

**TC
MINISTRY OF EDUCATION
SPECIAL EDUCATION INSTITUTIONS GENERAL DIRECTORATE**

**SPECIAL EDUCATION AND REHABILITATION CENTER
SPECIAL LEARNING POWER
SUPPORT TRAINING PROGRAM**

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Education is the desired change in the behavior of the individual through his own life. is the process of creation. The primary factor in meeting the individual's needs is the individual education is the requirement. Like every individual who needs special education individuals' unique characteristics, interests, abilities, learning needs and they have rights. In accordance with the understanding of modern education, individuals who need special education by taking into consideration this feature and the variety of needs, with the education model "centering the individual" their most natural right to continue their education.

Individuals with special learning difficulties understand and use the language in written or verbal form. They have problems in one or more of the information retrieval processes required for. Special individual's listening, speaking, reading, writing, spelling, attention negative concentration, mathematics, reasoning, motor and organizational skills Individuals with this disability have a formal education They show low success in their programs compared to their intelligence level and peers. This the individual's education, profession, social relationships, daily activities and self negatively affects his respect. Coping with problems due to special learning difficulties In order to be able to apply special education principles, methods and techniques must be applied. This Therefore, the developmental characteristics and disability levels of individuals with special learning disabilities taking into account information processing, analytical thinking, literacy and mathematics activity under the Ministry of National Education for the purpose of developing relevant basic skills Support training to be implemented in special education and rehabilitation centers showing program has been prepared.

Organization and Ministry of National Education No. 3797 in the preparation of the program. Some of the Law No. 5793 dated 24/07/2008 with the Additional Article 3 of the Law 25 of the Law Amending the Laws and Decree Laws. article constitutes the basis.

DEFINITION AND FEATURES OF THE DISABLED GROUP**Description**

Special learning disability according to the definition of the American Psychiatric Association (APA 2001) According to standardized tests, individuals with normal intelligence or higher than normal intelligence Considering the level and education received, reading, mathematics and written a diagnosis diagnosed with the level of expression being significantly lower than expected Disorder. Reading disorder, written expression disorder, mathematics disorder and other it includes subgroups of learning disorders that cannot be named. By APA in the improved classification system DSM-IV (Diagnostic and Statistical Manual of Mental Disorders) The term "learning disorders" has been used. It is stated that it should be handled within the scope of health and diseases and treatment As part of this, the need for special education has been emphasized.

Properties

Individuals with special learning difficulties are able to process information that is very important in learning. process (receiving, organizing, storing and transmitting information) a They may have problems in or in all of them. Process of information processing in four stages It is formed.

1. Input Stage: It is the process of perception of information in the brain through the sense organs. Special visual, auditory, tactile, kinesthetic (movement) and vestibular stimuli in learning disabilities There may be problems in perceiving from (balance) point of view.

2. Processing Stage: It is the process of processing the information going to the brain and in three stages It is completed. These stages are sequencing, abstraction and organization. Special learning difficulties may occur at one or all of these stages.

3. Memory-Storage Stage: Incoming information to be used after being processed in the brain stored in memory. Short-term, long-term and functioning memory with special learning difficulties related problems may occur.

4. Output Stage: Brain's information to cells, muscles, language or motor activity as messages is the process of sending it to its domains. The information learned is speaking, writing, drawing, gesture and They are expressed through mimics. Special learning disability in one of these areas or a few may experience difficulties.

Language, perception, concept, motor-coordination, memory, attention-concentration, ranking, organization, emotional-social difficulties can be seen in the areas.

Language Area : Processing and differentiating fast auditory stimuli with special learning difficulties There are problems in giving. This is one of the reasons for reading difficulties. form. Delayed speech in individuals with special learning difficulties, vocabulary It is noteworthy that his vocabulary is not suitable for age. These individuals are known in word finding. in naming objects, words of action, the succession of the sound or syllables (peach-festal etc.) in learning, pronouncing words correctly (money-machete, etc.), simple rhyming words (crown-match etc.) has difficulty in learning. He is not interested in telling or listening to stories. Sounds It is slow to learn the connections between the and audio symbols. Similar in words it cannot perceive sounds (girl-short, mal-horseshoe, snow-gar, etc.). A word sounds or syllables (msa, kel-i-me etc.) improperly separates. Can't recognize a word he just learned When she sees a word she reads later, she has a hard time getting to know it. Compared to your peers makes more reading errors, low reading speed and avoids reading out loud. When reading a text, it skips lines, words, syllables, sounds, re-reads what it reads, and where it is read It loses. It mixes some sounds (bdp, mn, fv, etc.) while reading or writing. The sound he sees reads and writes the symbol, number or words (15-51, 6-9, bd, and-home, what-most, etc.) in reverse. It mixes the order of the sounds in the words (apple-emla etc.) while writing. Same in a written text writes the word in different ways. It is difficult to learn new words. Language quickly has trouble processing (such as not being able to understand what is said, what is wanted). Read and in listening comprehension, expressing thoughts properly by writing and writing sentences because of his difficulties, he is reluctant to read, write and do his essays. During the lesson, taking notes and writing on the board, etc. Difficulty in transferring to the notebook.

Perceptual Area: Matching (similarity, difference) in an individual with special learning difficulties, classification (classifying objects by size, color and shape) and sorting (from large to sorting to small, etc.), mixing verbal instructions, classifying, grouping stimuli, sorting, direction confusion with space perception difficulties (keeping the book upside down, shoes upside down wearing) has difficulties.

Visual and auditory perception problems in individuals with special learning difficulties (discrimination, figure-ground, in memory areas), tactile perception problems (in touch discrimination and recognition

difficulties) and kinesthetic perception problems (difficulty in activities such as dancing, skipping rope, spatial perception difficulties, orientation in space, difficulty in perceiving position, direction difficulty in finding).

Conceptual Area: Processing and distinguishing visual stimuli in special learning difficulties learning and distinguishing sound symbol, color, number and geometric shapes since there is a problem difficult. Individuals with this strength will be able to understand the concepts of time, place and direction. They find it difficult to understand age-appropriate games in learning. In reasoning and problem solving have difficulties, learn new skills slowly. Paper while doing simple math operations and need pen or finger calculation, sequentiality of numbers, math They mix their symbols (such as +, x). In learning the multiplication table, math terms and understanding the concepts, and solving math problems suitable for class and age level They forced.

Motor-Coordination Area : Skills such as literacy in special learning difficulties as well as various problems with fine motor skills, balance and motor-coordination Seen. Individuals with special learning difficulties become automated as they repeat They have problems with the prescribed motor skills. Delay in hand preference (right and left hand mixed use), they have difficulty playing with toys like jigsaw puzzles, cubes, lego. The pen is wrong holds, starts drawing shapes from the wrong direction, in drawing geometric shapes (from the model looking at the right copy). In addition to fine motor skills, in coarse motor skills and coordination (rhythmic movement to clap, clap, go up and down stairs, play bounces, jump, throw balls catching, jumping rope and riding a bicycle, etc.). These individuals are accident being susceptible and clumsy (hanging, staggering, falling, overturning, dropping etc.)

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It is interesting. Handwriting is corrupt. They mix the left and right. Tying shoes and ties, At a younger age, they have difficulty in buttoning and unassisted dressing. Consecutive They are unsuccessful in team sports that require movements.

Memory Space: Incoming information is recorded in the brain, understood, interpreted and then used in memory for use. Short-term, long-term and special learning disabilities There are difficulties with working memory. Individual with special learning difficulties; poems, their songs, their names, what they heard, what they saw, and their order, has difficulty remembering to do repetitive work (hand before eating do not forget to wash, days, months, numbers and failure to remember the succession of the alphabet). He has a hard time recalling new information and telling it, respectively. School equipment he often loses or forgets at school.

Attention-Concentration Area : Distraction can cause perception impairment or If perception is impaired, attention may be distracted. The attention of the individual to react to the stimulus he perceives he should be able to direct him. Verbal guidelines for individuals with special learning disabilities has difficulty in listening, watching. He has difficulty focusing his attention on one point, its duration is short. He also has attention problems while reading and writing.

Ranking-Organization Area: Individual with special learning difficulties, days of the week,
 It mixes the letter order of months, seasons, numbers, alphabet. Also a certain order
 It mixes the order of things that need to be done or known in it.
 When asked to tell the story, it confuses the beginning and end of the story, orally or in writing.
 he has difficulty expressing his thoughts in order, and cannot keep successive sequential drawings.

The individual with special learning difficulties, in carrying out the work he always does,
 Difficulty in starting and finishing work. To protect the tools and equipment in a clean and orderly manner,
 He has difficulty in planning his homework and projects and controlling his work.
 He also struggles to organize his thoughts and express them in a proper order. These individuals
 they may experience more problems in studying efficiently than their peers.

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may behave, may have difficulty in making friends. Easy by friends
 Routable. He had difficulty understanding gestures and facial expressions (expressing anger
 not being able to understand, etc.) have difficulties in communication, control of emotions, may overreact,
 can act without thinking. It hardly adapts to changes. Affective often
 changes, self-esteem is low and self-confidence is low. A large number of learning
 they have traumatic experiences. Enuresis, encopresis, abdominal pain, rejection of school, absence from school
 Secondary behavioral disorders such as.

Individuals with special learning difficulties required cognitive strategy for learning
 they may have difficulty developing. They have inadequate academic fields. But this
 individuals may not have all the symptoms and / or may show these symptoms in different intensity.

Strengths: Individuals with special learning disabilities have the same academic skills
 strong, although at a lower level than their peers at age and intelligence,
 There are also areas where they are capable. These individuals are curious and interested in their environment
 they can be, they can easily grasp the areas they are interested in. With pictures instead of words
 They may think. In an intuitive way, problem solving skills and imaginations can be improved.
 They are inventive. They can find practical solutions. Pencil with a math question
 they can solve it from the mind without using it. Instead of reading and operating a machine manual,
 they can understand, run and invent at a glance.

LEVEL OF THE PROGRAM

The program is literate even though its intelligence is normal or above normal.
 or low achievement in math skills compared to their peers and intelligence
 developmentally taking into account the general characteristics of individuals of all ages with learning disabilities
 prepared with an approach.

GENERAL OBJECTIVES OF THE PROGRAM

With the program, individuals;

1. To improve their preparation skills for learning,
2. Developing basic literacy skills and literacy skills,
3. Using basic skills and concepts related to mathematics in daily life,
4. Problem solving, reasoning, comparison and analytical thinking skills
are expected to improve.

EXPLANATIONS ON THE PROGRAM

1. Achievements in modules, support education of individuals with special learning disabilities
It has been determined to ensure that it achieves the general objectives included in the program.
2. The modules and achievements that make up the program take into account the difficulties experienced by individuals
has been prepared. Multiple at the same time according to the needs of the individual
Gains from the module can be included in the individual training program.
3. One-stage and prerequisite among the modules in the program
is not the case. Transitions between modules in the module recommended for the individual
the level of proficiency in the acquisitions taking into account the individual development report
makes.
4. Learning and realization of the acquisitions in the modules of the program.
In the teaching process, the necessary tools and equipment specified in the module should be provided.
5. In case individuals with special learning difficulties have another disability, the owner
modules suitable for the individual from the programs of other disability areas
should be determined and included in the individual training program.
6. Guidance and research center to which the individual is connected in accordance with the education plan, if any
cooperation should be made with the school or institution and other relevant institutions.
Individual's education plan, studies, suggestions, if any
institution / school staff (classroom teacher, guidance teacher, special education teacher, branch
teacher, institutional psychologist, preschool teacher, etc.)
the development of the individual should be supported. The individual continues at the end of the support education process
daily progress of the individual acquisitions in the development report and its annex prepared by the institution
suggestions that will ensure its transition and permanence, guidance and research
Besides the center, the individual's family is under state protection under the law number 2828.

the institution, which is the legal guardian of the individual, is the guidance of the school where he / she attends and be communicated to the psychological counseling service.

7. A problem related to the intelligence of the individual who has special learning difficulties.
 - not having learned differently, spending more time learning and making effort
 - should be explained in an appropriate language. In this way, the individual determined in the education process will actively participate in achieving the goals.
8. The benefits of the individual who received support education in the educational process
 - communicate with its environment to ensure its transition and richness of life
 - play, drama, theater, travel, sports, etc. events included in the individual training program
 - It should be given.
9. Guidelines given when working with individuals with special learning difficulties are clear and
 - It should be understandable, for the individual to act in accordance with the directive during the activity.
 - Necessary support should be provided. Rules and expectations clearly and clearly
 - It should be established. Positive statements should be used when creating rules. also
 - rules should be reminded frequently. In case of breaking the rules, it can be encountered
 - results should be expressed.
10. Goals set for individuals with special learning difficulties during their education
 - it is important for them to reach and experience a sense of success. Activities, educational tools and
 - in accordance with the developmental characteristics and interests of the individual, from easy to difficult, from painting
 - it should be prepared correctly for writing. Getting the attention of the individual when starting the activities
 - Login must be made. Individuals which topics will be covered during the training
 - should be explained, and a plan should be made for short breaks between events.
 - Individuals' positive behaviors should be reinforced, supporting their motivations and interests
 - In order to provide reinforcers suitable for their age and level. Duration of the events
 - It should be adjusted by considering the characteristics of the individual.
11. During the activity, the individual should be provided to think before giving any reaction,
 - self-sufficient and independent by developing strategies that the individual can use
 - to work should be supported. For example; to improve their reading comprehension
 - self-questioning technique can be taught to the individual. For this, the individual said to himself, "To this text,
 - why am I working? ", "What is the main idea of the text?" How to learn more by asking questions like
 - research can be provided. Also, individuals can make their own mistakes
 - should be allowed.

12. Specialist within the scope of the support training program by the staff implementing the program
 - support can be obtained. Psychiatrist, language and speech therapist, physiotherapist and
 - Cooperation with the family therapist.

PROGRAM STRUCTURE

Special Learning Difficulty Support Training Program

It consists of various modules and acquisitions for these modules. Each achievements expected in individuals, content, explanations and measurement in the module

There are evaluation sections. Modules individualized training program

having integrity in itself and enabling preparation and application

It is prepared to complement each other functionally.

The gains in the modules are based on the knowledge, skills and attitudes to be gained to the individual.

It is formed. Modules can guide the practitioner as well as educational institutions

Just as it sets a standard in the education it will implement, easier.

Modules and Times

The program includes three courses: "Preparation for Learning, Literacy and Mathematics". consists of modules.

NAME OF THE MODULE	TIME
Preparation to Learning	300 lessons
Reading Writing	250 lessons
maths	200 lessons

LEARNING AND TEACHING PROCESS

Learning and teaching in order to carry out the program in accordance with its purpose process should be used effectively. Therefore, pay attention to the following points.

It should be:

- Performance level of the individual when planning the learning and teaching process, features and learning styles should be taken into consideration.

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- At the end of the time used for support training, use of time should be planned in the most accurate way in order to be reached.
- Appropriate strategy, method, equipment and tools in the learning and teaching process materials should be selected.
- The activities in the program, from concrete to abstract, from picture to text, From easy to difficult to progressively prepare and apply attention should be paid.
- The language used in the studies and the activities implemented are based on the age of the individual and Attention should be paid to suit its features.
- Effective communication of individuals and communication in daily life appropriate environments should be prepared for them to use their strategies and should be diversified with activities.

A. How the Support Training Program is Resource for the Individualized Training Program Eder?

To be prepared by the BEP development unit for the individual with special learning difficulties

Individualized Education Plans are prepared taking into account the development steps based on the Special Learning Difficulty Support Training Program.

Academic performance and the areas where the individual has difficulties in preparing the IEP It must be determined. The main points in the performance are the gains stated in the program. which one can do. Achievements that the individual cannot realize for the education to be given will guide. For this purpose, Rough, which is given in the Measurement and Evaluation section, At which level of the program performance of the individual using the Evaluation Form it can be determined.

The gains included in the modules also contribute to the stages of development and considering the maximum possible level that an individual can achieve in the type of disability has been prepared. Long-term goals to be included in the IEP and this short-term goals, depending on the priority of the individual inadequate gains It will be determined. At the end of the training activity to be given, it will be done to measure progress the evaluation process will be carried out again on a program basis and the individual It will be limited to the achievements in the IEP. In the "Measurement and Evaluation" section the individual's gains in the month using the Performance Registration Chart given as an example

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will be clearly seen. In these performance tables, the basis of the individual's level of development The following steps are defined and if necessary, the sub-targets of these steps It can be created.

Checklist of module contents both in performance purchase and evaluation Prepared to be used as an application and daily work of the practitioner will be seen in the planning. Seeing total progress and guidance at the end of the year "Assessment and Evaluation" to inform the research center about the individual's level Individual Performance Evaluation Form at the end of the semester. It will be used.

Apart from the diagnosis of special learning disability, the individual has another disability symptoms of the other insufficiency, characteristics and the individual's IEP should be prepared taking into account the needs, this obstacle in the IEP preparation stage Includes gains suitable for the individual's needs from support education programs. It should be given.

What is Individualized Education Program?

Individualized Education Program is the development of the individual who needs special education or the discipline required by the program applied to it (self-care, academic skills, appropriate skills to meet the educational needs of social skills, communication etc.) environments (school, special education school, special class, vocational education center etc.) and support services (support training room, classroom help, language and speech therapy, physical rehabilitation, etc.) is a written document that requires the highest level of benefit. This document It is planned with the cooperation of the family, teachers and related experts and with the approval of the individual's family It applied.

What are the Elements of Individualized Education Programs?

- **Individual's current educational function or level of performance**

Individual based on detailed evaluation results

It is the description of what they can and cannot do.

Describing the level of performance is extremely high so that progress can be seen

It is important. Because these descriptions are clear and understandable

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to identify specific needs of the individual and to prioritize
provides the array.

- **educational level of performance, factors such as age and stage of development where**

long-term to take place at the end of a year determined by taking into consideration purposes

Long term goal; the individual at the end of a school term or a school year
are the desired behaviors. It can also be called annual purposes. Long

In periodic goal selection; the individual's previous success, the individual's existing performance

level of the individual, preferences of the individual, applicability of the selected objectives, the priority of the individual
requirements, considering the time allotted for the acquisition of goals

It should be taken. Long-term goals;

- a) It should be related to the individual's existing level of performance,
- b) The long-term goal should be clearly defined,
- c) Long-term goals should be measurable,
- ç) Should be meaningful,
- d) It should cover short term objectives.

- **Short-term goals to achieve long-term goals**

Between the individual's current level of performance and the long-term goal; and
are the objectives realized in a shorter time. In short term goal statements
individual, defining expected behavior, determining conditions of behavior
(verbal requests or instructions, written requests or instructions, equipment,
level of assistance needed, environmental environment and adaptations)
should be included.

- **Special education and support services that can be provided to the individual**

- **When the services to be offered to the individual will start, continue and**

a timeline indicating the time to end, evaluation times

- **Persons responsible for services to be provided to the individual**

- **With which tools and how based on the objective criteria of BEP**

stating that it will be evaluated

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How and By Whom Are Individualized Education Programs Developed?

Evaluate the individual in different areas for the development of IEP, its normal, special and a team that will make the best use of support services and make decisions Created. In this team, institution manager, special education teacher, classroom teacher, institution psychologist or guide teacher, language and speech therapist, audiologist according to need, There are different specialists such as physiotherapists, social workers, medical and healthcare professionals. BEP The key member of his team is the individual's family. According to the situation, the individual himself Can participate.

B. Teaching Methods, Techniques and Approaches

Individuals with special learning difficulties need different techniques when learning. they require. Using multiple sensory teaching techniques in curriculum is required. All of the techniques below are included in the curriculum. It should take.

Lecture (Presentation): Lecture method, all education that requires verbal expression It is used in its activities. This method of knowledge-level behavior is effective in gaining. Also, it can be addressed to many people at the same time is advantageous due to However, since this method mostly addresses the auditory organ, it is the only per se is inadequate. In order for this method to be effective, together with all other methods, It should be used.

Question-Answer: Question-answer method, question-answer method used in other methods Apart from the technique, the course is carried out in the form of questions and answers. Question answer The application of the method is usually in the form of discussion and probe. Here Rather than dialogue, there is a systematic exchange of opinions among many people on a particular subject. It is concerned. The question-answer method improves the individual's listening and generating ideas, allows them to remember, judge, evaluate, make decisions and think creatively. individual motivates and socializes.

Discussion: The discussion involves two or more people talking to each other. listening, criticizing, asking questions when necessary, to examine any subject teaching method. This method teaches the individual how to discuss it. the individual develops their ability to criticize and tolerate opposing thoughts with tolerance. Individual

learn to control himself and to be disciplined. Analyzing the subject to the individual, It helps in understanding, interpreting and problem solving.

Problem Solving: Information and emotional learning that the individual actively participates in is a teaching method in between. In problem solving method, first of all it should be determined, the problem should be understood, limited and defined.

The factors that cause the problem and affect the problem should be identified and the solution to the problem ways should be improved. Individual reasoning, decision making, cause-effect relationship with this method learn how to establish, help and benefit from the opinions of others. Also the individual acquires planned and regular working habits, self-confidence and sense of responsibility.

Travel-Observation: Observations , assets and events in education means planned and purposeful examination in their environment. Besides, observation is It can also be made in classrooms by bringing some objects. Many senses of the individual in the observation method Since the organ is activated, the permanence rate of the information learned is high.

Laboratory (Experiment): The individual's knowledge gained by observation and experiments, It is a method that practically applies theoretical knowledge. This method encourages research increases the individual's analysis, synthesis and observation skills. Because it appeals to many senses It makes it easy to remember what is learned and to use it when necessary.

Case Study: In this method, an event verbally or as pictures, movies It is brought to class by techniques. Individuals can see the causes, development and possible they reveal and discuss their results. They put their knowledge and experience into practice here. This method is to transform the individual's abstract thoughts into practice, independent thinking, ideas develops the skills of producing and discussing.

Drama: Drama method, various situations that may arise in social life, It is the manifestation of individuals in various scenes in which they participate as actors. Which to the individual It is a method that teaches how to behave in situations by experiencing. the individual Improves the ability to solve problems, listen, understand, speak fluently and communicate. It increases creativity and expressive ability.

Brainstorming: To bring solutions, make decisions, and generate ideas is a creative technique used. In this technique, first of all, it should be determined what the problem is and event time should be limited. Analysis and evaluation when the event ends It should be done.

Demonstration: To show how to do a job in front of the audience or general it is the technique used to explain the principles. Effective preparation for applying this technique must. When using this technique, the use of unknown terms should be avoided and Questions that will intrigue individuals should be asked.

Role Playing: Expressing the individual's own feelings and thoughts by entering another personality is the technique that makes it happen. More information about the role playing, the human relations, benefiting from game (drama) techniques, which provide skills and understanding is an experimental educational technique based on the foundation.

Simulation : In the classroom, the students take an event as if it were real and educated on it. It is a technique that allows them to work. In the application of simulation technique the insight of the students is real, but the situation or event put forward by the educator It is artificial. The ability of the individual to analyze, synthesize and communicate with this technique Developed.

Individualized Teaching: Elimination of individual differences between individuals, teaching that will suit the learning speed of each student

is possible by individualization. Teaching in individual teaching technique, student
It is based. This technique allows individuals to actively participate in the teaching activity, how
deciding what to learn, etc. their responsibilities require their burden.

Active Teaching: It is the direct and effective participation of the individual in the learning process.

What is learned in active learning is discussed, hypotheses are created, analysis and research
makes. The individual is given the opportunity to make decisions at every stage of the learning process. The individual
make the time plan, choose the desired learning objectives and activities, develop their own
measures their own mistakes and successes.

Computer Assisted Instruction: Computer as a tool for teaching a lesson

It is used. Repeat and practice, one-to-one teaching in the computer aided teaching process,
It can be used for various purposes such as simulation, problem solving, educational game. Computer
assisted instruction provides students with the opportunity to use their thinking skills. Appropriate
Thanks to the curriculum, the individual works according to his own pace and repeats as much
has the opportunity to do.

Multisensory Teaching: Seeing, hearing, touching, smelling and taste

It is the use of two or more of their senses together in teaching a skill.
Especially supporting the duo of hearing and hearing with other senses, teaching

increases its effectiveness. Some of the activities involved in developing cognitive processes are multiple
There are also sensory teaching. Weight in multi-sensory teaching
It focuses on tools and equipment prepared for academic subjects. Very sensuous
necessary for correcting child's learning problems in teaching approach
Other sensory organs are employed during the development of cognitive processes.

C. Organizing Educational Environments

Educational environment, the interaction of the individual and the teaching-learning activities
is the environment in which it occurs. Education of this environment, which has psychological, social and physical dimensions,
It should be arranged in accordance with its activities. Applications of educational environments
knowing it at an adequate level and arranging it according to the purpose is the most basic for education
conditions are made of.

“Preparation for Learning” in the Special Learning Difficulty Support Training Program,

The achievements determined in the "Literacy" and "Mathematics" modules
the physical properties of the environment (number of individuals, light, air, sound, noise,
appearance, etc.) should be arranged to provide versatile communication.
The tools and equipment that can be used in the modules are given below.

Toys: Structured box games (memory cards, angry brother, bil
see who, let's see where, etc.), puzzles, legos, attention-intensifying moving
toys, darts, buckets, mikado, nested rings, sandbox, water pool, plastic
fruits, animal vehicles and kitchen equipment models, building construction toys, perforated board,
nickname, wooden tools, ball, cube, wooden labyrinth, sound toys, plug-in
toys, beaded maze

Musical Instruments : Cymbal, drum, def, flute, piano, organ, (orff instruments) rhythm sticks

Materials to Support Academic Skills : Geometric shapes, nail board

(geobord), blocks (unity, decimal, hundred counting and transaction blocks), three-dimensional letters, numbers, tangram, beads, beans, picture cards, story cards, audio CDs, atlas, map, sketch, computer, console games (Wii, play station, nintendo)

Books: Coloring books, concept books

Other Materials : Latch, string, paints, boxes, play dough, various thickness colored pencils, apparatus to support the pen grip, mirror, rubber, colored background cardboards,

jars, boxes and bottles of different sizes, ribbon ribbons cut from colored fabrics, Tools and equipment such as sandpaper can be used.

QUANTIFICATION AND CONSIDERATION

Measurement, whether individuals have certain characteristics, if they have degree is determined by expressing the results with symbols and number symbols. Assessment is about comparing the measurement results with a criterion about the measured quality. is the decision-making process.

Measurement is a description (identification) process. Evaluation is a judgment and is based on comparing the measurement result with a criterion.

To interpret the measurement result according to our purpose; completely, partially, adequately, insufficiently Reaching some of the provisions is an assessment. For example, the individual It is a measurement process to determine how many words are read by holding the clock. The age of the individual, reading mental performance, taking into account previous education skill (based on the average number of words read by his peers in one minute) back, normal or to decide that it is advanced is evaluation.

Measurement and evaluation are two concepts. These two concepts are very it is closely related. Evaluation is the final phase of the teaching process and is necessary for teaching. is an event.

There are at least three stages of measuring:

- Having a quality to be measured
- Quality can be observed
- Displaying the numbers and symbols suitable for the purpose

There must be measurement and evaluation in all areas of education. Otherwise whether or not sufficient knowledge and skills can be gained or how much It is not possible to determine whether the training program implemented has been successful or not.

Measurement and Evaluation in Special Education

Measurement and evaluation for the individual who needs special education; the program used continuously before, during and after teaching.

The objectives of assessment and evaluation in special education are:

- To determine the areas where the individual is sufficient and inadequate
- Preparing training programs and measuring their impact
- To evaluate the individual's development at every stage
- Providing feedback on the development of the individual
- Identifying learning difficulties
- To determine the effectiveness of teaching and teaching materials.
- Providing data to plan future learning processes
- To determine how prepared the individual is to learn a subject
- To follow the process at the stage of the individual's achievement in the program.
and supervise
- To determine the latest level reached by the individual as a result of the teaching.

Measurement and evaluation in Special Learning Difficulty Support Training Program Process; rough evaluation, pre-teaching evaluation, teaching process (class hours) evaluation, final evaluation and post-teaching (end of term) evaluation
It consists of stages.

The physical needs of the individual before beginning the assessment at each stage (food, toilet, etc.) must be eliminated. Individual's personal information and living Information on difficulties should be obtained. To observe the natural communication of the individual with his family interview should be made. Behavior Monitoring Form (Annex-1) by parents, teachers or practitioners to monitor consistency. required.

Detailed explanations for these stages are given below.

Rough Evaluation

- By the Special Education Evaluation Board that it needs support training education module selected for the decision-making individual and related achievements, cooperation with the family

Individualized education plan (IEP) in line with the individual's priority needs

This is a superficial evaluation to be prepared.

- Rough evaluation is done with Rough Evaluation Form.
- All achievements in the module in the Rough Evaluation Form are "Notifications"

It should be written in the column.

- While making a rough assessment, not to what degree the individual made the gain.

It should be checked if he did or did not know. Individual's questions or guidelines

the correct answer is “+” and the wrong or missing answer is “-”.

Yes / No column should be marked.

• If there is no response from the individual to the “Comments” column in the form information from the family is used if a different directive was used during the evaluation.

Explanations about the directive should be written.

- The environment to be evaluated is suitable for the individual (sound, light, table etc.)

It should be organized.

• The practitioner's unresponsiveness to all the reactions of the individual during the evaluation. must. However, the individual's compliance with the rules in the evaluation process, when it is said show to show, to say when you say, to look at vehicles, to arrange vehicles and helping to lift, fit for work and behave appropriately positive behaviors should be reinforced.

- During the evaluation, question instructions should be given consistently and the tone of voice

It should be distinguished from the tone of sound it uses when reinforcing.

Pre-Teaching Evaluation

• As a result of the rough evaluation, the teaching of the gains selected to the individual's BEP detailed to be done to determine which step before starting And evaluation.

- teaching objectives; with a measurable, observable performance or concrete product

It should be evaluated.

• Which referrals will be provided by the practitioner when giving the main instructions, which restrictions are effective during the evaluation and the applicable equipment

It should be noted.

• Skills or concepts are the steps to be gained or performed by the individual. are separated and sorted. These steps are very small or large, based on the individual's ability (concept and skill analysis).

• While analyzing the subject related to the skill, concept or discipline area should be divided into small sub-digits, after what was done first, or what was done later what was done before, etc. it should be specified with which method.

- Different tools should be prepared for each notification.
- Rules to be followed during the work should be specified.
- The behaviors planned to be taught have been learned before.

It should be prepared in order to determine whether

- A form consisting of notifications, criteria and questions should be prepared.
- Each step of the skill or concept analyzed and any lower steps

It should form the "Notifications" section of the "Performance Record Table".

- Criteria should be determined after notifications are formed. Criterion, which minimum of notification should state that it should be realized.

- To determine whether the notifications take place at the specified criterion level.

questions or guidelines should be prepared.

- The environment to be evaluated is suitable for the individual (sound, light, table etc.)

It should be organized.

- When the assessment is made by the teacher or practitioner, all of the individual their reaction should not be reacted. However, the individual; in the evaluation process follow the rules, don't show when you say show, don't say when you say, look at the tools, assisting positive behaviors such as assisting to lift and lift vehicles, proper seating, etc. or be reinforced by the practitioner.

- The teacher or practitioner should ensure that the question guidelines are consistent throughout the assessment.

It should give way and distinguish it from the tone it uses while reinforcing its tone.

Evaluation of Teaching Process

- An individual's skills, concepts, or discipline assessed before teaching

the path to be followed and each lesson after determining which level it is and starting teaching

hour is the detailed evaluation of the developments observed in the individual at the end of his education.

- Evaluation results of the teaching process, Performance Record at the end of each class hour

By the practitioner in the "Evaluation of the Teaching Process" column in the table

It marked.

- At the end of one month training period, the bottom of the Performance Registration Table for the individual section of the "Family Information" section,

about the repetitions to be made at home in order to provide education and permanence explanations will be made.

- Depending on the realization of the gains in the Performance Registration Table multiple gains can also be shown. Achievements taught in a month all will be shown on the Performance Record Table for that month.

- A copy of the Performance Evaluation Grid at the end of the month against signature will be delivered to the parents. The original form will be stored in the file of the individual.

- Individual Performance at the End of the Period with Performance Record Table for each month

One copy of the Evaluation Form is sent to the RAM by the parent for the next review.

will be delivered upon arrival.

Final Evaluation

- In the Performance Registration Table for the achievements selected for the concept skill

The instructional process assessment steps in the program are realized (as "+" or "B").

when it is marked) by using different questions and equipment.

In order to evaluate, a Final Evaluation Form should be prepared.

- The name and surname of the individual who was given support training at the top of the Final Evaluation Form.

and the date on which the evaluation was made.

- The last course of the teaching process in the acquisitions selected for skill teaching

The evaluation made on the watch also accomplishes the skill

it will be the last assessment to be made for not performing. Therefore separate

there is no need to prepare a form .

- In the column under the heading “Notifications” in the Final Evaluation Form; Performance

If the same notifications received in the Registration Table are under the "Questions / Guidelines" column

Questions and materials different from the questions and equipment in the Performance Record Table

It will be written.

- In the final evaluation, not to what degree the individual made the gain.

it will be checked if it does it or not.

- While the final evaluation is being made, all of the individual's reactions are unresponsive.

should remain.

- As a result of the final evaluation, all the lower digits are "+" or "B"

When checked, the gain occurred, when "-" or "SI, MO or FY" is checked

on the other hand, it is decided that the acquisition has not materialized and the education should be repeated.

- Final Evaluation Form will be kept in the file of the individual.

End of Education (End of Term) Evaluation

- End of education (end of term) evaluation, End of Term Individual Performance

It is done by Evaluation Form.

- End of Term Individual Performance Evaluation Form; Special education

Of the acquisitions intended to be earned within the period recommended by the Evaluation Board.

which ones took place independently, although which started teaching

not realized (education should continue) and which gains

It is the form where it has not been started and its reasons are written.

- Support to the top of the End of Term Individual Performance Evaluation Form

name, surname, age, educational diagnosis, start and end date of education

It is written.

- “Achievements” in the End of Term Individual Performance Evaluation Form

to the column under the heading; Teaching for the individual of the Special Education Evaluation Board

Achievements (taken to the IEP) that are aimed to be gained during the period are processed as items.

- In which month the teaching of the acquisition was started, the column related to that month; gain one

“+” in the month, if it continues in the following months (no gain)

It is marked as "-". A “+” is placed on the month of the acquisition.

- Example 1** “Reads syllables.” earnings began in the first month and within that month

If it is earned, a “+” sign is placed in the relevant box in the first month.

- Example 2** “Writes syllables.” started in the first month and in two months

in the first and second months and finished in the second month)

“-” is placed in the relevant box and “+” sign is put in the relevant box in the second month.

- Gaining in the teaching process determined by the Special Education Evaluation Board acquisition (s) from targeted (acquired BEP) achievements that never started teaching

RAM in the End of Period Individual Performance Evaluation Form, if any.

It is written in detail in the **information** section.

Example 1: "Reads sentences" due to lack of time. gains to
It could not be started.

Example 2: The prerequisite is the acquisition "It performs hands-free collection." phase
Since it does not happen, it solves the problem by collecting. gains to
not exceeded.

- For the individual at the end of the period recommended by the Special Education Evaluation Board
Although the acquisitions intended to be realized have been started,
If not, explanations will be made on which lower step.

Example 1: "The number writes." In teaching about acquisition; bottom about acquisition from the steps, "Finger in the air in accordance with the figures and spelling directions. author." and "He writes the numbers with the finger in order according to their shape and spelling." he can do his steps **independently** , "The numbers are based on their shape and suitable for garbage, beans, etc. writes with tools. " places the **verbal cue** is do with "It draws on written numbers." and "The numbers given in dashed lines draws over. " he can do his steps with **physical help** . "The number writes." There is a need for continuing education on acquisition.

- About the achievements made at the end of the education period, "RAM
There is no need to explain to the "Information" section.

- End of Term Individual Performance Evaluation Form; teaching
signed by the practitioner (s) and the parent. Individual examination at the end of the education period
For the purpose of re-application to the guidance research center, Individual
A Performance Evaluation Form and a Performance Record Table for each month
The copy is delivered to the RAM by the parent.

Form samples prepared for measurement and evaluation are presented in the annex. the module
Forms prepared for the samples and necessary explanations about the samples
It is given in the "Measurement and Evaluation" section.

achievements

Yes No

Descriptions

PERFORMANCE REGISTRATION TABLE

Individual Name Surname:
Earnings :

Montl

QUESTIONS / INSTRUCTIONS to

**EVALUATION OF THE TEACHING PROCESS
INDIVIDUAL**

GR

NOTICES

CRITERIA Main Instruction

Before Education	1. LESSON	2. LESSON	3. LESSON	4. LESSON	5. LESSON	6. LESSON	7. LESSON	8. LESSON	9. LESSON
I H	I H	I H	I H	I H	I H	I H	I H	I H	I H
SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B	SI B C FYI B

+ - B

ABBREVIATIONS: B: INDEPENDENT Sİ: ORAL TIP MO: BEING MODEL FY: PHYSICAL ASSISTANCE

FAMILY INFORMATION

DESCRIPTIONS

- 1- The form will be filled in by the teacher or practitioner who teaches.
- 2- A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- 3- At the end of the form, the family; informations about the work done will be written
- 4- After the lesson hours, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date:

Individual's Age:

Training End Date:

MONTHS

GAINS

~~1 MONTH 2 MONTH 3 MONTH 4 MONTH 5 MONTH 6 MONTH 7 MONTH 8 MONTH 9 MONTH 10 MONTH 11 MONTH 12 MONTH~~

Achievements that are intended to be earned within the period suggested by the Special Education Evaluation Board are entered into the form in the form of items. In which month the earning started, the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

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History

Guardian
Name and surname
Signature

operator
Name and surname
Signature

operator
Name and surname
Signature

LAST EVALUATION FORM**Individual Name Surname:****History:****QUESTIONS / INSTRUCTIONS
MAIN DIRECTIVE**

Irma

NOTICES**CRITERIA****ASSESSMENT
G****LAST**operator
Name and surname
Signature**DESCRIPTIONS**

1. The form will be filled in by the practitioner who teaches.
2. The original form will be stored in the individual's file.

PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY

Education of the individual starts in the family environment and continues in the school and environment. The family's One of its important duties and responsibilities is the highest contribution to the education of its children.

Provide. Parents' ability to teach their children knowledge and skills,
to cope with the problems, to develop the mother-father-child relationship positively, objective
Family education to assess the child's potential and limitations through assessment
is gaining importance. Families fulfill their responsibilities in the development of their children
bring them and help the education given,
It is very necessary to gain.

An individual with special learning difficulties in the school, special education and rehabilitation center
continued education in the home environment, in terms of continuity in education
is necessary. School to generalize the concepts learned and the skills gained,
There should be consistency between the special education and rehabilitation center and family attitudes.
The following points should be taken into account when planning family education:

- Definition of family-specific learning disability, features, learning in these individuals
The processes that affect how they are realized and their learning should be explained in simple language.
In particular, this situation is not caused by a problem related to the intelligence of the individual,
It should be noted that it needs a little more time and effort to learn.
The family understands the child, accepts the difficulties,
arrangement according to their characteristics and ensuring their participation in the training process
It is important. In this way, mothers and fathers are not worried but also
gain knowledge, skills and experience that they can help.
- Family support is very important in the individual's learning process. Therefore, in daily life
some activities will help the individual understand the basic concepts
telling the family that this will facilitate learning at school and as a model
must show. For example, when arranging the location of the fork and spoon in the tableware
focusing on the concepts of right and left orientation (orientation) skills
It helps development. Home to give the child the ability to organize
environment, work, food, etc. The reasons why the family should be regular
If necessary, follow-up charts should be prepared. also
family behavior rules should be determined together, when the rules are not followed

results that may occur should be discussed, sanctions are appropriate for the age of the individual, on-site and
should be consistent.

- The effort of the individual rather than the grades he received as a result of his work
families should be rewarded and their pace of progress should definitely
It is explained.
- Identifying areas where the individual is strong and related to them outside the school
The family should be guided for activities.
- To draw attention by giving eye contact while giving instructions to families,
Information on the care that the instructions they will use are short and clear
It should be given.
- Individual and group meetings can be held with family members during the family education process. Social
support groups can be created.

PREPARING TO LEARN MODULE**AIM OF THE MODULE**

To develop preparation skills for learning

GAINS

1. Finds the desired shape in the text.
2. Matches similar shapes.
3. Distinguishes different shapes.
4. Matches objects according to their posture.
5. Groups the objects according to their posture direction.
6. Finds the direction the sound is coming from.
7. Recognizes the sounds.
8. Focuses on one of the different voices heard at the same time.
9. Applies the instructions in the order of spoken.
10. Keeps rhythm.
11. Distinguishes the difference between similar sounds.
12. Distinguishes the order of sound in syllables.
13. Speaks the words correctly.
14. Recognizes the object touched.
15. It takes the appropriate body position for the situation.
16. It detects the stimuli coming from its body.
17. Reacts appropriately to the stimuli coming from the body.

18. Pays attention to concentrating during the work carried out.
19. Indicates that he is listening to the conversation with appropriate gestures, gestures and gestures.
20. Applies the instructions in the desired time.
21. Answers to the questions asked.
22. Asks questions.
23. Uses information when necessary.
24. Plans his work.
25. Complies with his work plan.
26. Checks whether his work complies with the work plan.

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27. Completes the work it started.
28. Makes a note on the subject he is listening or reading.
29. Uses time effectively.
30. Gains the habit of working independently.
31. Sorts events, cases and situations in the order they occur.
32. Distinguishes directions according to body posture.
33. Coordinates with walking.
34. It provides coordination with rolling, somersault, and creep.
35. Coordinates with lifting and carrying.
36. Coordinates with hanging and swinging.
37. The hand provides eye coordination.
38. Coordinates with throwing and holding.
39. Hand provides finger coordination.

DURATION OF THE MODULE

The duration of this module is 300 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Individuals with special learning disabilities perceive the shape and position of the object they see.
 may have difficulty. Inverse detection of sound symbols, numbers and words (**bd, pb, 3- ε , 6-9, home-and** etc.) visual discrimination difficulties such as jumping and adding sound symbols finding the given shapes (Symbol, number) in the text, finding similar and different shapes and establishing relations between them should be done. In these studies, the individual shapes suitable for their interest and age level (Preschool, car, flower, baby, ball etc.) It should be used.
2. Individuals with special learning difficulties in perceiving the positions (positions) of objects they have difficulty. Therefore, matching and grouping objects / shapes according to the posture direction, Saying the name of the item relocated in the educational environment, up / down / right / left etc. Studies such as finding the desired objects with instructions that state location should be done.

3. In the efforts to find the direction of the sound; the direction of a hidden object that makes a sound pointing, looking in the direction in which the sound is coming, heading towards the sound played with eyes closed Studies should be done.
4. Matching the audio played in voice recognition exercises with the appropriate picture, three or more sounds distinguish the sound that is different from each other, recognize the sound from the sound source (Before the individual animal sound, vehicle sound, tool sound then rustling of paper, whistling, rubbing hand, opening pen etc. be asked to recognize sounds.), from high volume to low volume repeating sounds, syllables and words, saying the properties of the sound source (from the individual small objects, such as brass, stone, money, beads, etc. shakes and recognizes the sound, making the questions about the properties of objects more or less hard. they are asked to respond as if they are soft.) Finding the word (say a word starting with E sound) should be done.
5. Focusing on one of the different voices heard at the same time, the figure-ground separation (television the sound of the telephone ringing sound he heard while watching or whether they were listened because they had difficulties in making the difference from whether they came from the place) Distinguishing between the sounds in the foreground and the background sounds (high in foreground the voice of a person speaking with a voice, horn, bird, propeller, plane etc. work to distinguish your voice).
6. Messages repeatedly spoken because they had difficulties with auditory queuing skills they may not be able to fulfill, respectively. Implementing the instructions in the order of their spelling for; Fulfilling all the steps of an instruction with multiple stages, sounds (hand clapping, kneeling, hitting the table, finger shifting etc.) imitation according to the order work should be done.
7. To improve the sense of rhythm; listening to the rhythm, imitating the rhythm movement, discriminating between different rhythms, strokes with as many rhythms as the word and holding rhythm with sounds from different movements (fast and slow climbing the stairs, Rhythm-keeping exercises suitable for the sound of the movement such as ball bounce should be done.

8. Individuals with special learning difficulties with auditory differentiation and phonological awareness (recognizing and distinguishing the sounds that make up the words) have relevant difficulties. Therefore

exercises about recognizing and distinguishing both sounds and sound symbols

It should be done. These studies should be carried out from easy to difficult.

9. Individuals with special learning difficulties in distinguishing the difference between similar voices (Soba-stick, suitcase-drum, life-bell etc.) because they have difficulties; from the spoken words finding the desired voice (in which of the words Kiz-kuk do you hear the voice of "zzz"? etc.), Find similar sounds in different words (Choose similar sound in match words said. etc.), finding the word starting with a different voice from the words (Bil-dil-bin Say what started with a different voice than the words. etc.), ending with different sound from words finding the word (say what's going on with a different voice than the words Sat-Küt-tok.), common sounds Find words that end with the same sound and / or find words that start with the same sound and discrimination, producing rhyming words with target sound unit (Select-late, dust-ice, waist-del, flood-bald etc.) should be done. These studies increased the number of sounds, syllables, words and can be made at the sentence level.
10. Because they mix the order of sound in syllables (home-and, coach-too, peach-festal, book-kipat), dividing the spoken word into their voices (say the sounds that make up the word snow in order, etc.), word creation by combining sounds (tttt, uuu, shhsh sounds Say the word is made up. etc.), finding the right one from two different spoken words of the same word (Say the correct one from the words orange-porcatal, bus-obotus, etc.), given Creating a new word by changing the desired sound from the word (the word milk Create a new word by changing your voice (ü). etc.). This Studies can be done at the level of syllable, word and sentence by increasing the number of sounds.
11. Phonological awareness studies can also be done during literacy studies.
Voice while doing phonological awareness studies with individuals in preschool period symbols are not shown to individuals and the words used in these studies are few
It is important to have words of syllable, easy-to-recognize objects.

12. Touch perception is the acquisition of information through skin and fingers. Special learning disability individuals with their eyes closed, with the help of the sense of touch they may have difficulty. With eyes closed to improve tactile perception Do not say the name of the object it touches, by touching the same objects matching, differentiating objects by touching them, what is written on the palm (sound, shape, number, etc.) do not say, the properties of different objects touched (soft, wet, rough, angular, round, etc.), arranging objects according to their size or weight, eye While it is off, studies can be done in the style of telling the touched parts of the body.
13. Kinesthetic perception is achieved through body movements and muscle sensation. Tactile perception and kinesthetic perception is very closely related. By different parts of the body

presence of positions taken, muscle contraction, tension relaxation sensation are examples of kinesthetic perception. Rough to develop kinesthetic perception and the body suitable for the situation, as well as studies that support fine motor skills imitating fast and slow movements for positioning (Touch like a butterfly, elephant walking, running like a rabbit, etc.), making letters and shapes with play dough, pantomime various objects, creatures, professions etc. animation works should be done.

Also for perceiving stimuli from your body and reacting appropriately to stimuli how he feels in the face of different events and how his body reacts awareness raising, how the individual feels in the face of events and Exercises to realize how it reacts and relaxation exercises should be done.

14. In order for the individual to react to the stimulus he perceives, he must be able to direct his attention to him.

To gradually increase the duration of all the work done, intensify attention can help increase the duration. In addition, the individual's attention in line with the individual's interest and skills in order to intensify; puzzle, auditory and visual memory games, individual and group games, mazes, puzzles, points joining works can be done.

15. Do not look at the speaker's face in conversations, listen without interruption, and listen to the appropriate showing gestures, gestures and gestures, maintaining attention throughout the conversation, speaking

show non-verbal reactions (smile, applause etc.) to the person when necessary work should be done.

16. Perceptual memory (audio-visual-tactile) with special learning difficulties, short-term, long There may be difficulties with time and functioning memory. Guidelines in the requested time to repeat the sequence of numbers, words and sentences, the movement shown of the object that is hidden among many objects, displaced and added to the environment. saying the name, a picture, event card, objects etc. looking for a short time and changing discourse studies should be done.

17. "Uses information when necessary." new knowledge to be taught while studying grouping, mapping with information that it knows before and meaningful to it, remembering recent history, nursery rhyme, memorizing poetry, reading a story and related questions replying, repeating, etc. studies can be done. Processing memory processes information with it is the ability to keep in mind until you do. Both short and long term memory a type of memory that requires collaboration. To improve functioning memory repetition of consecutive information (day, month, rhythmic count, alphabet, etc.) from plain and reverse having problem solving from the mind in accordance with the level of development of the individual and asking for action (counting from 7 to 100, etc.), matching (days of the week and matching the sequence number of the days of the week etc.). Memory What sensory perception of the individual is stronger when conducting studies on

Care should be taken to identify and use it as an aid in remembering.

18. Being unable to organize in special learning difficulties is an individual's success in the academic field and negatively affects daily life. Organizing skills
In the planning phase to gain; individual's activities, activities
time and start time, compliance with the plan, evaluation of the plan,
completing a study (homework, game, project, etc.), regular and complete grade
receiving (assignments, narrations, shopping list, phone numbers and transmission messages
etc.), working independently and using time effectively.

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19. The ability to track whether an individual gains their organizational skills or not
an observational evaluation of their behavior in school and home environment
form (Annex-1) can be developed. This form, the attention of the individual during the day, a given job
should inform the educator about their ability to complete, their behavior, and their social relationships.
This app will help you gain behavior control and
It is very functional in terms of monitoring its generalization.
20. "Sorts events, facts and situations in order of occurrence." days of the week for its acquisition,
counting months, seasons, numbers, alphabet in order, mixed time elements
the correct sequence will show both before and after a given timeframe (after Wednesday
which day comes, which month comes before June), don't tell a given story
narration, sequencing illustrated story cards in a mixed order, sequentially
finding the missing letter or number in a given number or string of letters, three or more
Work should be done in order to perform a work that is overdosed in accordance with its sequence.
21. "Distinguishes directions according to body posture." while trying to gain, in his own body,
the right and left discrimination in the body and across the body
orientation and position perception, distinguish the concepts of direction (east-west, north-south)
work should be done.
22. Rolling, somersault, crawl, to improve gross motor skills
dry, walking (balance board, on line, etc.), climbing, dribbling, jumping rope, dancing
work should be done.
23. Installing appropriate materials on perforated surfaces to improve hand-eye coordination.
extraction, string beads, buttons, pasta, etc. stacking material, standing / moving object
hitting with a stick, throwing objects at specified targets (basketball backboard, goal, dart, bowling
etc.), holding the moving object, folding and cutting canonical paper, canonical painting, vegetable-
fruit peeling etc. studies should be done.
24. Toggle fingers in hand finger exercises, thumbs on their axis

turning, touching the thumb with the other fingers on the hand, on a floor

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pressing your fingers down hand without squeezing an object between two fingers and dropping the object moving upwards, clay, play dough etc. shaping materials, keyboard movements such as using the piano, playing rhythm instruments, cutting with scissors, sieving with a sieve Imitation studies should be done.

25. Individuals with special learning difficulties, learning to learn and studying efficiently

They also have problems in terms of. Therefore, it is aimed to develop these skills.

studies are required. For example; review the learning process by the individual

(What subject am I learning at the moment ?, Do I have a shortage ?, What is at this stage do I have to do? What is the relationship between this topic and previous topics? etc.).

26. While working on the "Preparation for Learning" module, clear expression, simulation, micro teaching, active teaching, computer assisted teaching, demonstration, by living learning, question-answer, modeling, game, drama, role playing, discussion, case study examination, problem solving, trip-observation methods should be used.

27. Activities on the "Preparation for Learning" module are very sensitive (visual, auditory, tactile, kinesthetic) should be planned.

28. During the activities, the environment is low-stimulating, plain and in a way that does not distract the individual It should be organized.

During the activities in module 29, the individual can find his own fault. should be ensured and their positive behavior must be reinforced.

30. "Preparation for Learning" module, visual, auditory, tactile perception, attention and memory, organizing, lining up, orientation and developing motor skills events are planned for; in accordance with the individual's priority needs should be chosen from easy to difficult, to get the attention of the individual when starting work an introduction should be made, which subjects will be covered during the training should be explained and the duration of the activities should be short when necessary considering the individual's characteristics. It should be planned to take breaks.

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In order to consolidate the gains in Module 31, activities are often
measures should be taken for repetition and implementation by the family.

32. Individuals with special learning difficulties often experience a sense of failure.
to increase the motivation and interest of the individual during the activities
It should be encouraged.

CONTENT OF THE MODULE

A. VISUAL PERCEPTION

1. Visual Discrimination
2. Visual Figure-Ground Relationship
3. Distance-Depth-Dimension Perception
4. Visual Sequence

B. AUDITORY PERCEPTION

1. Auditory Discrimination
2. Auditory Figure-Ground Relationship
3. Auditory Sequence
4. Phonological Awareness

C. TOUCH / KINESTHETIC PERCEPTION

1. Tactile Discrimination
2. Kinesthetic Discrimination

CHINA. CAUTION DEVELOPMENT

1. Discrimination-Grouping
2. Concentrating Attention
3. Sustaining Attention
4. Gathering Attention

D. MEMORY DEVELOPMENT

1. Audio-Visual Memory
2. Short Term Memory
3. Long Term Memory
4. Functioning Memory

E. ORGANIZED

1. Making a Plan
2. Planned Work
3. Independent Study

4. Using Time Effectively

F. SORTING**G. ORIENTAL SKILLS**

1. Right Left Discrimination
2. Finding Directions

É. MOTOR SKILLS

1. Gross Motor Skills
 - a. Hand Foot Coordination
 - b. Balance
2. Fine Motor Skills
 - a. Hand Finger Coordination
 - b. Hand Eye Coordination

MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Preparation for Learning" module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), last evaluation and post-teaching (end of term) evaluation stages

It is formed. Explanations for the sample forms prepared about these stages are given below.

It is given.

A. Rough Evaluation

- a. In the Rough Assessment Form, the "Preparation to Learn" achievements skills independently in the evaluation of (+), independently skills that cannot be done must be marked as (-). In the "Explanation" section, Observations during the assessment should be written.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

- a. Pre-teaching evaluation results can be found in the Performance Registration Table.
The "Pre-Teaching Evaluation" column should be marked.

b. As a result of the rough evaluation, "It recognizes sounds." the gain is inadequate and

An example was prepared, assuming that he could not do it independently.

c. "Recognizes voices." gain

It is divided into steps:

1. Locates a hidden object that makes a sound.
2. Tells which animal sound the (known) animal belongs to.
3. Tells which vehicle the voice of the vehicle being played belongs to.
4. Three voices, two identical, one different, prepared with different materials
find different sounders from the box.
5. Tells which nature event a voice related to the nature event being played belongs to.
6. Make the same sound out of four sound boxes prepared by putting two different materials inside.
matches the extracting boxes.

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7. Matches the played sound to the appropriate picture.

d. "Recognizes voices." marking on acquisition

While doing, an instruction is given to the individual for each sub-step and it is checked whether it can be done or not.

Expressions (+) for each step it performs, (-) for steps it cannot perform
used.

B. Evaluation of the Teaching Process

a. Evaluation results of the teaching process, Performance Registration at the end of each class hour

It is marked in the "Evaluation of the Teaching Process" column in the table.

b. Recognizes the sounds to the individual as a result of pre-teaching evaluation

Teaching will be done on what they cannot do regardless of their steps.

c. At the end of each lesson, the performance level of the individual's skill is recorded.

are processed in the table.

d. At the end of the performance record table, "Family Information" section, "Voices

It recognizes. " at home to ensure both teaching and permanence of his acquisition

Explanations about the repeats to be made will be made.

CHINA. Final Evaluation

a. The exemplary achievement was in the teaching process as it has the ability to "recognize sounds"

the last lesson evaluation that we are, at the same time the individual's last for this acquisition
evaluation. Therefore, a separate form has not been prepared.

b. Distinguishes the order of sounds in syllables in the module "Preparation to Learn",

applies the instructions in the desired time, answers the questions asked, asks questions, etc.

teaching process in the Performance Registration Chart for achievements

different steps when the steps are realized (marked as "+" or "B") and

In order to evaluate whether the materials are made by heart, Last

Evaluation Form should be prepared.

c. When all sub-digits are marked as "+" or "B" as a result of the final evaluation

when the gain is realized, when "-" or "SI, MO or FY" is marked,

it was decided that it did not happen and that teaching should be repeated.

D. Post-Teaching (End of Term) Assessment

- a. Individual development in accordance with the results of the teaching process evaluation every month

At the end of the term, Individual Performance Evaluation Form will be processed.

- b. When filling out the Term Performance Evaluation Form, in which month

If it has been started, the column related to that month is “+” if the gain has been made within a month.

It marked. If the gain continues in the following months (if the gain was not realized) “-

”. A “+” is placed on the month of the acquisition.

- c. Achievements that cannot be taught or completed at the end of the semester

It will be recorded in the “End of Term Individual Performance Evaluation Form”.

- d. For the individual at the end of the period recommended by the Special Education Evaluation Board

those who cannot be realized from the acquisitions intended to be realized or their education

If the reasons for the gains that could not be done are detailed in 1. Education has never started

If the acquisition did not take place despite the justification of the second education,

it will be explained in detail in the **RAM Information** section where it is located at the bottom step .

(PREPARING TO LEARN MODULE)

Name and surname :

Application Date:

Date of birth :

A PREPARATION TO LEARN	Yes	No	Descriptions
1. Finds the desired shape in the text.	+		
2. Matches similar shapes.	+		
3. Distinguishes different shapes.	+		
4. Matches objects based on their posture.	+		
5. Groups objects according to their posture direction.	+		
6. Finds the direction the sound is coming from.	+		
7. Recognizes the sounds.	-		
8. It focuses on one of the different voices heard at the same time.	+		
9. Implements the instructions according to the order of spoken.	-		
10. Keeps rhythm.	+		
11. Distinguishes the difference between similar sounds.	+		
Distinguish the order of sound in syllables.	-		
13. pronounce the words correctly.	-		
14. Recognizes the object touched.	+		
15. It takes the body position suitable for the situation.	+		
16. Detects the stimuli coming from his body.	-		
17. Reacts appropriately to the stimuli coming from the body.	-		
18. Take care to collect your attention during the work carried out Shows.	-		
19. The appropriate gesture, mimic and shows with movements.	-		
20. Applies the instructions in the desired time.	-		
21. Answers to the questions asked.	-		
22. Asks questions.	-		
Uses information when necessary.	-		
24. Plans to work.	-		
25. Complies with his work plan.	-		
26. The compliance of his work with the work plan checks.	-		
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27. Completes the work he started.	-		
28. Makes a note on the subject he is listening or reading.	-		
29. Uses time effectively.	-		
30. Achieves the habit of working independently.	-		
31. Sorts the events, cases and situations in order of occurrence.	-		
Distinguishes directions according to body posture 32.	-		
Coordinates with the 33rd Walkthrough.	+		
34. Rolling, somersault, creep coordination It provides.	+		
35. Coordinates with lifting and transports.	+		
36. Provides coordination with hanging and swinging.	+		

- 37.Hand provides eye coordination. +
- 38. Provides coordination with throwing and holding. +
- 39. The hand provides finger coordination. +

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Individual Name Surname:
Acquisition: recognizes sounds.

PERFORMANCE REGISTRATION TABLE

Montl

NOTICES	CRITERIA	EVALUATION OF THE TEACHING PROCESS																
		Before HEA		1. HOUR		2. HOUR		3. HOUR		4. HOUR		5. HOUR		6. HOUR				
		I	H	I	H	I	H	I	H	I	H	I	H	I	H			
1.Sounding, hidden locates an object.	3/4	1.When your eyes are closed music box																
		I'll hide your eyes																
		Close. (Music Box Stored. Now	-															
		open your eyes. Music Find the location of the box.																
		a.egitimc in the drawer of his desk stored music box																
2.Released (known) animal voice, which belongs to the animal He says.	3/4	b.in the closet stored music box																
		c. In the eye of the queue stored music box																
		Into the bag stored music box																
		2. I will listen to you which animal your voice belongs to say that																
		a.köpek															X	

I b.ke	X
c.kuş	X
ç.horoz	X

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3. The sound of the vehicle heard which vehicle it belongs to ¾ He says.	3. I will listen to you which vehicle does your voice belong to say that a. train sound Helicopter sound c. Ambulance sound Steamer sound	X X X X
4. Different material inside prepared by putting two are the same, one is different different from three sound boxes finds the sounder.	4. Front boxes shakes. Different sound Show your interest. a. Two with beans inside paperclip a box. b. with beads inside rice in two cans A box with. c. Two with chickpeas inside box-containing soil a box. ç. with macaroni inside two boxes of sand A box with.	X X X X

DESCRIPTIONS

- The form will be filled in by the teacher or practitioner teaching in the relevant month.
 - A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
 - After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
 - Reviewing the contributions of the level, parent teacher and practitioner collaboration in all teaching activities carried out with the individual in the form in the relevant month, the points that are missing in the teaching process, the next month's study information about its content and path should be included.
- FAMILY INFORMATION:** During this month, your child was given training on recognizing sounds. As a result of 6 lessons, your child finds the location of a hidden object that makes a sound. It can say that it belongs to the animal and which vehicle belongs to the vehicle. The ability to find different voices from three sound boxes, two of which are the same and one of which is different, prepared by putting different materials inside, can not realize. If you work with your child to recognize sounds with different materials, we can be more successful in generalizing the skill we have gained.

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:
Individual's Age:

Training Start Date:
Training End Date:

MONTHS

GAINS

7. Recognizes the sounds.	- +
9. Focuses on one of the different voices heard at the same time.	+
Distinguishes the order of sound in syllables	- +
13. pronounce the words correctly.	+
16. Detects the stimuli coming from his body.	+
17. Reacts appropriately to the stimuli coming from the body.	- +
18. Takes care to get his attention during the work carried out.	+
19. With appropriate gestures, gestures and gestures that you listen to the conversation Shows.	- +

20. Applies the instructions in the desired time.
 21. Answers to the questions asked.
 22. Asks questions.
 Uses information when necessary.
 24. Plans to work.
 25. Complies with his work plan.
 26. Checks the compliance of the work done to the work plan.
 27. Completes the work he started.
 28. Makes a note on the subject he is listening or reading.
 29. Uses time effectively.
 30. Achieves the habit of working independently.
 31. Sorts the events, cases and situations in order of occurrence.
 Distinguishes directions according to body posture 32.

The achievements that are intended to be earned within the period suggested by the Special Education Evaluation Board are entered into the form in the form of items. In which month the earning started, in the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

Since the individualized training plan has expired, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32nd gains teaching has not started.

History

Guardian
Name and surname
Signature

operator
Name and surname
Signature

operator
Name and surname
Signature

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LAST EVALUATION FORM

Individual Name Surname:

Acquisition: recognizes sounds.

History:

NOTICES

QUESTIONS / INSTRUCTIONS
MAIN DIRECTIVE

TO
IRM
ND
END
ERLA
G
ALSO

CRITERIA

		1. When your eyes are closed, I'll hide, close your eyes. (Pocket phone is stored. Now open your eyes. Find the location of the mobile phone.	
1. Sounding, hidden locates the object.	¾	In the drawer of the trainer's desk stored mobile phone	+
		b. Cell phone hidden inside the cabinet	+
		c. cell phone hiding in the eye of the queue	+
		Cell phone hiding inside the bag	+
		2. Which voice will I listen to you Say it belongs to the animal.	
2. Reaned (known) animal your voice, which animal tells you it is.	¾	a. at	+
		the b. kuz	+
		c. kurbag to	+
		ç. inek	+
		3. Which vehicle of your voice I will listen to you say it belongs.	
3. Which voice of the vehicle is heard tells that it belongs to the vehicle.	¾	a. Firefighter sound	+
		b. Truck sound	+
		c. Motorbike sound	+

	Tractor sound	+
	4. Shake the boxes in front. Different sound	
	Show your interest.	
4. Different material inside	a. Two boxes with gravel inside the paperclip	+
two prepared the same,	a box with	
from three sound boxes, one of which is different ^{3/4}	Two cans with water inside and rice	+
find different sounders.	a box with	
	c. Two boxes with lentils inside	-
	a box with earth	
	ç. Two boxes with poppies inside - stones inside	-
	a box with	

operator
Name and surname
Signature

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READING AND WRITING MODULE

AIM OF THE MODULE

To develop literacy skills

GAINS

1. Recognizes the writing tools.
2. Uses writing tools in accordance with the rules.
3. Draws basic lines.
4. Reads voices.
5. Writes sounds.
6. Reads syllables.
7. Writes syllables.
8. Reads the words.
9. Writes the words.
10. Reads the sentences.
11. Writes sentences.
12. Reads the text.
13. Writes text.
14. Reads effectively.
15. Establishes a cause-effect relationship with the text he read.
16. Establishes cause-effect relationship between events.
17. Willing to read.
18. Follows the spelling rules.
19. Uses punctuation marks on the spot.

DURATION OF THE MODULE

The duration of the module is 250 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. The general aim of the first literacy education is to read the individual to use throughout his life.
and to gain the basic skills of writing. Today in literacy teaching
Various methods have been used. These are sound based sentence method, sound method,
syllable method, word method, mixed method, analysis method, etc. Special
a special literacy method specific to individuals with learning disabilities
There is. However, the characteristics of individuals with special learning disabilities
academic skills as the sound-based sentence method is more appropriate
In the module, gains were determined based on the sound-based sentence method.
2. Based on the fact that reading and writing activities are carried out together in the program,
The achievements are given. Reading and writing teaching outcomes
It is important to gain steps which are prerequisites for each other.
It bears. Because the gains of one step are the prerequisite for the next step.
may is.
3. Fine motor skills of individuals with special learning difficulties may be weak. This
Therefore, they may have difficulties in holding a pencil, drawing a line or drawing. Basic line
Drawing over the line given in preparation for the work, the cut line (Progressive
(with decreasing frequency), drawing by looking at the model, in the air, at the table, etc.
drawing the desired lines (vertical, horizontal, oblique, right / left) in places
It should be done.
4. Free-line works can be made to adjacent italic or plain text according to the individual's characteristics.
should be preparatory. The individual to support this study
individuals seen in the environment in order to integrate with their environment and make sense of what they do,
various pictures, scribbles (circle,
cloud making, etc.), continuous and curved lines (wave, snake, rope, etc.), vertical and horizontal
line drawing studies should be done.
5. In the regular line works phase, two lines are from one gap and four lines are from three gaps
draw lines to the line spacing consisting of four lines to the standard text spacing consisting of three ranges
line drawing studies should be done.

6. Feeling and recognizing the sound in the first reading-writing teaching stage, reading and writing the sound, exercises to create meaningful syllables, words and sentences from text and text

It should be done.

- a. In feelings of voice and recognition; finding the voice in the word,
finding the words that the sound goes through, which individuals in the name of the introduced sound, which
Studies can be made to find that it is called plant, animal or article.
While the words are being said, the related voice is emphasized. Individuals give examples
Encouraged. From visual aids, drama method, story, song,
activities such as singing rhyme and discriminating sound
done.

- b. In reading and writing the sound, the sounds are not in the order of the alphabet,
should be given in the order given below.

1st group: e, l, a, t

2nd group: i, n, o, r, m

3rd group: u, k, ı, y, s, d

4th group: ö, b, ü, ş, z, ç

5th group: g, c, p, h

6th group: ğ, v, f, j

Different groupings can be made by changing the locations of the sounds in the groups. Sound
ease of writing sounds and meaningful syllables, words

functionality in production should be taken into consideration. How to read the voice to the individual and

It must be shown as the model it is written on. Sizeable in the exercise page

drawing should be done in the direction of the arrow over the drawn sound and this study

it should be repeated until the individual learns. Individuals' line spacing (Four

line three spacing) with the pen on top of the sound samples written

It must be provided. Individual sounds between the lines of four lines and three intervals

should write; pay attention to the correct spelling and vocalization of the sound by asking what they wrote

It must be shown. Before the sounds of a, A, k, y, g, G, f, which are hard to write, this is

Preparative line studies for the writing of sounds can be done. Sounds

While teaching, words and sentences created from these sounds can be used.

It is also one of the rules of spelling and / or starting the sentence with a big voice.

can be moved. For example, when the word "hazel" is produced, this word is different.

Writing the word "Ela", which is the human name, with emphasis on the meanings.

It must be shown. The style of writing the great sound obtained should be emphasized.

- c. The most important stage of the first literacy teaching is to produce syllables; of syllables
word is the formation of sentences from words. At this stage; the first two voices given
then creating syllables from these sounds, reading and writing with the syllables obtained
making studies, associating each new voice with previous learned and
New syllables should be made to create meaningful words. Every sound
After the teaching of sounds in the group is completed,

It should be evaluated. In the transition to the next sound group, individuals
 Attention should be paid to their learning. Produced as voices are made
 As the syllables will increase, the process of creating words and sentences is also related to them.
 It will be easier. The first voice of those who have a special name from the words created in this process
 Great sound writing and usage simultaneously with the beginning of the sentence with
 It should be given. The meanings of the words and sentences obtained should be emphasized.
 Individuals should be encouraged to form words and sentences. The word created and
 sentences should be read and written.

d. Text should be created from learned words, new sentences and sentences.

While printing the text, attention should be paid to correct writing and aesthetics of writing.
 Individuals should write their articles on line lines consisting of four lines and three ranges.

7. Free literacy is the final stage of the first literacy teaching process. At this stage
 the poems, rhymes, stories and reading texts of the individual.
 reading, expressing himself in writing and reading and writing
 It must be provided. He should write his articles on a single line of notebooks.
8. Reading is an important activity in educational programs. The individual is reading
 associations between visual and auditory stimuli and their meanings while making sense
 Performs. Learning depends largely on reading comprehension. Read; cognitive,
 It should be handled in three dimensions: affective and behavioral. One of these
 deficiency or inadequacy will affect reading negatively.

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it will cause it to not fully and accurately understand. Reading teaching studies
 giving individuals the ability to read quickly, accurately and by understanding, reading pleasure
 giving and enriching their vocabulary should be aimed.

9. Reading out loud, perceived and comprehended words or word sets,
 It is said with the help of speech organs. The main aim in reading aloud is
 is the vocalization of the correct and spoken language to reflect the features. Successful
 for the reading of a voice, the sentence structure of the text, narration feature, spelling rules, fast
 according to the avoidance of reading, the main thought in the text or the characteristics of the events
 attention should be paid. In reading aloud, in the text
 explanation of the meaning of unknown words, events in the text
 revitalization of the text by showing the individual pictures about the text
 reading, the individual repeating after reading the text, tape recording while reading the text
 Studies such as taking and playing should be done.
10. Quiet reading , body and head without moving any of the organs
 it is only reading with the eye without making movements. With special learning disabilities
 returns, line jumps or the beginning of the line when reading a text in individuals
 inability to catch up and pauses in the movements of the eyes. Read
 talk about the title of the text and the picture, if any, unknown in the text

explaining the words, answering the questions about the text after reading, the main of the text don't say your thoughts, put pictures that describe the event in the text, put the text on your own Summarizing studies can be done with the words.

11. Story he listened to, or movies, theater, etc. he watched. Questions asked about (person, place and time, sequence of events, main idea etc.) responding, thinking, explaining what they heard, seeing and experiencing, answering questions about them and asking questions, participating in a discussion about a specified topic, seeing the picture interpreting, sorting event cards, establishing cause-effect relationship between events, missing or understanding what he listens to and sees through works such as finding the wrong one, The ability to express and interpret should be improved. Also, before reading the subject introduction, summary, review questions, or understanding and judgment at the end of the piece

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related questions, reading to find answers to these questions in the second stage awareness of the information acquired by the individual can be increased.

12. Individuals with special learning difficulties have difficulty in reading habit. book in line with a certain plan to increase this habit since they live encouragement studies for reading should be done. For example; removing the tag of the book, summary of the book he read, set goals for reading books, newspaper, conducting researches by using magazines and the Internet (e-book), etc. studies done.
13. Activities to improve writing skills should be included in activities, especially Attention should be paid to punctuation and spelling rules at every level. Writing studies; it consists of controlled writing, guided writing, and free writing.
- a. In controlled writing, the given words and sentence structures are exactly or they are expected to write the desired changes. With these studies the ability to write words and structures in their native language in the correct way It should be given.
 - b. With the guided writing studies, the words and sentence learned from the individual use their structures in a controlled way and create a meaningful paragraph It is desirable. Dictation work is the most common type of guided writing It is to do. While doing dictation, the text is read slowly and the individual is asked to write. Finally, the individual should check his own writing and the text is given in writing for correction.
 - c. With free writing activities, the emotions and thoughts of the individual or paying attention to the rules of writing their opinions on a given topic is asked to write. The most important thing to consider in writing studies One of the important points is the correction of written expressions. the individual it is the most efficient way to correct its mistakes.

14. Recognizing and using words according to their structure while doing grammar studies, knowing the meaning of the elements that make up the structure of the sentence, understanding the structure of the sentence, grasp words that are name, first name, fair, action, punctuation in place
Using and complying with the spelling rules should be done. Also, the individual their writings must be checked and necessary corrections must be made.
15. During reading and writing activities, open expression, demonstration, and living learning, question-answer, modeling, play, drama, dramatization, discussion, example event methods can be used.
16. Display boards, graphics, projection tool during literacy activities, geometric shapes, ball, word cube, bead, bean-bar, picture cards, make-puzzles, puzzle, blackboard (toy), plastic sound patterns, concept books, story cards, play doughs, colored pencils, rhythm sticks, colored fund cartons, such as cassette-CD, sandbox, computer, word finding game (scrabble), taboo game tools and equipment can be used.

CONTENT OF THE MODULE**A. FIRST READING AND WRITING**

1. Writing Tools
- Performing 2nd Line Tracking
3. Line Studies

B. READING AND WRITING

- 1 Reading
- 2 Writing
- 3 Reading Comprehension

C. LANGUAGE INFORMATION

1. Spelling Rules
2. Punctuation Marks

MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in literacy module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), last evaluation and post-teaching (end of term) evaluation stages

It is formed. Explanations for the sample forms prepared about these stages are given below.

It is given.

A. Rough Evaluation

- a. In the Rough Assessment Form, the "Reading and Writing" module Skills independently evaluated in evaluation of (+), can not be done independently skills should be marked as (-). In the "Description" section, evaluation During the observations should be written.
- b. Individual's reactions should not be interfered while registering on the Rough Evaluation Form. and no help should be given.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

- a. Pre-teaching evaluation results can be found in the Performance Registration Table. The "Pre-Teaching Evaluation" column should be marked.
- b. As a result of the rough evaluation, "reads voices / reads celebrities." (4. an example assuming that it is insufficient) and cannot be done independently. It was prepared.
- c. "Reads voices / reads celebrities", which was primarily addressed in pre-teaching evaluation. its acquisition is divided into sub-steps:
 1. Indicates vowels in words and syllables.
 2. Shows vowels among the letters given in writing.
- d. "Reads voices / reads celebrities" in the "Pre-Teaching Evaluation" column. with the acquisition While making the relevant marking, an instruction is given to the individual for each sub-digit and it is checked that it cannot. For each step it performs (+), it cannot (-) expressions are used for digits.

C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour It is marked in the "Evaluation of the Teaching Process" column in the table.
- b. As a result of the pre-teaching evaluation, the individual reads "Voices / reads celebrities." teaching on what they could not do independently of the lower steps of their acquisition It will be made.
- c. Performance level of the individual's skill at the end of each class hour are recorded in the registration table.
- D. Family Information "section at the end of the Performance Registration Table, "Reads voices / reads celebrities." both the teaching and the permanence of the acquisition In order to ensure that, explanations about home repetitions will be made.

CHINA. Final Evaluation

- a. Teaching as the exemplary achievement is "reading voices / reading celebrities" the last lesson evaluation we made in the it will be the final assessment for the acquisition. Therefore, a separate form has not been prepared.
- b. Reading the sounds in the Literacy Module, reading the syllables, reading the words, using punctuation marks on-site etc. and Performance Record for gains

In the table, teaching process evaluation steps take place (“+” or “B”
(when marked as) with different questions and equipment.

In order to evaluate, a Final Evaluation Form should be prepared.

- c. As a result of the last evaluation, all the lower digits are called "+" or "B".

When checked, the gain occurs, when “-“ or “SI, MO or FY” is checked

on the other hand, it is decided that the acquisition has not materialized and the education should be repeated.

D. Post-Teaching (End of Term) Assessment

- a. Individual development in accordance with the results of the teaching process evaluation every month

At the end of the term, Individual Performance Evaluation Form will be processed.

- b. When filling out the Term Performance Evaluation Form, in which month

If it has been started, the column related to that month is “+” if the gain has been made within a month.

It marked. If the acquisition continues in the months after the month it was started.

If not)) is marked as "-". A “+” is placed on the month of the acquisition.

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- c. Achievements that cannot be taught or completed at the end of the semester

It will be recorded in the “End of Term Individual Performance Evaluation Form”.

- d. For the individual at the end of the period recommended by the Special Education Evaluation Board

or the teaching that cannot be realized from the acquisitions intended to be realized

the reasons for the gains that could not be done in detail (1. Teaching never started

on the other hand, despite the fact that the second education has started

If it is not realized, which lower step is the " **RAM Information** "?

will be explained in the section.

MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(READING AND WRITING)

Name and surname :

Application Date:

Date of birth :

A READ-WRITE	Yes	No	Descriptions
1. Recognizes the writing tools.	+		
2. Uses writing tools in accordance with the rules.	+		
3. Draws basic lines.	+		
4. Reads voices.	-		
5. Writes sounds.	-		
6. Reads syllables.	-		
7. Writes syllables.	-		
8. Reads the words.	-		
9. He writes the words.	-		
10. Reads the sentence.	-		
11. Writes the sentences.	-		
12. Reads the text.	-		
13. Writes text.	-		
14. Reads effectively.	-		
15. Establishes a cause-effect relationship with the text he read	-		
16. Establishes cause-effect relationship between events.	-		
17. Willing to read.	-		
18. Follows the spelling rules.	-		
19. Uses marking signs on the spot.	-		

Individual Name Surname :
Acquisition : Reads voices. / Comprehends famous people.

PERFORMANCE REGISTRATION TABLE

Montl

NOTICES	QUESTIONS / INSTRUCTIONS MAIN DIRECTIVE	to	EVALUATION OF THE TEACHING PROCESS												
			INDIVIDUAL												
			I		H		I		H		I		H		I
CRITERIA	Before Education HEAD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON	COURSE LESSON
1. In words and syllables shows celebrities.	5/6 1. Look at this word. Vowels in the word show. the a.çet the b.u c.süt ç.okul d.mis is e.öm is	-	+	-	+	-	+	-	+	-	+	-	+	-	+
2. Written in vowels through letters Shows.	7/8 2. Look at these letters. show. 1) y, f, a, z 2) b, o, s, h 3) b, m, e, k 4) ö, d, t, ş 5) f, i, z, y 6) i, k, h, b 7) n, ç, t, ü 8) p, u, ğ, ş	-													XX XX XX XX XX XX XX

FAMILY INFORMATION

* During this month , studies have been carried out with your child to gain the ability of " reading / understanding celebrities " . In order for the "reading / understanding celebrities" skill to be permanent, Repetitions should be made in accordance with the instructions.
* Read the vowels from the words and syllables that are the first step of the individual's "voice reading" skill and consider all factors while evaluating whether he / she gained his skill.
** We should do supportive studies considering the different conditions (environment, equipment, etc.) for the target that we have aimed at the individual. For example, different words and syllable cards can be used.
** The number of celebrities in the options can be increased, multiple choices can be made for the same celebrity and made separately with each celebrity.

DESCRIPTIONS

- The form will be filled in by the teacher or practitioner who teaches.
- A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- At the end of the form, information about the work done to the family will be written.
- After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: _____ **Training Start Date:** _____
Individual's Age: _____ **Training End Date:** _____

MONTHS

GAINS	MONTHS											
	1	2	3	4	5	6	7	8	9	10	11	12
3 / f. Reads voice	-	-	-	-	-	-	-	-	-	-	-	+
3 / g. Writes sound.												+
Of 3 / g. Reads text.												+
3 / h. Writes text.												+
4. Reads in accordance with the rules.												+
5. Writes in accordance with the rules.												+
6. Reads in accordance with grammar rules.												+
7. Writes in accordance with grammar rules.												+

Achievements that are intended to be earned within the period recommended by the Special Education Evaluation Board are recorded in the form of items. In which month the earning started, the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

Since the individualized education plan has expired, the teaching of the 7th acquis has not started.

History

Guardian
Name and surname
Signature

operator
Name and surname
Signature

operator
Name and surname
Signature

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LAST EVALUATION FORM

Individual Name Surname:

Acquisition : Reads voices. / Reads celebrities.

History:

NOTICES	CRITERIA	QUESTIONS / INSTRUCTIONS MAIN DIRECTIVE	TO	
			IRM N ND SOA ERLA G ALSO	
1. Vowels in words and syllables Shows.	5/6 1. Look at this word. Vowels in the word show. a.akif b.m to the c.ayl ç.semrf to d.gamz to e.hüly to		+	
			+	
			+	
			+	
			+	
	2. The letters given in writing shows celebrities from within.	7/8 2. Look at these letters. Show the vowels. 1) ö, z, l, e, m 2) z, u, r, v, e 3) b, a, h, a, r, 4) r, i, ç, ü 5) g, u, t, o 6) ı, l, ü, j 7) m, ö, b, i 8) e, r, t, ü		+
				+
				+
				+
				+

operator
Name and surname
Signature

DESCRIPTIONS

1. The form will be filled in by the teacher or practitioner who teaches.
2. The original form will be stored in the individual's file.

MATHEMATICS MODULE**AIM OF THE MODULE**

To be able to develop skills related to mathematics

GAINS

1. Uses the appropriate term to express spatial relationships.
2. Each counts rhythmic.
3. Three counts rhythmically.
4. The four count rhythmically.
5. Six counts rhythmic.
6. Seven counts rhythmically.
7. It counts eight rhythms.
8. It counts nine rhythms.
9. Distinguishes two-digit natural numbers.
10. Distinguishes natural numbers with three or more digits.
11. Makes collecting without hands.
12. Performs manual collection.
13. Solves problems by adding.
14. It makes subtraction process that does not require decimal break.
15. It performs subtraction that requires decay.
16. Solves problems by removing.
17. Performs hands-free multiplication.
18. Performs manual impact.
19. Performs shortcut multiplication
20. Solves problems by multiplying.
21. It performs a partitionless operation.
22. Makes the remaining division.
23. It makes splitting process in short way.
24. Solves problems by dividing.
25. Solves problems by doing four operations.
26. He distinguishes objects according to their whole, half and quarter state.
27. Solves problems with fractions.
28. Processes between length measurements.

29. Processes between liquid measurements.
30. Operates between mass measurements.
31. Operates between value measures.
32. Transactions between time measures.
33. Processes between field measurements.
34. Establishes relationships between geometric shapes.

DURATION OF THE MODULE

The duration of the module is 200 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Spatial relationships are closely related to problem solving skills. These relationships are the same at the time, the development of individuals' reasoning and mathematical thinking processes contributes greatly. These are the acquisition of many of the mathematical concepts
The prerequisite for this is skills. A path from easy to difficult while studying spatial relationships
It should be monitored. Their existence is more or less, big-small, heavy-light, long-short, thick-thin, similar-different, inside-outside, above-below, away-near, high-low, in front of, behind, right-left-between, according to being empty-filled
discrimination and ranking studies should be done.

2. Starting from any number within 1000 while doing rhythmic counting studies
2-by-3, 4-by-4, 6-by-7, 7-by-8, 9-by-4 counting back and forth to the desired number,
counting with real objects should be done.

3. Writing the numbers appropriately while teaching natural numbers,
to show in line, analyze natural numbers with two, three and more digits,
sorting numbers, recognizing odd and even numbers, recognizing Roman numerals
studies should be done. Also completing a pattern structured by numbers
work can be done.

4. With 1, 2, 3, 4 digit natural numbers to give the individual four processing skills
problem-solving by not obtaining hand-picked process
and the problem by doing the subtraction, which requires decay, hundred, thousand, ten thousand decay
solving, multiplication table teaching, problem-solving by making hand-obtained multiplication,

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problem-solving by making the residual-residual division, shortcuts the natural numbers
multiplication and division process, problem solving using four operations, calculation
Machine recognition and use studies should be done.

5. By distinguishing the assets according to their whole, half and quarter status, they will
understanding, sorting, analyzing and processing fractions, understanding decimal fractions,
Sorting, analyzing and trading with decimal fractions should be done.

6. While measuring the individual with special learning difficulties, finger, mix,

measurement with fathom, foot, step and length measurements, between length measurements
 conversion, problem solving related to length measurements, measurement with liquid measurements
 making, converting between liquid measures, solving problems related to liquid measures,
 Measuring using mass measurements, making conversions between mass measurements,
 problem solving related to mass measurements, recognizing money and using it properly, time
 Understanding the measurements, converting between time measurements, measuring time
 problem solving with units, using calendar, measuring with field measurements, field measurements
 conversion between, problem solving studies on field measurements
 It should be done.

7. Curve, drawing the right and the right part, parallelism and intersection in lines
 feature, drawing vertical and parallel lines, square, rectangle, triangle and circle
 distinguish features, draw, calculate its circumference and area and related
 problem solving studies should be done. Cube, rectangles prism, cylinder, sphere and
 geometrical shapes of the individual by distinguishing and drawing the features of the pyramid
 During the mathematics studies, clear expression,
 demonstration, question-answer, modeling, discussion, play, drama, trip observation, laboratory,
 case study, brainstorming, role playing, simulation, micro teaching,
 individualized teaching, active teaching, computer assisted teaching, through discovery
 learning and problem solving methods can be used.

8. Geometry tools (compasses, rulers, protractors) during mathematics studies.
 etc.), display boards, graphics, computer, projection tool, cassette-CD, geometric
 shapes, beads, abacus, puzzles, number puzzles, blackboard (toy), sand

pool, plastic number patterns, concept books, play dough, monopoly-stock market
 game equipment such as color pencils can be used.

CONTENT OF THE MODULE

A. SPACE RELATIONS

1. Contrast
- Location in 2nd Place

B. RHYTHMIC COUNTING

1. Two Rhythmic Counting
2. Three Rhythmic Counting
3. Four Rhythmic Counting
4. Six Rhythmic Counts
5. Seven Rhythmic Counting
6. Eight Rhythmic Counting
7. Nine Rhythmic Counting

C. NATURAL NUMBERS

1. Digit Writing
2. Analysis of Natural Numbers

3. Number Line
4. The Relationship Between Size and Smallness Among Natural Numbers
5. Odd and Even Natural Numbers
- 6th Ordinary Natural Numbers
7. Roman Numerals

CHINA. FOUR OPERATION

1. Collection Process
2. Extraction Process
3. Multiplication Process
4. Division Process
5. Problem Solving

D. CUTS

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Page 72**E. DIMENSIONS**

1. Natural Dimensions
2. Mass Dimensions
3. Time Measures
4. Value Measures

F. GEOMETRY

1. Curve-Line-Line Piece
- Square 2
3. Rectangle
- Triangle 4
- 5th Circle
6. Three Dimensional Geometric Shapes

MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Mathematics" module; rough assessment, teaching pre-assessment, evaluation of the teaching process (class hours), final assessment and consists of post-teaching (end of term) evaluation stages. With these stages Explanations regarding the sample forms prepared are given below.

A. Rough Evaluation

a. In the assessment of "Mathematics" module achievements in the Rough Assessment Form independently performed skills (+), skills that cannot be done independently (-)

It should be marked. In the explanation section, observations should be written during the evaluation.

b. Individuals' reactions should not be interfered while registering on the Rough Evaluation Form, and help should not be provided.

c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

a. Pre-teaching evaluation results, the education in the Performance Registration Table should be marked before the evaluation column.

b. As a result of the rough evaluation, the achievement of "six counts" (5th acquisition)

An example was prepared, assuming it was inadequate and unable to do independently.

c. Six rhythmic counting gains, which were handled primarily in pre-teaching evaluation,

It is divided into steps:

Starting at 6, count six rhythms.

2. Six rhythmic numbers starting from any given number.

d. Marking about six rhythmic counts in the "Pre-Teaching Evaluation" column

While doing, an instruction is given to the individual for each sub-step and it is checked whether it can be done or not.

(-) expressions for the steps (+) that it cannot perform for each step it performs used.

C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour

It is marked in the "Evaluation of the Teaching Process" column in the table.

- b. As a result of the pre-teaching evaluation, the individual earned six

Teaching will be done on what they cannot do regardless of their steps.

- c. At the end of each lesson, the step of the individual's skill is recorded in Form 2.

- d. Six rhythms per family, at the end of the performance record table.

in the explanations about repetitions to be made at home so that counting teaching is permanent

It will be made.

CHINA. Final Evaluation

- a. The exemplary achievement was "Rhythmic Counting" skill, so he did it during the teaching process.

the last lesson evaluation that we are, at the same time the individual's last for this acquisition evaluation. Therefore, a separate form has not been prepared.

- b. Counts rhythmically, perform multiplication, divide by the math module

solves problems, processes between time measures, etc. Performance for gains

In the Registration Table, teaching process evaluation steps take place ("+" or

(Marked as "B"), whether it is done by heart with different questions and materials.

In order to evaluate, a Final Evaluation Form should be prepared.

- c. When all sub-digits are marked as "+" or "B" as a result of the final evaluation

when the gain is realized, when "-" or "SI, MO or FY" is marked,

it was decided that it did not happen and that teaching should be repeated.

D. Post-Teaching (End of Term) Assessment

- a. Individual development, in accordance with the results of the teaching process evaluation, at the end of each month

It will be processed in the Individual Performance Evaluation Form at the end of the period.

- b. When filling out the performance evaluation form at the end of the period, in which month

If it has been started, the column related to that month is "+" if the gain has been made within a month.

It marked. If the acquisition continues in the months after the month it started (the gain

If not)) is marked as "-". A "+" is placed on the month of the acquisition.

- c. Achievements that cannot be taught or completed at the end of the semester

It will be recorded in the "End of Term Individual Performance Evaluation Form".

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board from the intended acquisitions; who cannot be realized or cannot be taught

If the training has not been started in detail in the **RAM Information** section below ,

If the acquisition could not be achieved despite the reasons or the start explanations will be made about staying in the step.

MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(MATHS)

Name and surname :

Application Date:

Date of birth :

NOTICES	Yes / No	DESCRIPTION
1 Uses the appropriate term to express spatial relationships.	+	
2 Each counts rhythmic.	+	
3 It counts three rhythms.	+	
4 Four counts rhythmically.	+	
5 Six rhythmic counts.	-	
6 Seven counts rhythmically.	-	
7 It counts eight rhythms.	-	
8 Nine counts rhythmic.	-	
9 Distinguishes two-digit natural numbers.	+	

10 Distinguishes natural numbers with three or more digits.	+
11 Makes collecting without hands.	+
Makes collecting with 12 hands.	+
13 Solves problems by collecting.	+
It performs the extraction process that does not require 14 decays.	+
Makes removal that requires 15 decays.	+
16 Solves problems by removing.	+
17 Makes hands-on multiplication.	-
Makes 18 hands multiplication.	-
19 Makes short-term multiplication	-
20 Solves problems by multiplying.	-
21 Makes a dividing operation.	-
22 Makes the remaining division.	-
23 It makes splitting process in short way.	-
24 Solves problems by dividing.	-

25 Solves problems by doing four operations.	-
26 Objects according to their whole, half and quarter distinguish.	+
27 Solves problems related to fractions.	-
28 Operates between length measurements.	-
29 Processes between liquid measurements.	-
30 Operates between mass measurements.	-
31 Operates between value measures.	-
32 Transactions between time measures.	-
33 Operates between field measurements.	-
34 Establishes relationships between geometric shapes.	-

The form has been prepared as an example for the purpose of evaluating the individual's gains for one month and informing the family about the studies.

PERFORMANCE REGISTRATION TABLE

INDIVIDUAL NAME AND SURNAME:

MONTH OF:

WIN: Counts rhythmic.

NOTICES	INSTRUCTIONS QUESTIONS	EVALUATION OF THE TEACHING PROCESS												GROU		
		INDIVIDUAL														
		1. HOUR		2. HOUR		3. HOUR		4. HOUR		5. HOUR		6. HOUR				
		I	H	I	H	I	H	I	H	I	H	I	H			
5. Altisar counts rhythmically.	5. Six six times.															
1.6 to 96 It counts six rhythms.	Starting from 6 to 96 count up to six rhythms.	-	X	X	X	X	XXI									
2. From any given number starting up to 96 six counts rhythmically.	2. Any given starting from the number to 96 count up to six rhythms.	-	X	X	XXI	XXI										
DESCRIPTIONS:																
Form 1 will be filled in by the teacher or practitioner teaching in the relevant month.																
A copy of the 2nd Form will be handed over to the parent at the end of the month. The original form will be stored in the individual's file.																
3. After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).																
4. Reviewing the contribution of the level, parent teacher and / or practitioner cooperation in all teaching activities performed with the individual in the relevant month in the form, teaching the process should include information about missing points and the content of the next month and the path to be followed.																
FAMILY INFORMATION: During this month, your child was trained on rhythmic counting. As a result of 6 lesson hours, your child starts from 6 to 96 rhythmic. Can count. In the rhythmic counting study starting from any given number, the skill of independent counting is given when verbal clue is given. It can be performed. If you do rhythmic counting with your child while working at home, we can be more successful in generalizing the skill we have gained.																

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date:

Individual's Age:

Training End Date:

Educational Diagnosis:

MONTHS

GAINS

5. Six counts rhythmic.

-+

6. Seven counts rhythmically.

--+

7. Sizer counts rhythmically.

+

8. Nine counts rhythmically.

+

- 17. Makes unlimited multiplication.
- 18. Eldeli multiplies.
- 19. Makes a short road crash
- 20. Solves problems by multiplying.
- 21. Makes splitting operation
- 22. Makes the remaining division.
- 23. Makes a short way to divide.
- 24. Solves the problem by dividing.
- 25. Solves problems by making four operations.
- 27. Solves problems related to fractions.
- 28. Processes between length measurements.
- 29. Processes between liquid measurements.
- 30. Processes between mass measurements.
- 31. Processes between value measures.
- 32. Processes between time measures.
- 33. Processes between field measurements.
- 34. Establishes relationships between geometric shapes.

+
+
- +
+
- +

EXPLANATION: Earning in the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items. In which month the earning started, with that month to the relevant column; If it took place within a month, as "+"; continue in the following months (gain If not) is marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

The individualized training plan has expired 23-24-25-27-28-29-30-31-32-33-34.
Teaching of gains has not started.

History

Guardian
Name and surname
Signature

operator
Name and surname
Signature

operator
Name and surname
Signature

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LAST EVALUATION FORM

Individual Name Surname:
Gain: Rhythmic Counts / Altisar Rhythmic Counting

History:

QUESTIONS / INSTRUCTIONS

Irma

NOTICES

CRITERIA

MAIN DIRECTIVE

**ASSESSMENT
G**

LAST

1. Starting from any given number
It counts six rhythms.

%one hundred

- 1. Starting from 12 to 84 each rhythmic say. +
- 2. Starting from 9 to 69 each rhythmic say. +
- 3. From 31 to 97 six rhythmic numbers. +
- 4. From 22 to 100 six rhythmic numbers. +

operator
Name and surname
Signature

DESCRIPTIONS

1. The form will be filled in by the teacher or practitioner who teaches.
2. The original form will be stored in the individual's file.

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