

Who and How Do I Include? A Case Study on Teachers' Inclusive Education Practices

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Abstract

The purpose of this study was to determine the perceptions and practices of teachers about inclusive education and to propose solutions to the problems experienced by the teachers in the light of the study findings. The study was carried out by qualitative research approach and case study design was used. The participants of the study consisted of 20 primary school teachers who worked in public schools in the 2019-2020 academic year and participated voluntarily in this study. Data were analyzed through descriptive analysis technique. As a result of this study it was found that the teachers experienced a lack of conceptual clarity regarding the definition of inclusive education and a great majority of them focused on the main philosophy of inclusiveness, yet few of them attempted to relate inclusiveness to instructional practices. Moreover, the findings revealed that the teachers did not perform activities directed to the application of inclusive education in their classes and that they had different expectations from the Turkish Ministry of National Education, school administrations, non-governmental organizations (NGOs), and parents.

Keywords: Inclusive Education, Individual Differences, Learning Needs, Inclusive Education Applications

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INTRODUCTION

Individuals have different characteristics due to their academic abilities, cultures, socio-economic levels, and learning profiles (Fiore & Cook, 1994). Today, schools are supposed to appeal students with different languages, cultures, genders, and learning backgrounds. They are also expected to promote tolerance and social integration among the students, and allow students having disadvantages or behavioral problems attend effectively (Organisation for Economic Co-operation and Development [OECD], 2005). Initiatives to successfully fulfill these demands have been conceptualized in the idea of "inclusive education."

Inclusive education are based on the perception that all students come to learning environments with equal rights despite their learning background, inadequacies or individual differences (Malinen, Savolainen, & Xu, 2012). Inclusive education is required for students with special education need and students with normal development (Jordan, Schwartz, & McGhie-Richmond, 2009). Inclusive education has become an international action to educate all children, especially students with special needs, in normal classes from the 1980s to the present day (Walton, 2016). Today, this concept is the participation and success of not only the students with disabilities or special needs, but also excluded, discriminated, disadvantaged, and all other students (Ainscow, Booth, & Dyson, 2006). Inclusive education is considered the key to achieving an inclusive society in which all individuals' social, political, and civil rights are democratically recognized without any discrimination (Barton, 1997). Inclusive education, which envisages the right to quality education for all students and is defined as a compulsory policy at the international level, is an understanding that requires the use of effective educational approaches and strategies to respond to student diversity (Liasidou, 2015).

Inclusive education seen as a strategy for creating an inclusive society that counteracts all forms of discrimination and aims to prevent exclusion and neglect. The aim of inclusive education is to ensure disadvantaged students to attend school, overcome obstacles, reduce fear, prejudices, and rejection, and increase tolerance. The overall objective of inclusive education is to remove all potential barriers to learning. Inclusive education aims to increase the learning success of all students and ensure their access and participation in quality education (Puri & Abraham, 2004). Also, inclusiveness is about how schools meet diversity and how to offer equal educational opportunities to disadvantaged students. It is a concept that guides to education policies and existing normative and legal frameworks, also breaks the vicious circle of exclusion, marginalization, and discrimination of disadvantaged individuals by changing educational approaches to ensure equality and ensure that these children remain in school (Dusik & Santarosa, 2016).

Inclusive education requires children to participate in school's social life. Participation is not the same as being present in this environment; having the opportunity to contribute to this environment means that the contribution of the person is recognized and respected by the community (Ottesen, 2013). It is based on the belief that everyone, regardless of any difference, has the equal right to be recognized, respected, and treated well. Principles such as being respected and recognized as an equal member of the school community, equal learning opportunities, having equal access to all aspects of school life, not being separate, but being together constitute the essence of inclusive education. These principles have important implications for a school's physical organization, relationships among the members of the school community, instructional and curricular practices, and the more comprehensive cultural practices of the school (Armstrong, 2016).

Mitchell (2014) defined a formula of inclusive education as $V + P + 5A + S + R + L$ (V=vision, P=placement, 5A=adapted curriculum, adapted assessment, adapted teaching, acceptance, access, S=support, R=resources, L=leadership) and emphasizes that all of these elements must be present to implement inclusive education successfully. **Vision** is a concept that expresses the commitment of educators to the basic philosophy of inclusive education. **Placement** refers to students taking part in all classroom activities, mixed ability groups, or any flexible group by their

developmental characteristics. *Adapted curriculum* is probably the biggest challenge that educators encounter when creating inclusive environment. Making adaptations or changes in the curriculum in accordance with the individual needs and differences of students is the core of inclusive education. *Adapted assessment* helps all students to adapt to the curriculum and teaching methods. In other words, when an assessment in inclusive classes shows that students unable to perform a particular task, it should allow to diagnose why this is happening and then redesign the learning circumstances. *Adapted teaching* forces educators to develop broad knowledge about teaching strategies. *Acceptance* means that educators, students, and families agree that students with special education needs or disadvantages have the right to receive education in standard classes and to equal access to all resources. *Access* means making it possible for students with physical disabilities to access classes and resources in classroom to engage in instructional processes. *Support* means that inclusive education requires the assistance by a professional team, consisting of a general educator, a specialist counselor, appropriate therapists, and other specialists. The composition of such team will vary depending on the disadvantages of students in the inclusive class. Inclusive education also requires active support from parents and carers. *Resources* include all kinds of materials and resources used to respond the needs of students. *Leadership* requires bringing all the aforementioned elements together, having leadership qualities at all levels, such as government, national education units or ministries, provincial or district units, school principals, and classroom teachers. In the inclusive education process, everyone should be able to understand the underlying philosophy of inclusion and demonstrate that their commitment to successful implementation through their actions. Inclusion is the process of restructuring schools' existing practices, policies, and cultures to meet the diversity of students (Ainscow, Booth, & Dyson, 2006). In an inclusive school, all stakeholders of the school (students, school staff, faculty and parents) are valued. It is believed that every child is able to learn when the suitable environment, incentives, and meaningful activities fitting his/her interests and needs are adequately provided to the child (Puri & Abraham, 2004). One of the important challenges encountered in education systems around the world is the development of inclusive schools. Moreover, how to develop inclusive practices in schools has not been fully comprehended yet and it still remains a complicated and controversial issue (Ainscow, Booth, & Dyson, 2006).

The need for inclusive education is increasing worldwide, and it requires adequate training of teachers for inclusive education (O'Donoghue & Chalmers, 1999). A successful inclusive education application depends on providing teachers with the opportunity for professional development, giving adequate support in and out of the classroom, and sustainable positive attitudes of educators (Tiwari, Das, & Sharma, 2015). Therefore, teachers and schools play an essential role in the successful implementation of inclusive education (Forlin, Cedillo, Romero-Contreras, Fletcher, & Hernández, 2010). In this context, teacher training and professional development are considered a determining factor in the development of inclusive education (Abbott, 2007; Florian & Rouse, 2009, Vickerman, 2007).

Teachers should have a sense of responsibility and commitment to ensure the well-being of all students in their class and improve their educational opportunities. They should also have necessary knowledge, skills, and experience to take appropriate steps to comprehend and meet the needs of these students, and enable them to learn. Teachers should have a clear responsibility to ensure all students in their classrooms to participate and explore and manage the class in a way that gives them full access to learning by using different teaching approaches and strategies. Teachers should recognize that their primary responsibility is to respond to diversity of all students in their classroom, including those with the great resistance to learning (Rose & Howley, 2007). Bradshaw and Mundia (2006) claimed that teachers who trust themselves in inclusive classes have more positive attitudes toward inclusive education. In this context, teachers' attitudes are very important in determining the success or failure of inclusive education. The integration of students with learning disabilities or disorders into mainstream classes is not an optional practice, but teachers need to be trained to meet the needs of these students. When teachers are not trained on this subject, it is not possible for them to meet these students' needs in mainstream classes (Coombs-Richardson & Mead, 2001).

Today, most teachers perceive that only special education teachers are responsible for inclusive education practices, so they lack the skills associated with inclusive education practices (Tiwari, Das, & Sharma, 2015). Most teachers do not have information about student diversity, such as students with disabilities or special learning needs (Florian & Becirevic, 2011). Lopes, Monteiro, Sil, Rutherford and Quinn (2004) emphasized that teachers who feel inadequate to deal with students with special learning needs believe that these students will negatively affect other students' learning in mainstream classes. It was stated by United Nations International Children's Emergency Fund [UNICEF] (2010) that teachers did not receive adequate training on inclusive education during their pre-service training (as cited in Florian & Becirevic, 2011). Jordan, Schwartz, and McGhie-Richmond (2009) asserted that teachers are very reluctant to integrate students with special learning needs into mainstream classes, and they are hesitant about inclusive education practices because they do not have individualized teaching skills for students with special needs and have not received training in this regard.

According to Bandura (1997), teachers' perception of competence affects the environment they create for their students and their judgments about different teaching activities to improve students' learning. It is claimed that teachers with high self-efficacy perception use more effective teaching strategies for students who are less successful in their classrooms. In contrast, teachers with low self-efficacy spend more time in students' learning process by using less effective teaching strategies (Gibson & Dembo, 1984). Therefore, it is safe to say that the high level of teachers' perception of competence is considered a basic component to create successful inclusive classroom environments. Teacher competence is also associated with attitudes toward teaching in inclusive classes (Sharma, Loreman, & Forlin, 2012). Soodak, Podell, and Lehman (1998) emphasized that teachers' perception of competence is one of the strongest predictors of their attitudes toward inclusion. Further, they reported that teachers with low perceptions of inclusive education refused and were concerned about the idea of including students with special learning needs in their classes. Weisel and Dror (2006) also stated that the perception of competence regarding inclusive education is the best predictor of teachers' attitudes toward inclusion. They claimed that teachers who think that they have a more positive school environment have more positive attitudes toward inclusion. One way to determine whether teachers successfully implement inclusive education and their problems in this regard is to examine their inclusive education perceptions and the practices they perform. It has been revealed that the studies on inclusive education in Turkey are carried out by focusing on a specific area rather than focusing on the whole subject. In the literature review, it was found that the inclusive education for asylum seekers was examined in the social studies course in our country (Yıldırım, 2020) and the situation of classroom teachers to provide inclusive education for refugees (Kırılmaz & Öntaş, 2020). In addition, studies aiming to examine the views of teacher candidates (Yılmaz, Özsoy, Erciyas, Akbulut, Karakoç, Yiğit ve Akşin Yavuz, 2019; Kula, 2020), social studies teachers (Bayram ve Öztürk, 2020; Çopur, 2019), preschool teachers (Dağlıoğlu, Turupcu Doğan ve Basit, 2017; Erol Salihloğlu, 2020) and school administrators (Dilekçi, 2019; Direk ve Dilber, 2020) on inclusive education have become widespread in recent years. However, the literature review revealed that there are limited studies aiming to reveal teachers' perceptions of inclusive education and the practices they perform. This study aimed to contribute to the related literature and help fill this gap in the literature. Accordingly, the aim of this study was to determine the practices of teachers about inclusive education and offer suggestions for the development of in-service teacher training programs in the context of inclusive education in light of the findings of this study. For this purpose, answers to the following questions were sought in this study:

- What are the teachers' perceptions of the concept of inclusive education?
- Which metaphors do the teachers use about the concept of inclusive education?
- What are the students' profiles that require the teachers' inclusive education practices?
- What are the practices of the teachers about inclusive education?

- What are the problems encountered by the teachers during the inclusive education practices?
- What are the teachers' perceptions of competence in inclusive education?
- What are the teachers' expectations from Turkish Ministry of National Education, school administrations, NGOs, and parents?

METHOD

Research Model

In this study, the case study design was used to reveal the existing situation. The purpose of a case study design is to conduct an in-depth analysis of a specific case or event within a real-life context from many perspectives (Simons, 2014). A case study is a research design that aims to reach a judgment about a unit in the population by determining its depth and width and its relations with its environment (Karasar, 2005). In this study, a descriptive case study, one of the case study types, has been adopted. In a descriptive case study, one or more examples of a case are examined to have a descriptive picture of the case. A descriptive case study is used to interpret the data obtained from the investigation of the cases with little information and to present unknown information to the reader (Davey, 1991).

Participants

The participants of the study were 20 elementary school teachers working at public elementary schools in the 2019–2020 school year. The demographic characteristics of the participants are presented in Table 1.

Table 1 Demographic Features of the Participants

Gender	f
Female	11
Male	9
Teaching experience (seniority)	f
15–20 years	5
More than 20 years	15
Degree level	f
Bachelor's degree	19
Master's degree	1
Grade level taught	f
First grade	6
Second grade	4
Third grade	7
Fourth grade	3
Participants' state of receiving in-service training	f
In-service training on inclusive education	15
In-service training on individual differences	11
In-service training on special education	12
In-service training on students with special needs	5
Training about inclusive education during undergraduate education	0
Students' characteristics in their classes	f
Physically disabled student	2
Inclusive student	11
Refugee student	14
Violence victim student	2
Abused student	1
Gifted student	9
Student affected by a disaster	0

As seen in table 1, of the participating teachers, 11 are females, and nine are males. Fifteen of the participants have more than 20-years of teaching experience, while five of them have 15–20 years of teaching experience. One of the participants holds a master's degree and 19 of them have a bachelor's degree. Six teachers teach first graders, four teachers teach second graders, six teachers teach third graders, and three teachers teach fourth graders. When their receiving in-service training on inclusive education status was examined, it was found that 15 of them received in-service training on inclusive education, while five of them did not receive. The study findings revealed that eleven of the participants received in-service training on individual differences, 12 on special education, and five on gifted students. No teacher has taken any training on inclusive education during their undergraduate education. When the participants' demographic characteristics concerning the students in their classes were examined, it is seen that there are students with physical disabilities in the classes of two teachers, there are inclusive students in the classes of 11 teachers, there are refugee students in the classes of 14 teachers, there are students who are victims of violence in the classes of two teachers, there is an abused student in the class of one teacher, and there are gifted students in the classes of nine teachers. No students were been affected by any disaster in the classes of the study group.

Data Collection

Data collection methods such as observations, interviews, audio, and video recordings, document analysis are used in case studies (Bloor & Wood, 2006). Interviews are highly effective data collection tools in qualitative case studies to obtain in-depth data, document multiple-perspectives and experiences, and examine controversial issues (Simons, 2014). In this study, a semi-structured interview technique was used for data collection. To collect the data, an interview form with 26 closed and open-ended questions developed by the researchers. In order to determine the content validity of the interview questions, two experts' opinions were obtained, and the interview form was rearranged based on their feedback. This draft form was then submitted to two teachers for review. After receiving their feedback, the necessary corrections were made, and thus the final form of the interview items was created. In the interview form, the following questions were asked to elicit demographic information of the participants: gender, teaching experience, grade level they teach, their in-service training status, and characteristics of the students in their classes. The interviews were conducted individually with the teachers by the second researcher and a voice recorder was used to record the interview. Appointments were made with the teachers before the interviews were conducted and interviews were conducted in the offices of the administrators at the specified time on the specified day.

Data Analysis

Case studies enable to create themes in the analysis of data to collect and compare them by themes (Bloor & Wood, 2006). In this study, a descriptive analysis technique was implemented to analyze the data at hand. After the interviews with the teachers were completed, the transcripts of the recorded interviews were transferred to a Word file. The interview transcripts were then checked by the researchers to determine erroneous or missing parts. The researchers read the interview forms independently, and then coding keys were created under the relevant themes. The data obtained from the interview forms were coded and interpreted according to the previously determined themes. The concepts that emerged in the findings were effective in determining the codes and categories. In the study, each teacher was given a code name (e.g., 1.4 and 3.2). During the reporting process, the participants were kept confidential using their code names while taking direct quotations from their statements. The research data were also supported by the participants' quotations.

Validity and Reliability

The following steps taken into account for the validity and reliability of the study. The researchers analyzed the participants' responses in the interview form and one external expert evaluated them independently. Then themes and sub-themes were determined, and the subjects on

which there were "agreements" and "disagreements" were discussed. Miles and Huberman's formula (1994) "Reliability = Agreement / (Agreement + Disagreement)" was used to calculate the reliability of the study. As a result, the inter-coder reliability coefficient was calculated to be .81,6. As the rate of agreement is 70%, it is regarded as an acceptable agreement (Yıldırım & Şimşek, 2005), the inter-coder reliability coefficient found in this study is accepted to be enough. Moreover, to increase the reliability and validity of the research findings, direct quotations were taken from the teachers' statements.

FINDINGS

The findings of the study revealed the following six themes: "general perceptions and metaphors derived from the teachers' perceptions on the concept of inclusive education," "student profiles requiring them to implement inclusive education," "practices directed to inclusive education," "problems encountered in the inclusive education practices," "their status of competence in implementing inclusive education practices" and "their expectations from the Ministry of National Education, school administrators, NGOs, and parents about inclusive education practices."

The sub-themes obtained for the first theme of the study "general perceptions and metaphors derived from the teachers' perceptions on the concept of inclusive education" are presented in Table 2.

Table 2 Perceptions of Inclusive Education and Metaphors about Inclusive Education

Perceptions of the Concept of Inclusive Education	
Addressing all the students in the class (1.4, 1.5, 1.6, 1.7, 2.2, 2.6, 3.3, 3.7)	
Education given to all the at-risk/disadvantaged students (2.5, 2.7, 3.1)	
Treating all the students equally despite their differences (1.2, 3.2)	
Delivering the lesson by considering all the individual differences (1.7)	
Handling all aspects of education (2.1)	
Education covering all stakeholders and practices in an integrated manner (2.3)	
Education in which different children are together (1.3, 2.4)	
Education given to disabled students (3.6)	
Educational approach refusing the prevention of education due to individual differences (3.4)	
Education that appeals to students at all levels (3.5)	
Metaphors about Inclusive Education	
Metaphors	Conceptual categories
Umbrella (1.2, -2.6)	Addressing differences Including differences Not discriminating
Quilt (3.7)	
A roof of the house (3.2)	
Rainbow (2.4)	
Turkey (1.3)	
Garden (1.5)	
Football team (1.7).	
Mother (2.5)	
The human body (2.7)	
Building (2.1)	
Sample explanations:	
It should be like an umbrella since it covers all children; it is to treat everyone without discrimination by their characteristics and differences to act equally (1.2).	
I can say that it is like Turkey. We have all the things in it. The differences are our wealth (1.3).	
I can compare it to a rainbow because it contains different colors (2.4).	
Inclusive education is like the human body. Because there are different organs, all of them have a separate job, but as they all should work as a whole, we can think of every student like an organ of inclusive education. If one of them is missing, it cannot function properly (2.7).	
Inclusive education is like a garden. There is every type of fruit tree in the garden (apricot, plum, and apple), we can think of different fruits like different students in the classroom and there must be all kinds of fruits in the garden.	
Inclusive education is like a football team. Like players with different abilities in a football team, the students with different skills in the class can be brought us together in such a way to function like a machine. (1.7).	
Inclusive education is like a mother. Because it cares about all the children, like a mother showing compassion to all of her children. I describe it as a mother caring about all her children (2.5).	

Metaphor name	Conceptual categories
Master (1.6) Chameleon (3.4)	Providing a variety of educational opportunities suitable for student diversity
Sample explanations: Inclusive education is like a master. Because no matter what kind of material he/she is given, he/she should be able to process it in the best way (1.6). It is like a chameleon. A chameleon can change color depending on the situation in which it is; thus, inclusive education can also change color. That is, as different people have different problems, the teacher should have the required color for each problem (3.4).	
Metaphor name	Conceptual categories
Plant (3.3)	Full participation in all the aspects of school life as an equal member of the school community/relationships between the members of the school community
Sample explanations: Inclusive education is like a plant. Since a plant that cannot grow without water, soil, and sun, education cannot develop without a teacher, student, and parent (3.3).	
Metaphor name	Conceptual categories
Football league (2.2)	Aiming at the participation and success of the excluded, discriminated, and disadvantaged students
Sample explanations: It's like a football league, normal kids are like super league; kids involved in inclusive education are like amateur league. Because in society, unfortunately, there is a perception that they are different. There is a perception that they are left behind. However, in reality, it is not because their world is different, the only important thing is not academic success, rather the child's happiness (2.2).	
Metaphor name	Conceptual categories
No metaphor (1.4,2.3,3.1,3.5,3.6) (hugging life, and viewpoint...)	-

The findings of the study depicted that some teachers defined inclusive education as "addressing all the students in the class." However, the teachers defining inclusive education as "treating all the students equally despite their differences" bring the concept of "equality" to the fore. While one of the teachers perceived inclusive education as the type of education covering all stakeholders and practices in an integrated manner, another teacher defined it as an educational approach refusing the prevention of education due to individual differences. Also, some teachers considered inclusive education as education given to the at-risk/disadvantaged students, disabled students, or given by the students' levels of learning only. Thus, it seems that these teachers experience a lack of conceptual clarity about the definition of inclusive education.

The teacher 1.5 defining inclusive education as addressing all the students in the class expressed his/her opinions as follows: *"Inclusive education is an education covering all kinds of students, that is, covering all students regardless of their gender, disability, and financial situation. In addition, it is an education covering all students, regardless of the child's nationality, level of achievement, and perception."* The teacher 2.3, however, perceived inclusive education as the involvement of all elements and stakeholders of education in the process and expressed his/her opinions as follows; *"I understand that it is a unity, including everything. Everything; that is, family, school, activities, social activities, education, and instruction. An education process is covering all of them."*

To elicit the metaphors, the participants had about the concept of inclusive education, they were asked to complete the sentence "Inclusive education is like ... because ... " It was checked whether the participants clearly expressed their metaphors during the interviews. In this process, concrete expressions that do not include any image of metaphor instead of just indicating personal thoughts about inclusive education (hugging, life, and viewpoint) were excluded. Thus, a total of five metaphors produced by the teachers were excluded in the analysis. The valid metaphorical expressions created by the teachers were examined in terms of the common features they had about the phenomenon of inclusive education, and thus conceptual categories were constructed. As Table 2 depicts, the teachers produced metaphors about inclusive education, mostly under the categories of addressing differences, including differences and not discriminating. In this regard, the teachers seem

to have focused on the main philosophy of inclusive education in general. Few teachers (f=2) having produced metaphors under the category of providing educational opportunities suitable for student diversity seem to have internalized the main philosophy of inclusive education and have tried to relate this to their instructional practices. These teachers are taught to care about applying theory to practice and making an effort to bring the characteristics of effective teaching to the fore. The plant metaphor developed under the category of relationships between the members of a school community indicated that the teacher attaches importance to stakeholder participation in inclusive education. The teacher producing the football league metaphor seems to aim to increase the participation and success of the excluded and discriminated students.

The teachers' perceptions on the profiles of the students in their classes are presented in Table 3.

Table 3 Teacher Perceptions about the Profiles of the Students in Their Classes

Student profiles
Refugee students (2.4, 2.5, 2.7, 3.2, 3.4, 3.5, 3.6, 3.7)
Inclusive students (1.2, 1.7, 3.2, 3.5, 3.6, 3.7)
Students with learning difficulties (1.3, 1.5, 2.2, 2.6, 2.7, 3.4)
Students with slow learning speed (1.3, 1.6, 3.5)
Gifted students (2.1, 2.4, 3.6)
Students in a financially bad situation (1.2, 3.1)
Hearing impaired students (3.4)

As Table 3 shows, a great majority of the teachers stated that they had to implement inclusive education due to refugee students, inclusive students, and students with learning difficulties. Some teachers reported that they had to implement inclusive education due to students with slow learning speed and gifted students. While two teachers stated that they were trying to implement inclusive education because of students with a financial problem, the number of teachers trying to implement inclusive education due to students with physical disabilities is very small.

The teachers' perceptions on the inclusive education practices they conduct in their classrooms are given in Table 4. The teachers' perceptions about the inclusive education practices they conduct were classified under six categories: ensuring stakeholder participation, ensuring active participation, diversifying instructional practices, changes made in the instructional environment, changes made in instructional materials, and changes made in evaluation.

Table 4 Teacher Perceptions about Inclusive Education Practices They Conduct in Their Classrooms

Ensuring stakeholder participation	Establishing communication with the family (1.5, 2.2,2.3, 2.5,2.7, 3.4, 3.6)
	Home visits (1.5, 2.7)
	Receiving support from families in financially good situation (1.7)
	Referring to experts for problems requiring specialization (2.2)
	Talking to the counseling teacher (2.4)
	Playing games with the family (2.7)
Ensuring active participation	Seeking peer support (1.5)
	Providing more opportunities for students to talk (encouraging participation) (1.2, 2.5, 3.2, 3.3, 3.4)
	Involving disabled students in activities as much as their disabilities allow (1.7, 2.1, 3.7)
	Allowing inclusive students to take part in general proficiency tests in the class (1.2)
Diversifying instructional practices	Assigning tasks/homework in compliance with the learning speed of students (3.5)
	One-to-one teaching (1.3, 3.4, 3.7)
	Assigning individual homework (1.5)
	Organizing group works (3.6)
	Developing Enhanced Instructional Plan (EIP) plan (2.1, 2.4)
	Offering compensatory teaching to assist inclusive students (1.2,1.7, 3.1)
	Language studies with refugee students (2.3, 2.4)
	Revising the previous subjects individually before the class (1.3)
Playing games (2.7)	
Talking and attending to students having family problems individually (3.4)	

Changes made in learning environment	Not being able to create diversity (1.2, 1.3.,1.4, 1.6, 2.2, 2.4, 2.6, 3.1, 3.2, 3.5, 3.6) Changing seating arrangement of the students in the classroom frequently (2.1, 3.6, 3.3, 3.7) Grouping (1.7, 2.5, 3.6, 3.7) Having disadvantaged students seated close to the teacher desk (1.5, 2.1) Changing the place of the disadvantaged student in the class (2.5, 2.7)
Changes made in instructional materials	Not being able to create diversity (1.2, 1.4.,1.5,1.6, 2.5, 3.1, 3.2, 3.5, 3.6, 3.7) Using different visuals (1.3, 2.2, 2.4, 3.4) Different reading texts (2.4, 3.3, 3.4) Using the Internet (1.3, 2.6) Using Education Information Network (EBA) 1.3, 1.7) Using concrete materials (2.3, 3.4) Using books to support the mental development of gifted students (2.4, 2.7) Using game-based materials (2.1) Smartboard (1.7)
Changes made in assessment and evaluation	Not being able to diversify assessment and evaluation (1.4, 1.5, 2.2, 2.5, 3.1, 3.3, 3.5, 3.7) Evaluating according to changes in attitudes and behaviors rather than cognition (2.3, 2.4, 3.4, 3.6) Observation-based assessment and evaluation (1.3,1.6, 2.1, 2.2, 2.4) Taking the student's performance into account (1.7, 3.2, 3.4, 3.6) Being tolerant of the inclusion student in grading (1.2, 2.6) Giving oral feedback (1.3) Changing the measurement tool (2.7)
*Others	I can not care much about gifted students (2.2, 2.6, 3.3)

The great majority of the teachers stated that they attach great importance to ensuring stakeholder participation for the effective implementation of inclusive education. In this connection, they were found to conduct different activities such as establishing communication with the family, home visits, receiving financial support from parents for students who are financially in a bad situation, referring to experts for problems requiring specialization and talking to the counseling teacher, playing games with the family and seeking for peer support. The teacher 1.5 explained what he/she did to ensure stakeholder participation as follows: *"I sometimes ask for help from his/her peers. I ask them to help and guide this student. I sometimes give him/her different homework, and I contact the family. There are some students whose families I visit frequently."* The teacher 2.7, who tries to ensure the participation of stakeholders with the games he/she plays with families, expressed his/her opinions as follows; *" I try to spend quality time by playing mind games with the parents of some students, especially with fathers, to make them more involved in education because it is more difficult to involve them in education process. We are trying to strengthen our communication by playing games with mothers, fathers, and students."* The teacher 2.7, one of the teachers trying to establish communication with the families of refugee students, stated that *"Our parents do not want Syrian students in their children's classes. We have offered some training to them. In the meetings we held with our parents, they used to ask whether there was a Syrian student in the class as some of them did not want them in the classes. I observed such reactions at first. I talked to all parents; in fact, all problems can be solved through communication, with the positive attitudes of teachers"* During the interview, the teacher 3.1 stated that he/she never makes discriminations between students in the class and tries to treat each student equally. But then he/she said that he/she got a Turkish student seated next to a refugee student to get the refugee student to participate in the process actively. This teacher expressed his/her opinions as follows: *"The student should see in inclusive education that the teacher does not discriminate him/her; He/she is equal to other students and he/she is given the same opportunities. That is what I do. We have refugee Syrian students, for example, we try to get them involved in games but for example, when we want other students to sit next to them, these students do not sometimes want to do this. What am I doing then? When I give punishments to some students, though it may not be correct, I ask them to sit next to Syrian students. Thus, these students sit next to them. In fact, I am trying to include them. When no one wants to sit next to them, then I ask the students I have given some kind of punishment to sit next to them. This seems to be not good on the one hand, but it seems to be necessary to include these students, on the other hand."* Though this approach is deemed appropriate by the teacher, it is against the principles of inclusive education. Here, the teacher sees inclusion as a means of punishment, and by doing so; he/she punishes both students

because he/she forces other students to sit next to refugee students although they do not wish to do. This can be shown as an example of reinforcing negative behaviors rather than curbing negative feelings and behaviors such as hatred, discrimination, and exclusion.

Some inclusive education practices conducted by the teachers to ensure active participation are as follows: giving more opportunities to talk, involving disabled students in activities as much as their disabilities allow, and allowing inclusive students to take part in general proficiency tests in the class. The opinion of teacher 2.1 who wants to involve disabled students in activities as much as their disabilities allow is as follows: *"I have a student having a problem with his/her finger. When he/she first came to the class in the first grade, other children did not want to accept him/her. While playing a game, they were afraid of holding his/her hand because the shape of his/her hand was different; thus, the child was incredibly upset. As a result, the child became a highly introverted. Thus, first, I talked to this child and then tried to make him/her accepted by other children so that he/she could participate in activities. Then, I explained to the other children that this was not something to be afraid of when he/she was not in the class. In this way, I physically prepared all the students and then called the child to the board and explained that there is nothing to be ashamed of and I tried to explain to the other children that this should not be seen as a deficiency. While playing games, I held one hand of the child, while another student held the other hand. After the game started, I slowly got away; thus, two children held each other's hands. Over time, they began to accept that this was something normal. Now there is no problem. In the past, they were afraid of holding his/her hand."* The opinion of teacher 3.7 about what he/she did to ensure the active participation of a physically disabled student in the process is as follows: *"There was a student whose arm was broken and meanwhile we were learning how to write the letters and directions of the letters; I had this student draw the letters with his/her head and follow the directions of the letter by walking; I try to solve problems by finding such solutions."*

Moreover, the teachers reported that they perform different kinds of practices to diversify instructional practices according to individual differences in students such as offering one-to-one teaching, assigning individual homework, organizing group works, developing enriched education plan, offering compensatory teaching to assist inclusive students, and conducting language studies with refugee students. The teachers stated that they could not organize different activities for gifted students due to the crowded class. The teacher 2.2 stated that he/she could not perform different activities for gifted students as the classroom was too crowded. His/her opinions on the issue are as follows *"I have a gifted student, but I cannot do anything special for him/her as the classroom is too crowded; there are 53 students in the classroom."* Teacher 2.6 similarly explained his/her opinions: *"I cannot do anything special for gifted students because I do not want to overload them. There is an exam for entrance to the Science and Arts Center in March; up to then, I am just treating him/her like a normal student."* Teacher 3.3 explained why he/she could not do anything to include gifted students as follows: *"I have difficulty dealing with gifted students because it is very difficult to keep them quiet. Sometimes I give them a book and ask to read it while I am working with other students."*

As Table 3 shows, the great majority of the teachers did not create much diversity in the learning environment. Some teachers stated that they frequently changed the seating arrangement of the students, while some others reported that they grouped them. The learning environment is attempted to be diversified by changing places of disadvantaged students. Teacher 1.7 stated that he/she tries to bring some variety to the classroom considering the interests of students. Her/his opinions are as follows: *"I have not made much change in the learning environment this year, I sometimes form reading or math groups."* Teacher 1.5 tried to bring diversity into class by changing the places of students *"I get disadvantaged students seated next to me. I frequently call them to my desk. I pay special attention to their works."* Teacher 2.2 expressed that he/she cannot make changes in the learning environment because it is very crowded in the class. His/her opinion is as follows: *"Unfortunately, I cannot make much change in the learning environment because it is very crowded; there are 53 students in the classroom. Actually, I would like to conduct different activities; even to group students by their level of development."* In this regard, teacher 2.4 stated that *"In a classroom of*

45 students, it seems to be impossible to focus on individual characteristics of each student; that is, to conduct activities directed to special needs of students. The learning environment is not suitable for this. During the lesson, it is already not possible to address the problems of each student; you need to be fast to keep up with the curriculum; that is, the classroom environment is not suitable for this because of the intensity of the curriculum; moreover, there are too many students in the classroom." Teacher 3.1 stated that he/she could not create diversity in the classroom environment for students. His/her opinion is as follows: *"I am unable to make any change in the learning environment because then I would have discriminated; let's suppose that I get a child seated in the front that is wrong. Instead, I tell the child to wear glasses if he/she has visual impairment or a hearing device if his/her ears are problematic."*

As Table 4 presents, the great majority of the teachers unable to create diversity in the instructional materials directed to inclusive education. Some teachers stated that they tried to create diversity in the instructional materials by using different visuals while some others using different reading texts. Two of the teachers reported that they use books to develop the intellect of gifted students. When the teachers' perceptions on the diversity created in the instructional materials and course contents according to students' interests, abilities and differences were examined, it was found that the great majority of the teachers did not create any diversity while some of them only used different reading texts, the Internet, and books to develop intelligence in gifted students. Teacher 3.7 stated that he/she uses visuals and expressed his/her opinions as follows: *"We are using many visual materials, but of course, if there is a student having difficulty in seeing, we can think of something else for him/her. For example, I can prepare tactile and audible materials. But materials are needed to solve a problem sometimes; sometimes some further actions should be carried out. For example, it may not be possible to solve the problems of obsessed children. For such children, you may need to organize some activities; we need to act in cooperation with parents. Therefore, materials are of great importance to me."* Teacher 2.4 stated that he/she includes gifted students in the educational process by using mind-developing books or visual materials and expressed his/her opinions as follows: *"There are some activities I conducted for gifted students by using mind-developing books and visual materials."* In this regard, teacher 2.7 expressed his/her opinions as follows: *"I use different documents for gifted students, but I do not conduct any other activities."* Teacher 3.4 expressed the following in relation to refugee students and students with learning difficulties: *"I am giving more reading and listening opportunities and materials to refugee children to develop their language skills, and I am presenting visual and tactile materials to the students with learning difficulties."* However, teacher 3.5 indicated that he/she does not bring diversity through instructional materials to address individual differences and expressed his/her opinions as follows: *"The material is the same for every student. I do more activities with the students who cannot achieve the targeted learning. Aside from this, I do not use different materials for any other student."*

As Table 4 depicts, the great majority of the teachers do not create diversity in assessment and evaluation to address the individual differences and the needs of disadvantaged students. The findings of the study also revealed that through observations, teachers made some changes according to the changes in the attitudes and behaviors of the students. In this regard, opinion of teacher 3.5 is as follows: *"I do not create diversity. I have standard measurement and evaluation tools (multiple choices, open-ended, and classic) for every student. I give extra time for students with learning and understanding difficulties. In this way, I help them to compensate for their shortcomings; moreover, while evaluating the development of students, I conduct individual evaluations, and I want parents to recognize the issue in this way."* Teacher 1.5 stated that he/she did not consider individual differences. His/her opinion is as follows: *"I give the same exam paper to every student and I give the same reading books. I expect the same performance from them as the other students; I do not want them to see themselves differently from other children."* Teacher 1.7 stated that he/she evaluates students according to their learning speed and emphasized his/her opinion as follows: *"While having them read texts, I have some of them read longer texts, while some read shorter texts. Thus, I try to increase their motivation and make them happy in the class."*

Table 5 shows the teachers' perceptions about the problems they experience during inclusive education practices.

Table 5 Teachers' Perceptions about the Problems They Encounter in Inclusive Education Practices

Crowded classes (2.1 2.4, 2.7, 3.4, 3.6)
The lack of cooperation between family and school (1.4, 1.5, 1.6, 2.2)
Inadequate physical conditions of the school (2.1, 2.4, 2.7)
The family's reluctance in accepting their child's disability (2.2, 2.6)
The family's mother tongue is different from the language of education (1.4, 2.6)
Not being able to follow an enhanced instructional process to address all the differences (2.4)
The teacher's feeling inadequate (3.4)
Not being able to adjust education to be suitable for different levels of students (3.5)
The lack of sample practices (3.4)
The lack of time (1.3)
Neglecting successful students while dealing with students having learning difficulties (1.3)
Indifference of the family (3.2)
Families' prejudiced attitudes toward disadvantaged students (3.2)
Differences in students' levels (1.7)
The intensity of the curriculum (3.6)
Inadequate in-service training (2.4)
The lack of materials (2.4)
The lack of information about alternative practices for disadvantaged students (2.4)

The great majority of the teachers reported that they are unable to implement inclusive education effectively due to crowded classrooms, lack of cooperation between the family and school, and inadequate school physical conditions. Other problems they encountered were as follows: some families' mother tongues are different from the language of education, that they cannot follow an enhanced process to address all the differences, having some inadequacies, some families having prejudiced attitudes, inadequate in-service training of teachers, and having insufficient information about alternative practices for disadvantaged students. In this regard, teacher 1.5 expressed his/her opinions as follows: *"Factors that make it difficult are mostly family affairs; families do not give enough support..."* Teacher 1.4 also expressed the problem arising from the different mother tongues of some families and his/her opinions are as follows: *"mother and father do not understand what I am talking about. The student has an elder brother; we communicate with his help"* Teacher 2.4's opinion on the problems he/she experienced is as follows: *"Normally we have a one-week in-service training but we were given just for one day, just three or four hours. A few introduction games and that was all. There was no rich information sharing about alternative methods, there were no materials, no visual materials at all...nothing to learn about how to address different needs. In our classes, we do not have enough materials, classrooms are crowded, physical conditions in the building and garden is inadequate (2.4)."*

The teachers' perceptions about their competences in the implementation of inclusive education practices are given in Table 6.

Table 6 Teachers' Perceptions about Their Competencies in the Implementation of Inclusive Education Practices

I am competent (1.2, 1.7, 3.1, 3.3)
I am partially competent (1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.7, 2.5, 2.4, 2.6, 3.6, 3.7)
I am not competent (3.2, 3.4, 3.5)

The great majority of the teachers reported that they are partially competent in implementing inclusive education practices. Teacher 3.2 claimed that he/she is not competent and his/her opinions were as follows *"I do not find myself competent at all. That is, I do not have enough knowledge and qualifications; I am just using my mind and trying to be humane. I have no scientific knowledge;*

therefore, I do not find myself competent." However, teacher 3.1 was seeing himself/herself competent because of in-service training. This teacher's opinions were as follows: *"For example, in this school, I am the first one to implement inclusive education, ... not now, but I have been doing it for five years, I have been giving training program in primary schools, inclusive education, all of them. "*

Table 7 presents the teachers' perceptions about their expectations from the Ministry of National Education, school administrations, NGOs, and parents for the effective implementation of inclusive education practices.

Table 7 Teachers' Perceptions about the Expectations from the Ministry of National Education, School Administrations, Non-governmental Organizations, and Parents for the Effective Implementation of Inclusive Education Practices

Expectations from the Ministry of National Education
In-service training should be given to teachers by experts (1.2, 1.5, 2.2, 2.6, 3.6, 3.7)
The number of students in classes should be reduced (1.3, 2.3, 3.4)
Applied and effective in-service training activities should be conducted (2.2, 2.6, 3.6)
Schools should be built with adequate conditions (2.3, 3.4)
The physical conditions of school should be improved (2.1, 3.4)
School-community cooperation should be increased (1.2)
**Separate classes should be opened for disadvantaged children (1.4)
Special programs should be developed for refugee children (2.5)
In-service training should be given to the family (2.6)
Recording system-based on birth or address should be changed (2.7)
Compensatory payment should be made to the teachers giving remedial education (3.1)
Textbooks should be prepared according to the philosophy of inclusive education (3.3)
The intensity of the curriculum should be reduced, and interest-based courses should be offered to children (3.5)
Expectations from school administrations
The placement of disadvantaged students into classes should be done justly (1.3, 3.1, 3.4,3.6, 2.5, 2.7)
School-family cooperation should be established (1.5, 2.1, 2.4, 3.5, 3.6, 3.7)
More effective cooperation should be established with teachers (2.1, 3.2, 3.3)
Teachers should be supported in any respect (1.6, 3.2, 3.3)
In-service training should be organized (1.5)
Social organizations should be held to bring all stakeholders together (2.3)
Seminars and activities should be demanded from NGOs (2.6)
Greater importance should be attached to sports activities (2.2)
Expectations from NGOs
Out-of-school activities should be organized to support children (1.2, 1.3, 2.2, 2.5,3.6, 3.7)
Financial support should be provided for children who are financially in a bad situation (1.7, 2.3,3.7)
Public education should be given about inclusion (2.7, 3.6)
Training should be given, and projects should be made to train the family (3.6, 3.7)
Cultural integration programs should be organized (2.3, 2.2)
Physical conditions should be improved for disadvantaged students (1.6).
More than conscientious aids should be offered (2.4)
Educational cartoons with educational purposes should be made (2.6)
Communication with schools should be improved (3.2)
Student parents should be supported (3.5)
Expectations from parents
More active communication should be established (1.2, 1.4, 1.5, 2.3, 2.1, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7)
They should know their children better (1.3, 2.2, 2.4, 3.1)
They should support child works (1.6, 2.7, 3.3)
They should not interfere with the works of teachers (2.4, 2.5, 3.6)
They should develop a sense of empathy in their children (1.5, 3.2)
The consciousness of inclusion should be raised in parents (2.5, 3.2)

The expectations of the teachers from the Ministry of National Education for inclusive education for effective implementation include offering professional in-service training for teachers, decreasing the number of students in classes, improvement of schools' physical conditions, fostering school-community cooperation, offering training for families and reducing the intensity of the curriculum. Opinions of teacher 3.6 on the necessity of offering professional in-service training more seriously are as follows: *"I think we should have this training directly by subject-matter experts. We*

are normally trained by our colleagues. Moreover, the Ministry of National Education should offer training for families. It should be taken more seriously." Opinions of teacher 2.3 on the reduction of the number of students in classes are as follows: *"Classrooms are very crowded; first the number of students in each class should be reduced to 25 or 30. I have 40 students at this moment. When we are performing an activity, it is very difficult to include all of them. I am unable to address the needs of all children. If the number of students was decreased, then the activities could be conducted more effectively, communication with the children could be more effective, and the shortcomings of individual students could be detected more easily."* Opinions of teacher 2.7 on the system of appointing students to schools according to their address records are as follows: *"Because of the school enrollment system of refugee students by their physical addresses and as the number of refugee students is very high in some neighborhoods, in the classes of the schools located in these neighborhoods there are many refugee students; sometimes 15 out of 20 students are refugee students. Thus, the Ministry of National Education should change this enrollment system. This is particularly true for inclusive education; for example, there are many refugees living in a neighborhood and the classes of the schools located in this neighborhood there are many refugee students, and the teachers teaching in these classes feel depressed. Different planning should be done to change this situation; that is, the distribution of these students into classes because if there were two or three such students rather than 10 or 15 students, it would be easier to deal with these students."*

The expectations of the teachers from school administrations for effective implementation of inclusive education include balanced and fair distribution of disadvantaged students into classes, improving family-school cooperation, establishing more effective cooperation with teachers, offering in-service training, increasing the number of sports activities and providing social activities to bring all stakeholders together. The great majority of the teachers stated that families are highly indifferent, and they expect school administration to contact families. In this regard, teacher 3.5 emphasized that *"I have difficulty contacting parents; school administration can take a more active role in this regard."* Opinions of teacher 2.4 expressed were as follows: *"I have never met a family of a child in my class for two years. I called them, left a message, and I also tell the child "I want to talk to your parents"...that is, the school should help the teacher meet the families of the children because this is not a problem related to the child; this is not something that the child can deal with it on his/her own. Therefore, the school administration should organize meetings with families."* Teacher 3.6 thinks that the distribution of students into classes should be done more fairly by the school administration and his/her opinions are as follows: *"School administrations should be fair to teachers; for example, they should not gather students with problems in one class or they should not avoid assigning students with problems into particular classes; such practices cause great harm to the relations among teachers. Administrators should be fair."*

The expectations of the teachers from NGOs for inclusive education for effective implementation include offering out-of-school activities, providing financial support to students who are financially in a bad situation, organizing public training on inclusion, producing projects on family training, organization of cultural integration programs, increasing communication with schools and giving support to students' parents. Perceptions of teacher 1.3 on offering out-of-school activities by NGOs are as follows: *"Out-of-school activities can be organized; there were some NGOs offering reading and writing courses before. Courses can be offered to support children with autism, or Turkish courses can be offered to support the language development of Syrian students."* Opinions of teacher 1.6 on the improvement of physical conditions are as follows: *"What I expect from NGOs is the improvement of physical conditions for the disadvantaged students in inclusive education. For example, if there are obstacles such as pavements preventing them from moving freely, they should be fixed and improved. Ramps should be built on the sidewalks, or if they need to use some kind of vehicle, special parking places should be constructed."* Opinions of teacher 1.7 on financial support are as follows: *"NGOs should provide stationary and book aids to students in financially bad situation, and food aid to students with nutritional deficiency problems at their home."*

The expectations of the teachers from parents for inclusive education for effective implementation include parents' being more interested in the process, the establishment of more active communication, recognition and acceptance of children's general characteristics and handicaps, making an effort to get to know their children better, supporting teachers' works, not intervening with the teacher, fostering a sense of empathy in their children. Teacher 1.2 stated that *"parents should be more interested in the process. Parents of the children in my class are not very interested; I am using technology; I have frequent meetings with parents; I sometimes call them individually, but they are somehow indifferent. This is because of their cultural background. I want them to be more interested.* The expectation of teacher 1.5 about fostering a sense of empathy in children by parents is as follows: *"Children can be brutal; sometimes they act very strange. The consciousness of families on the issue should be raised."*

RESULTS AND DISCUSSION

This study aimed to determine elementary school teachers' inclusive education practices, the problems they encounter in this process, and their expectations regarding the solution of the problems. In this regard, the teachers' perceptions on inclusive education were discussed under the following six themes: "general perceptions and metaphors derived from teachers' perceptions on the concept of inclusive education," "student profiles requiring them to implement inclusive education," "practices directed to inclusive education," "problems encountered in the inclusive education practices," "their status of competence in implementing inclusive education practices" and "their expectations from the Ministry of National Education, school administrators, NGOs, and parents about inclusive education practices", sub-themes, and categories related to these themes.

This study revealed that teachers, in general, experienced a lack of conceptual clarity regarding the definition of inclusive education. Some teachers consider inclusive education as education given to the at-risk/disadvantaged students, disabled students, or given by the students' levels of learning only, while others consider it a mean of addressing all the students in a class. The findings of this study are consistent with some studies in the literature. For example, the results of the study conducted by Bayram and Öztürk (2020) revealed that a significant portion of teachers' knowledge levels and classroom practices regarding inclusive education are not sufficient and effective. The study of Dukpa and Kamenopoulou (2018) also showed that the great majority of the participants relate the concept of inclusive education with the education of the disabled. Similarly, Azueta and Kamenopoulou (2018) found that the participants defined inclusive education as the provision of opportunities for disabled children to study together with their peers. Slee (2010); on the other, claimed that inclusive education includes not only special education but also requires critical thinking about identity and difference, discrimination and disadvantage, inclusion, and exclusion.

When metaphors which are created by teachers' examined, it was found that teachers produced more metaphors for inclusive education under the category of addressing differences, accommodating differences and non-discrimination, for this reason, it was revealed that the majority of teachers focused on the main philosophy of inclusion. From the metaphors produced by a small number of teachers, it was concluded that they internalized the main philosophy of inclusive education and tried to associate this situation with teaching practices. Thus, it is safe to say that the small amount of the teachers focused on the underlying philosophy of inclusive education. Similar to the findings of this study, the results of Yazıcıoğlu's (2019) study aiming to examine teachers' views on inclusion education through metaphor analysis also showed that teachers knew the basic philosophy of inclusive education but could not carry them to the classroom. Lakoff and Johnson (2003) note that metaphors fundamentally structure our way of thinking and behaving, our knowledge and belief systems and therefore the choice of metaphor will determine how we construct or define reality. Our thoughts on inclusion or inclusive education are activated through metaphors. The metaphors help individuals to construct knowledge about inclusive education. Furthermore, how we think of inclusive education determines how we can implement inclusive education (Brantlinger, 2006). According to Walton (2016), metaphors are important part of expressing the concept of inclusive education in words. The

participants in the study carried out by Walton (2016) used building, travel and hospitality as metaphors in inclusive education. Building is one of the metaphors produced by the participants of this study. The building metaphor reveals that inclusive education is perceived as an object rather than an action. It appears that the teacher, using the building metaphor for inclusive education, thinks that inclusive education has various dimensions, foundations, and frameworks.

The findings on teachers' perceptions on student profiles revealed that the great majority of the teachers had refugee students, inclusive students, students with learning difficulties, and students with slow learning speed, and they tried implementing inclusive education for these students.

Inclusive education focuses on how teachers can differentiate teaching for students with different characteristics. Successful implementation of inclusive education requires teachers to have knowledge, skills, attitudes, and values in this regard and have acquired differentiated teaching strategies to address differences. In this study, the teachers' practices to address the needs of their students in inclusive education were gathered under the following six themes: "ensuring stakeholder participation, ensuring active participation, diversifying instructional practices, making changes in the learning environment, making changes in instructional materials, and making changes in assessment." The findings of this study reveal that participants conducted some activities such as establishing communication with families, home visits, receiving financial support from other parents for children who were financially in a bad situation, referring to experts, talking to the counseling teacher, playing games with parents, and providing peer support to ensure stakeholder participation. Although the findings reveal that teachers have conducted some activities such as giving more opportunities to disabled students to talk, involving disabled students in activities as much as their disabilities allow ensuring active participation of disadvantaged students, the findings also show that they have not conducted many practices specially directed to gifted students. It was found in this study that the teachers have conducted different activities such as offering one-to-one teaching, assigning individual homework, organizing group works, preparing EIP plans, offering compensatory teaching to assist inclusive students, conducting language studies with refugee students, revising students' prior knowledge before the class and playing games to diversify instructional activities. One of the important findings of this study is that the majority of the teachers did not perform any activities to diversify their instructional activities. The findings reveal that the teachers also changed disadvantaged students' seats in the class or organize group works to increase the effectiveness of inclusive education.

Moreover, the findings present that the great majority of the teachers did not diversify their instructional materials by not adjusting them to students' differences, interests, and abilities, learning speed, and disadvantages. The findings of Dukpa and Kamenopoulou's (2018) study revealed that the participants believed that there were not enough teaching-learning materials for the implementation of inclusive education. Similarly, Azueta and Kamenopoulou (2018) claimed that the participants thought that effective inclusive education depends on adequate resources. One of the important results of this study is that the great majority of teachers did not differentiate the assessment and evaluation by individual differences, interests, and needs of students. The teachers stated that they considered the changes in student attitudes and behaviors while evaluating them, that they made observation-based assessment and evaluation and that they evaluated students with disabilities by considering their performances.

The findings of this study show that the great majority of the problems encountered by the teachers during inclusive education practices resulted from crowded classrooms, lack of cooperation between the school and family, inadequate school physical conditions, the differences between the mother tongue of refugee children, and the language of education. In addition to these, there are some other problems encountered by the teachers including not being able to conduct an enhanced instructional process to address all the differences, lack of knowledge, not being able to adjust education to be suitable for different levels of students, lack of sample practices and time, neglect of family, prejudiced attitudes of some families toward disadvantaged students (e.g., disabled, refugee). Similar to these findings of the study, Güngör and Şenel (2018) and Yıldırım (2020) stated that the

most important problems teachers experience with Syrian students are the linguistic and cultural differences they face. Also the study of Çopur (2019) indicated that teachers find the gap between theoretical education and practice of inclusive education as an obstacle. Moreover, teachers expressed that the lack of sufficient educational opportunities at the school and the inability to act in coordination with stakeholders were problems that they faced when they were implementing inclusive education. The research conducted by Ahmmed (2015) also revealed that the important reasons for teachers not being able to perform inclusive education effectively were found to be lack of support of the school community, limited resources, insufficient teacher education, insufficient lesson time, and insufficient school-family cooperation. Most of the teachers have pessimistic views about the success of inclusive education in mainstream classes due to inadequate support services and resources. Similarly, the study of Azueta and Kamenopoulou (2018) indicated that teachers considered lack of resources as an important obstacle to the implementation of inclusive education. Furthermore, Walton (2016) listed the following factors as some obstacles to inclusive education: the insufficiency of teacher education, systemic restrictions (insufficient resources, overcrowded classes, distance, and transportation) and negative attitudes toward disadvantaged students. Besides, Koutrouba, Vamvakari and Steliou (2006) claimed that the successful implementation of inclusive education in schools depends mainly on factors such as teachers' willingness, adequacy of infrastructure, and being free from prejudices. Similarly, Rakap and Kaczmarek (2010) argued that inclusive education depends on more favorable classroom settings and more staff and material support.

The study findings revealed that the great majority of the teachers found themselves partially competent for inclusive education practices, while some others found themselves incompetent. Similar findings to these results of the study have been found in the literature. In the research conducted by Çopur (2019), it was revealed that teachers felt themselves inadequate in activities for inclusive students, in subjects such as preparing IEP and solving the problems that emerged. Hornby (2014) stated that many teachers are inadequate in students with learning disabilities, and because of limited in-service training on this topic, they feel incompetent in implementing inclusive education. It is stated that most of the teachers do not have the necessary knowledge and skills to include their students in the class, and they lack a material and financial support to implement inclusive education successfully. For this reason, it is stated that effective teacher education and support are required for effective implementation of inclusive education. Dukpa and Kamenopoulou' (2018) study revealed that teachers do not have sufficient knowledge and experience in inclusive education. In addition, Ahmmed's (2015) study revealed that almost all participants in this study did not have self-confidence in implementing inclusive education, and this was related to lack of teacher education, limited resources, and limited infrastructure opportunities. Swart and Pettipher (2005) also emphasized that many studies examining inclusive education found that teachers' competence perception was low, and their knowledge and skills were inadequate. Weisel and Dror (2006) stated that there is a significant relationship between teachers' competence beliefs and their attitudes toward inclusive education.

This study exhibit that the teachers have expectations from the Ministry of National Education, school administrations, NGOs, and parents regarding inclusive education practices. The expectations of the participating teachers from the Ministry of National Education include in-service training given by expert teams, decreasing the number of students in classes, improving schools' physical conditions to meet the needs of diverse student groups having different interests, abilities, and disadvantages and increasing school-family cooperation. Teachers play the most important role in the transformation and inclusiveness of schools. Therefore, enriched professional development opportunities should be provided for teachers so that they can lead reform efforts (Oswald, 2007). Armstrong, Armstrong, and Spandagou (2010) stressed that the importance of professional learning and development should not be overlooked in the development of a comprehensive understanding of inclusive education policies and practices. Forlin (2010) also states that in today's schools, teacher education should be restructured in an inclusive, contemporary, innovative, and realistic way to meet the various learning needs of all students. Inclusive education depends on schools that meet the needs of all students, regardless of need, ability, or cultural heritage (Rose and Howley, 2007). In this study, the teachers' expectations from school administrations were found to include school administration's

being just and balanced in the placement of disadvantaged students into classes, improving school-family cooperation and provision of support in any aspect by the school administration. In the research conducted by Ahmmed et al. (2013), a relationship was found between teachers' attitudes toward inclusive education and their perception of having human and financial resources and the support they receive from the school community. In this study, the teachers' expectations from NGOs were found to include offering out-of-school activities to support children, supporting students who are financially in a bad situation, offering public and family training on inclusion, production of projects, improving physical conditions for physically disadvantaged students, and organization of cultural integration programs. In relation to the teachers' expectations from parents to be able to implement inclusive education successfully, the teachers complained about the parents' neglect. In this context, the study revealed that the teachers have the following expectations from parents: increasing school-family collaboration, recognizing the characteristics of their children, supporting the teacher to perform activities to attend to children's differences, interests and needs, and developing a sense of empathy in the children, creating a sense of inclusiveness in parents.

In light of the findings of this study, the study has the following suggestions: In-service training particularly for families should be organized to recognize their children, to raise their consciousness of inclusion, to get rid of their prejudices, to establish effective communication and to establish school-family cooperation for more effective inclusive education.

- In-service training on sample practices of inclusive education should be provided to teachers by subject-matter experts.
- One of the most important obstacles to the effective implementation of inclusive education is crowded classrooms. Therefore, the Ministry of National Education should make attempts to decrease the number of students in classes.
- The findings of this study revealed teachers did not perform different activities for gifted students, and thus, these students became disadvantaged in the classroom. In this regard, different activities should be developed and conducted for gifted students.
- The physical infrastructure of schools is considered one of the important factors making it difficult for students with disabilities to be included. In this context, the physical infrastructure of schools should be improved, and the school and classroom environment should be adapted to the special learning needs and interests of students with disadvantages.
- The data of this study are limited to the sample of one province and it has a limitation to generalize its results to the comparable populations. In this sense, future studies can catch an opportunity to generalize their results by collecting more data from on a larger scale and generalize their results back to their population.

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