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**ABOUT SPECIAL EDUCATION
DECISION ON THE PROVISION OF LAW**

Date of Law Decree: 30/5/1997, No: 573

History of the Authority Law : 3/12/1996, No: 4216
Released RGDate : 6/6/1997, No: 23011 (Rep.)
V. The Order of the Skin : 36,

FIRST PART

General provisions

Goal

Article 1 - The purpose of this Decree Law is that the individuals who require special education should to ensure that they can exercise their right to general and vocational education in line with their general objectives and basic principles. to regulate the principles.

Scope

Article 2 - This Decree Law; individuals who require special education and directly or indirectly training services to be provided; covers schools, institutions and programs that will provide these services.

Definitions

Article 3 - In this Decree Law;

- a) "Individual requiring special education", for various reasons, in terms of individual characteristics and educational qualifications Individual who differs significantly from the level expected of their peers,
 - b) "Special education" is specifically trained to meet the educational needs of individuals who require special education. personnel, in environments suitable for their disability and features, with improved training programs and methods continuing education, (1)
 - c) "Inclusion" enables individuals who require special education to interact with other individuals. and educational environments developed to achieve the highest educational objectives,
 - d) "Diagnosis", for educational purposes, determining and evaluating the characteristics of the individual in all areas of development process,
 - e) "Ministry" means the Ministry of National Education,
- express.

The basic principles of special education

Article 4 - In line with the general principles governing Turkish National Education, the basic principles regarding special education are as follows:

- a) All individuals who require special education, special education in line with their interests, wishes, competencies and abilities. services are benefited.

(1) Article 1 of the Law No. 6462 dated 25/4/2013 and the phrase "apology in this paragraph" as "disability status" It has been changed.

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b) It is essential to start special education early.

c) Special education services allow individuals requiring special education from their social and physical environment as much as possible. It is planned and executed without separation.

d) Considering the educational performances of individuals who require special education, in the purpose, content and teaching processes. adaptations are made and priority is given to educating them with other individuals.

e) All kinds of individuals who require special education in order to continue their education at all levels and levels without interruption. Cooperation with institutions and organizations that will provide rehabilitation.

f) Developing an individualized education plan and educational programs for individuals who require special education. It is essential to apply it individually.

g) It is essential to ensure that families participate actively in all aspects of the special education process.

h) The importance of the opinions of the organizations of individuals who require special education in the development of special education policies It is given.

i) Special education services, the process of interaction and mutual adaptation of individuals who require special education with society. It is planned to cover.

SECOND PART

Education

FIRST PART

Education

Diagnostic evaluation-placement

Article 5 - In the diagnosis at each stage, the educational performance level of the individual is determined, its characteristics in the areas of development educational objectives and services are planned taking into account these evaluation results, the most appropriate training It is decided to be placed in the environment.

At every stage of the diagnosis, evaluation and placement process, the family's opinions are taken and their participation is ensured.

Early childhood education

Article 6 - Special education services in early childhood are based on informing and supporting the family. based in homes and institutions.

Preschool education

Article 7 - Preschool education is compulsory for children who need special education diagnosed. This training is private It is given in education schools and other pre-school education institutions. Special education, considering development and individual characteristics pre-school education period of children requiring can be extended.

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Primary education

Article 8 - Children who have completed preschool education or who require special education who have reached compulsory primary school age Preparatory classes for can be opened.

The purpose of the preparatory classes is to weave students according to their development and individual characteristics and needs. to bring the education to the state they can watch.

Individuals requiring special education, their primary education in special education schools and / or other primary schools They maintained.

For individuals who are not in a position to realize the objectives of compulsory primary education programs, Institutions are opened where training programs prepared based on performance levels will be implemented.

Secondary

Article 9 - Individuals requiring special education, their secondary education in special education schools and / or other general and vocational they continue in technical secondary schools.

High education

Article 10 - In line with the interests, wishes, abilities and competencies of individuals who require special education, Necessary special measures are taken in order to benefit from higher education opportunities.

General education

Article 11 - In line with the basic principles of special education, for individuals who need special education in different subjects and periods non-formal education to develop basic life skills, to meet learning needs, to prepare for work and profession programs are organized. The active role of the families and close circles of individuals who require special education in the individual's development process Non-formal education programs are given priority in order for them to take their skills and develop their living skills with them.

SECOND PART

*Educational Environments**Mainstreaming*

Article 12 - Education of individuals who require special education, peers in line with the individual education plans prepared In addition, it is maintained in schools and institutions of all types and levels using appropriate methods and techniques.

Education in special education schools

Article 13 - Should be educated in a separate school or institution with their peers with similar disabilities The education of students who require special education is arranged with appropriate inclusion models and in special education schools and institutions. It maintained.

Special education support

Article 14 - Education in individuals who require special education in all kinds and levels of education environment Special training support is given to realize the objectives of the programs. For this purpose, individual and group education opportunities It is provided.

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Require special education in the age of compulsory education, which is not in a position to continue with any educational institution the needs of individuals to develop and learn basic life skills regardless of their level of disability. training programs for welcoming are implemented.

Education programs

Article 15 - In special education, education programs take into account the educational performance of individuals and their aims are adapted to the individual and applied.

Normal school programs are implemented in special education schools and classrooms, however; students' characteristics and learning Arrangements are made in such programs, without compromising equivalence, taking into account their competencies. Special education school and class programs, bringing students to the competences to continue their education with their peers at regular schools. It is prepared with an aiming approach.

Special education prepared in accordance with the characteristics of the students and their duration and contents in special education schools and classrooms programs can also be implemented. Higher education with the equivalence of diplomas or certificates to be given to those who complete these programs The subjects such as attendance to the institutions and the rights to be provided to the student are determined by the Ministry.

In accordance with their interests, needs and abilities, individuals who require special education are assigned to tasks that are valid in business life. preparatory work and vocational training programs; application-oriented and the individual doing the job or profession with the required competence to be maintained.

Evaluation

Article 16 - Prepared education of students who require special education who are educated with their normal peers The levels of achieving the goals in the plan are evaluated according to the class passing and examination regulations of the school they attend. However, necessary measures are taken and arrangements are made by taking into consideration the disability status and features. ^(one)

In the evaluation of students studying in special education schools and classrooms, firstly individualized education The realization of the goals set in the plans is based on.

THIRD PART

Institutions and Duties

FIRST PART

Coordination

Special education, guidance and psychological counseling services

Article 17 - Guidance and psychological counseling services and special education services in educational institutions national education in every province to organize, coordinate, monitor, and evaluate special education guidance under the direction of provincial directorate of national education or head of branch, psychological counseling services unit is established.

Special education guidance and psychological counseling services are carried out by this unit in the provinces.

(1) Article 1 of the Law No. 6462 dated 25/4/2013 and the phrase "apology in this paragraph" as "disability status" It has been changed.

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SECOND PART

*Special Education Schools and Institutions**Special education schools (1)*

Article 18 - For individuals who require special education in a separate school daytime or boarding special education schools are opened. (one)

Special education classes can be opened in special education schools for students with more than one disability. (one)

With the individuals who require special education participating in non-formal education programs opened in special education schools, During the education of the first degree relatives of the students who attend the family education programs of the schools, Its dimensions are covered by the Ministry.

Private Educational Institutions

Article 19 - Providing special education support to individuals who require special education or preparing them for work and profession or developing and learning basic life skills of those who cannot benefit from formal education programs Daytime special education institutions can be opened to meet their needs.

In special education institutions, in order to prepare individuals requiring special education for tasks that are valid in business life those who attend business and vocational courses opened are apprentices of the Apprenticeship and Vocational Training Law No. 3308 dated 5/6/1986. they enjoy the rights given to students.

Special education in other schools and institutions

Article 20 - Individuals who require special education, whose status is suitable for education with their normal peers, they continue their education in formal and private pre-school, primary and secondary schools. Special education in these schools Auxiliary classrooms are created to provide special educational support for individuals who require, special equipment and educational materials provided and other special measures are taken.

Preschoolers according to their disability status and characteristics, for students who need to be trained in a separate classroom. Special education classes are opened in primary and secondary schools. (2nd)

Such practices are also included in apprenticeship and non-formal education activities.

(1) Article 1 of the Law No. 6462 dated 25/4/2013 and the apology included in the first paragraph of this article " The word "disability" in the second paragraph was changed as "disability" to "disability".

(2) Article 1 of the Law No. 6462 dated 25/4/2013 and the phrase "disability" in this paragraph has been changed to.

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THIRD PART

*Institutions Supporting Special Education**Guidance and research centers*

Article 21 - Guidance and research centers, guidance and psychological counseling in educational institutions special education as well as any necessary studies on the effective and efficient execution of its services examines the individuals requiring as specified in the diagnosis, diagnoses, recommends the most appropriate educational environment where they can be placed and provides guidance and psychological counseling services to these individuals.

Depending on the population and service potential, guidance and research centers can be opened in the center and other districts.

Guidance and psychological counseling services

Article 22 - Guidance and psychological counseling services for individuals attending formal and non-formal education institutions Guidance and psychological counseling services services established in educational institutions to take It offers these services to individuals who require special education according to their educational needs and characteristics.

While these services provide guidance and counseling services, the guidance and research center in their region and other they cooperate with relevant institutions.

FOURTH PART

*Various Provisions**Opening schools and institutions*

Article 23 - Special Education schools and institutions, guidance and research centers are opened by the Ministry.

Real and legal entities Special Education No 625 dated 8/6/1965 for the education and training of individuals who require special education. They can open private schools or institutions in accordance with the principles of the Law on Educational Institutions.

The Ministry was opened in accordance with the Law on Private Education Institutions No. 625 and all of its shares are in the public interest. To increase the quality of the services of special education schools and institutions belonging to associations and foundations and to reduce the cost to students In order to provide support to these schools and institutions, such as staff and programs in the educational services classroom.

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Private education in public and private educational institutions

Article 24 - Public and private pre-school, primary and secondary schools and non-formal education institutions; own They are obliged to provide special education services to individuals in need of special education in their environment.

In these schools and institutions, it is necessary to ensure that individuals requiring special education receive education. measures are taken.

Staff

Article 25 - Education and training class of special education schools and institutions and schools and institutions that support special education personnel needs are met first; specialist personnel needed are appointed or cooperation with other institutions and organizations are commissioned.

Inspection and inspection

Article 26 - Inspection of the activities of special education schools and institutions and institutions that support special education and inspection is carried out by inspectors trained in special education and / or guidance and psychological counseling.

Special education tools

Article 27 - As long as they continue their education and training in public schools and institutions, they require special education. all kinds of equipment needs that will enable individuals to benefit from these services effectively are met by the Ministry.

Provisions removed

Article 28 - *The Law on Children in Need of Special Education dated 12/10/1983 and numbered 2916 has been repealed.*

Provisional Article - The issues related to the implementation of this Decree Law will be prepared by the Ministry. specified in the regulations. These regulations are valid from the date of entry into force of this Decree Law. It is issued within a year.

Force

Article 29 - This Decree Law enters into force on the date of its publication.

Executive

Article 30 - The Council of Ministers executes the provisions of this Decree Law.

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**THE LEGISLATION THAT BRANCHES ADDITIONAL AND CHANGE TO KHK NO 573
LIST OF EFFECTIVE DATE OF ENFORCEMENT**

Shifters Law / the Decree Its number	Changed or canceled articles of Decree Law No. 573	Effective Date
6462	3, 16, 18, 20	03/05/2013