conducted by Pesen (2019), it was concluded that while determining

the educational content given to the students in the support rooms, decisions were made regarding the needs and performance level. All these studies support the conclusion reached. In addition to these basic criteria, it is one of the data obtained as a result of the research that we have teachers who apply to the opinions of the student's classroom teacher while determining the achievements. It was concluded that the opinion of the guidance teacher, the result of the GRC report given to the student and the expectations of the parents gave an idea about the gains of the education to be given to the student.

When the answers given by the classroom teachers to the theme "Methods and Techniques Used in SER" were analyzed; In line with the answers given by the teachers, it was concluded that they mostly used the "learning" method while teaching in the support rooms. Again, it was seen that most of the teachers used the methods of "problem solving, question-answer and demonstration" as well as the lecture method. It is seen that teachers benefit from many methods at the same time, instead of using a single method when teaching in support rooms. Since the students receiving education in the support rooms consist of students with special needs, the techniques used vary according to the inadequacy of the student, so student specific and learning-specific methods are chosen. This is due to the advantages of individual training given in support training rooms. Teachers drew attention to the importance of concretization in the education given in the support rooms and mentioned that they also applied techniques such as concretization, making use of visual materials, active use of digital resources, and drama. However, no matter which method and technique is chosen, the narrative method is in the center and it is concluded that education is supported by other methods and techniques, in which education is made by using plain lectures frequently. In his research, Pesen (2019) concluded that the methods of expression, question-answer, showing and doing are mostly used in support rooms. Ekin Kotil (2019) concluded that direct teaching method, lecture, cascading method and question-answer methods were used in his research on the examination of support education practices. Vural and Yıkmış (2008) concluded that they use the methods of question-answer, demonstration, dramatization and living by doing in support training rooms. The results of all these studies are similar to the results reached.

When the answers given by the classroom teachers to the theme "Assessment and Evaluation Methods Used in SER" were analyzed; It is seen that teachers use various methods instead of using a single measurement and evaluation tool. Individual differences of students, reported inadequacies, age, level, financial means, teacher's teaching style, method and preference are effective in determining these methods. It is seen that most of the teachers prefer

to use traditional assessment and evaluation methods in order to have information about the development and process of the students in the support rooms. They mostly prefer to use "tests, written and oral exams, short answer exams" from traditional measurement and evaluation methods. Again, most of the teachers said that they use alternative assessment and evaluation methods that they can follow the process, they observe the process, they do practical activities and they do homework.

Nizamoglu (2006), in his study, concluded that classroom teachers who provide support education evaluate students with special needs through verbal assessments, rating and observation forms. Pesen (2019) concluded in his research that teachers mostly use tests, written and oral exams, and question answer method when measuring the process in support rooms. In his research, Aydın Dalga (2019) concluded that teachers also use measurement and evaluation methods such as worksheets, tests and written exams in support rooms, as well as product file and observation methods. While the results of these studies are similar to the results obtained, Talas et al. (2016), as a result of his study, concluded that teachers' knowledge of exactly what kind of assessment and evaluation should be done for students with special disabilities in support rooms is insufficient and that some of the teachers do assessment and evaluation with their own methods. At the same time, Semiz (2018), on the other hand, concluded that the teachers working in the support rooms did not do any work to measure and evaluate the process and the student.

When the answers given by the classroom teachers to the theme "Advantages of Support Education Rooms" were analyzed; It has been observed that support rooms are the most beneficial for students and educationally. It has been concluded that the 'individual education' given to the student and the 'academic progress' observed in the student are the most important benefits of the support rooms. In addition to these benefits, it is also among the results that it provides personal and emotional benefits to the student such as "self confidence, self evaluation, self expression, emotional satisfaction". As the student who receives education in the support rooms progresses academically, his self-confidence increases, he can express himself better, his communication skills improve, and he experiences emotional satisfaction because he experiences the feeling of success. In line with the main purpose of the support rooms, the effects of these benefits to the students and the benefits that they provide to the teacher, family and student's peers cannot be ignored. In his study, Filik (2019) reached the conclusion that the education given in the support rooms greatly benefits the students academically and socially. Akay, Uzuner, and Girgin (2014), as a result of their study on the education given to hearing-

impaired students in support rooms; Çulha (2010), as a result of her study on foreign language education given in support rooms; Ünay (2012), in his study on mathematics skills of support rooms, it is seen that they reached similar results.

When the answers given by the classroom teachers for the theme of "Disadvantages of Support Education Rooms" were analyzed; it is seen that the highest rate of opinion is that there is no disadvantage. Although the views that support rooms are not harmful to the student are dominant, there are also opinions that there is a low rate of disadvantage. The situations in which the students receiving education in the support rooms can be perceived and labeled differently by their peers, the situations where they can be excluded, the situations where they can experience loneliness due to the low peer interaction, the physiological problems (fatigue, reluctance, hunger situation) brought by the time the education is given, the situations where the students can feel inadequate, the situations where the students can feel inadequate about the support rooms. considered among the disadvantages.

When the answers given by the classroom teachers for the theme of "Problems Encountered in Support Training Rooms" were analyzed; it is seen that the biggest problem is related to the time period when the education is given and the problems with the 'material and physical' infrastructure are among the most important problems. Due to the fact that the education is given after or between the lessons, the lack of motivation in the students and the physiological questions and the teachers have the most problems due to the environment in which they teach and the lack of materials. Schools for support rooms provide the environment and materials in line with the opportunities available, and this situation puts a lot of pressure on teachers who teach in support rooms in general. Since students have special needs, they need a variety of materials in their education and a special area where they will feel comfortable and not distract their attention. In addition to these, teachers also stated that they had problems in terms of educational and motivational aspects.

Another important problem faced by teachers is that families have insufficient information about support rooms and therefore do not cooperate with the teacher and do not support their students enough. The unwillingness of the student due to different reasons such as fatigue and hunger and the lack of motivation experienced by the teacher due to the fact that the teacher is not satisfied financially, because the physical problems are not resolved, or because of the unwillingness of the student can be counted among the other problems. Contrary to all these problems, very few people answered that they did not encounter any problems. As a result of their research, Gürgür, Kış and Akçamete (2012), Nar (2017), Pesen (2019), Pemik

and Levent (2019) have reached similar conclusions about the physical environment in support rooms and the lack of materials.

When the answers given by the classroom teachers for the theme of "SER Problem-Resolving Initiatives" were analyzed; It has been seen that it has been concluded that it has attempted a solution to provide motivation, that is, to provide motivation and to make the education process fun. In the educational process, they tried to increase the motivation of the students by enriching the lessons with fun activities, gamifying, giving prizes and gifts. At the same time, it was seen that they took steps to cooperate with the administration and family, to establish positive communication, and to find a solution to the material problem by preparing materials in line with the teacher's own possibilities. It is a fact that support rooms need financial support in order to solve the problem of material inadequacy and physical environment, which are among the most important problems, and it has been seen that teachers can not do much about the solution of this issue, they can only find instant or temporary solutions that will save the day within their own means. In line with these results, it can be concluded that the problems of the support rooms should not be solved by the teacher alone, but with the support of administrative and specialists. Bilen (2007) and Pesen (2019) reached similar results in their research.

When the answers given by the classroom teachers for the theme of "Recommendations for Increasing the Efficiency of Support Education Rooms" were analyzed; It is seen that most of them make material suggestions. If we want to achieve higher efficiency from the education given in the support rooms, we can conclude that the financial inadequacies of the support rooms should be eliminated first, the environment to be taught should be arranged in the most comfortable way for the student with special needs, in a way that does not cause distraction, and taking into account the inadequacies of the students. Again, an important part of the teachers made suggestions based on education. It has been observed that teachers, especially families, do not have sufficient knowledge and training for support rooms. One of the ways to increase the efficiency for the purpose of support rooms can be interpreted as organizing in service trainings and seminars to raise awareness of both families with children with special needs and teachers who will provide training in support rooms.

It can be interpreted that the teachers who will provide training in the support rooms are specialized in this field, have received their undergraduate education in this direction and that these teachers will increase the efficiency. In addition to these, it can be interpreted as positive strong communication between teachers, administration and family, solving the problems in the

implementation of support rooms, improving the financial contribution provided to teachers, and arranging the time of education will increase the efficiency considerably. The results of the teachers' suggestions in the studies of Gürgür, Kış and Akçamete (2012), Çağlar (2016) and Pesen (2019) support the result reached in the research.

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