THE EVALUATION OF DIFFICULTIES IN VOCATIONAL EDUCATION FACED BY INDIVUALS WITH INTELLECTUAL DISABILITY ACCORDING TO TEACHERS' VIEWS

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Abstract
The objective of the current study is to reveal teachers' views about the difficulties individuals with mental disabilities encounter during their vocational training. Using qualitative research methods, the present research study involves 35 teachers working in a randomly selected special education vocational training center in Istanbul. The semi-structured interview form developed by the researchers was used as data collection tool in this study. The obtained data were analyzed by descriptive analysis and classified under the categories. As a result of this research study, it was found that the number of teachers holding special education degrees in special education vocational training centers (schools) is insufficient, the physical conditions of the workshops are not suitable for vocational education, the workshop teachers lack special education knowledge, they are not placed in classes depending on individuals' needs and abilities, the programs and modules applied are not suitable for special education, and the needs of the labor market and of the students are not evaluated as a whole. The findings of the study were discussed in the context of relevant research, and the views and recommendations of participating teachers as well as researchers were discussed to solve these problems.

Keywords: Individuals with intellectual disabilities, vocational training, teacher views.