



OBSERVATION OF BEHAVIORS OF STUDENTS IN INCLUSION TEACHING CLASSROOMS DURING EDUCATIONAL GAMES AIMED FOR INCLUSION

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ABSTRACT

This research's goal is to observe behaviors of students in inclusion teaching during educational games aimed for inclusion. 16 students from different disability groups participated in the research. These students consisted of 4 females and 12 males. Their age range was between the ages of 10-17. The research was planned as 3 groups. The groups were categorized as a female group and two male groups. Female students were aged between 12 -15. Male students' age range in the first group was between the ages of 10-13. Second male group were aged between 14-17. An observation form was prepared for the research. Inclusion teacher, psychological counseling and guidance teachers and academic members in recreation department were consulted while preparing the observation form. Observations related to the research were recorded and thus data was obtained. Data was analyzed and interpreted at the end of the research. According to the research data, it was observed that male students aged 14-17 had discussions, fought with each other and they were jealous of each other and wanted to display the same behaviors after first 4 weeks, whereas there was no problem in individual, group, sharing, communication and cooperation behaviors of male students and female students aged 10-13

Keywords: Inclusive teaching, inclusion, educational game, observation form.

INTRODUCTION

“Special education” is defined as trainings including education and training of children different from normal children in terms of physical, mental, emotional and social development characteristics. (Özsoy et al. 1989, cited by Özsoy and Avcı 2000). Special education is offered to children different from the majority and having different needs, enables children with superior characteristics to maximize their capacities, prevents inadequacy from turning into a disability, provides them with skills for social inclusion and these skills support them to be independent and productive individuals by making them self-sufficient (Editor: Ataman, 2005).

As it is defined by Ministry of Education Special Education Services Regulation, it refers to “individual with special educational needs, showing significant difference in expected level in terms of individual characteristics and educational qualifications when compared to their peers. This general definition covers all the different features of children with special educational needs (Editor: Diken, 2011). During 19th century and till the first half of the 20th century, it was believed that special education should be given in special education environments separated for the disabled. In these periods, when a child needed a special help, it meant that he should be included in a program different from school schedule (Kuz, 2001). Over time, a variety of negative aspects of these educational environments began to occur. And this forced parents and educators of disabled children to seek alternative environments that could provide them with education (Jenkinson, 1997 Cited by Kuz, 2001). Together with these pursuits, developments in human rights, democracy and equality idea were the reasons for transition from separated special education towards inclusion education based on the principle to educate an individual with disabilities and their peers in regular education classes.



However, the main factor in the implementation of inclusion was that the principle of equality of opportunity in education and democratic education concept was implemented in a wider way (Gottlieb and Leyser, 1996; Mickley, 2001, cited by Kuz, 2001).

The inclusion aim of our research is to develop and observe interactions, communications, and develop social relationships of children with disabilities with college students in the process of educational game activities. Other aim is to help them to adapt by observing interactions, communications, and develop social relationships of children in different disability group and age with each other in process of activities.

MATERIAL AND METHOD

16 students from different disability groups participated in the research. The research consisted of 4 female and 12 male students. Their age range was between 10-17. The research was planned as 3 groups. The groups were one female and two male groups. Female students were aged between 12 and 15. First male group was aged between 10-13 and the age range of the second one was between 14-17. An observation form was prepared for the research. Special education instructor, psychological counseling and guidance teacher and academic members in recreation department were consulted while preparing the observation form. Trainings were performed for 60-90 minutes twice a week during 8 weeks. Data was created by recording observations related to trainings. Data was analyzed at the end of the research.

Interests and desires of the children were determined by consulting the parents and children while preparing 8- week educational game activity program. The program was created by choosing educational games with the aim of development of skill, strength, balance, flexibility and mobility. Children were enabled to know and use sportive materials by including them in educational games.

Materials used in the research:

Portable basketball hoop, mini trampoline, plastic barriers with different heights, balls in different branches, pilates ball, hoop, skipping rope

Observation Form

1. Student	Behaviors	Observation	Observation	Observation	Observation	Observation	Observation
	Individual						
	Group						
	Communication						
	Cooperation						
2. Student	Behaviors	Observation	Observation	Observation	Observation	Observation	Observation
	Individual						
	Group						
	Communication						
	Cooperation						
3. Student	Behaviors	Observation	Observation	Observation	Observation	Observation	Observation
	Individual						
	Group						
	Communication						
	Cooperation						
	Sharing						

DATA AND ANALYSIS

Chart 1: Age, IQ and School Status of Students Participating in the Research

Status	age	n	%	Gender	n	%	IQ	School status
Mental	12	1		Female	1		50-70	Rehabilitation
Mental and orthopedic	13	1		Female	1		55-70	Special education
Mental	14	1		Female	1		45-65	Rehabilitation
Mental	15	1		Female	1		40-60	Special education
Mental	10	2		Male	2		55-70	Rehabilitation
Mental and orthopedic	11	2		Male	2		50-70	Special education
Mental	12	1		Male	1		40-65	Rehabilitation
Mental and orthopedic	13	1		Male	1		50-70	Special education
Mental	14	2		Male	2		55-70	Special education
Mental	15	1		Male	1		45-65	Special education
Mental	16	2		Male	2		45-70	Rehabilitation
Mental and orthopedic	17	1		Male	1		50-70	Special education

In chart 1, age, IQ and school status of all students participating in the research was represented. 7 students of them (43,8 %) receives education in only special education and rehabilitation center, 9 students (56,2%) receives education Erzurum Recep Birsin Özen Education Practice School and Job Training Center of Ministry of National Education.

Chart 2: Status of Female Students (Aged 12-15) Participating in the Research

Status	Individual	Group	communication	Cooperation	Sharing
Age 10	Adaptable	Adaptable	adaptable	Adaptable	Adaptable
Age 11	Adaptable	Adaptable	adaptable	Adaptable	Adaptable
Age 12	Adaptable	Adaptable	adaptable	Sometimes not adaptable	Adaptable
Age 13	Adaptable	Sometimes not adaptable	Sometimes not adaptable	adaptable	Sometimes not adaptable

In chart 2, observation results of female students in the research were represented. According to these observation results, no problems were observed in female students aged 10 and 11. However, conflicts were observed in communication, sharing and group trainings as they got older.

Chart 3: Status of Male Students (Aged 10-13) Participating in the Research

Status	Individual	Group	communication	Cooperation	Sharing
Age 10	adaptable	adaptable	adaptable	adaptable	Adaptable
Age 10	adaptable	adaptable	adaptable	adaptable	Adaptable
Age 11	adaptable	adaptable	adaptable	adaptable	Adaptable
Age 11	adaptable	adaptable	adaptable	adaptable	adaptable
Age 12	adaptable	adaptable	adaptable	adaptable	adaptable
Age 13	adaptable	adaptable	adaptable	Sometimes not adaptable	Sometimes not adaptable

In chart 3, observation results of male students in the research were represented. According to these observation results, no problems were observed in male students aged 10, 11 and 12. However, conflicts were sometimes observed in cooperation and sharing they got older (age 13).



Chart 4: Status of Male Students (Aged 14-17) Participating in the Research

Status	Individual	Group	communication	Cooperation	sharing
Age 14	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Adaptable	Sometimes not adaptable
Age 14	Adaptable	Sometimes not adaptable	Adaptable	Sometimes not adaptable	Adaptable
Age 15	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable
Age 16	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Adaptable
Age 16	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable	Sometimes not adaptable
Age 17	Sometimes not adaptable	adaptable	Sometimes not adaptable	Adaptable	Sometimes not adaptable

In chart 4, observation results of male students (aged 14-17) in the research were represented. According to these observation results, conflicts in individual, group, communication, cooperation and sharing trainings were observed in male students as they got older.

CONCLUSION AND DISCUSSION

According to the research data, no problems about individual, group, communication, cooperation and sharing behaviors were observed in male students aged 10-13 and female students aged 10-13 while it was observed that 14-17 year old male students argued and fought with each other and wanted to do activities as they were jealous of each other after the first four weeks. It was implied that they participated in activities voluntarily and willingly and they stated sport is important in protecting their health (Şah, 2005). In Kunter's research, it was argued that children and teenagers motivated themselves to do sport but families did not pay enough attention to their children in this subject. In our research, it was observed children paid more attention to the program than their families. In the study carried out McMahon cited by Demir et al. (2011), recreative activities had positive impacts on disabled individuals in terms of integration with society and making friends. In the study of Bakes, it was also stated that disabled children doing sports had more socialization than others not doing sports. As a result, the fact that children from different disability groups (trainable, educable, Down syndrome, autistic, physically disabled) participated in trainings all together or participated in activities by sharing the same environment with volunteer college students enabled them to develop positive behaviors. In observations, sportive and recreative activity programs had positive developments in communication, socialization, sharing and behavior skills of children in primary school age.

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