

A CASE STUDY ON INDIVIDUAL TRAINING PROGRAMS: THE CASE OF KIRŞEHİR PROVINCE

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Abstract

Turkish national education system, with mainstreaming education practices, aims to provide training for students in need of special education with other students besides special education institutions. Prepared and practiced by teachers Individualized Educational Programs (IEP) play an important role on expected benefits of mainstreaming education.

The research aims to reveal the existing situation of the IEP practices of primary school teachers. This study is a qualitative case study. The research data were obtained from the opinions of 84 teacher candidates who participated in the teaching practice in Kırşehir province. The obtained data were analysed and explained by content analysis. Participants reported 229 negative statements for the Individualized Education Programs (IEP). These statements consist of 10 different categories according to their contents. Negative categories are listed as achievements, sloppy programs, family, teacher, school expediency, assessment, student, practice, support room and expert.

Keywords: Mainstreaming Education, Individualized Education Program, Primary School Teacher.