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MINISTRY OF EDUCATION
SPECIAL EDUCATION INSTITUTIONS GENERAL DIRECTORATE

SPECIAL EDUCATION AND REHABILITATION CENTER
COMMON DEVELOPMENTAL DISORDERS SUPPORT TRAINING PROGRAM

ANKARA, 2008

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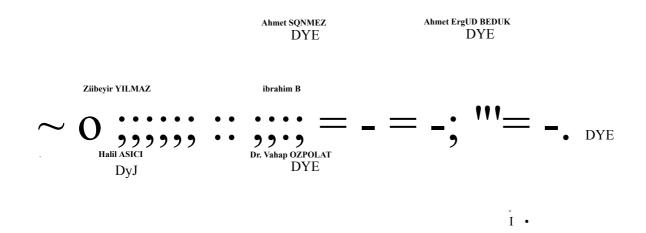**Ministry of Education**
Board of Education and Discipline

NUMBER:
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PREVIOUS DECISION

NUMBER:
61

ıtarih:
08.03.1993

SUBJECT: Pervasive Development ~ Imaginary **Disabilities Support Education**
Program ı

Special Education Guidance and Departure Services General Mihliligi dated 18.12.2008 and 5102 saylh offer yazlS1 to our Board in our Board ~ iilen **Yaygm** Gei ~ Imaginary **Disorders Support Education Programl'nm** 01.01.2009 to apply from the date iizer attached example According to accept,

Qzel Qzel, which is accepted and implemented by our Board with the decision of 08.03.1993 and numbered 61. **Grope Institutes of Education and Training Autistic Individuals Individual** C; er ~ home **Programl'o my** 2009 Yiii in sanur removal from application

Decide ~ tm Idl.

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LOGIN

Individuals are effective in social life by improving their existing competencies at the highest level. The main way to increase participation is through education. In all individuals who need special education education and home environments in individuals with diffuse developmental disorders (PDD) as well the teaching process, when properly structured, functional training programs are developed acquisition of independent living skills when prepared on the basis of individuality and Significant progress has been made in the context of social integration. Widespread developmental of individuals with impaired development of independent life skills, behavior problems reducing their ability to gain the skills they need, with appropriate training programs. integrated, structured and enriched teaching environments from an early age It is directly related to the provision from. Individuals with common developmental disorders, from the very first moment they were diagnosed, they need to be supported. Even after the individual is involved in formal education participating in support training programs appropriate to the level / diagnosis, the highest level of development will be supported.

Multiple developmental disorders (PDD), multiple basics such as socialization and communication it is a spectrum disorder that includes delays in the development of functions. Place in this group The most common common developmental disorder in the field is autism. Other in this range disorders, Rett Syndrome, Childhood Disintegrative Disorder, Asperger Syndrome and Another type of Unnamed Disorder (Atypical Autism).

Work in adulthood starting from early childhood with YGB individuals and a quality and qualified lifelong life including vocational education programs they receive special education services, the type, degree, age and characteristics of the disorder, increasing the number of functionally planned training programs according to their needs, it is possible by diversification.

Non-formal Developmental Disorders Support Training Program, special education services widespread developmental continuing to private private education and rehabilitation centers within the scope of enable individuals with impairments to benefit from educational environments efficiently and effectively.

prepared to provide. National Education No. 3797 in the preparation of this program

Appendix 3 of the Law on the Organization and Duties of the Ministry, dated 24/07/2008

Amendments to Certain Laws and Decree Laws No. 5793

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Article 25 of the Law on the Act constitutes a basis. DEFINITION OF DISABLED GROUP AND

PROPERTIES

Diffuse developmental disorder is a general diagnostic group that includes more than one disorder.

social interaction, language development and behavior that started in early childhood

is the condition of having deficiencies. Behavioral problems, repetitive, limited attention and

covers behavior. These situations affect many areas of development and

they cause chronic dysfunction.

Widespread developmental in the classification of the American Psychiatric Association before 1980

disorders were classified as a subtype of childhood schizophrenia. American

The Psychiatric Association, a common developmental disorder in 1994, consists of five disorders.

classified as a group.

These;

1. Autism

2. Rett Syndrome

3. Disintegrative Disorder of Childhood

4. Asperger Disorder

5. Common Common Developmental Disorder (Atypical Autism).

1. Autism

Autism, social relationships that start in the early stages of life and last a lifetime,

showing features such as delay and deviation in communication, behavior and cognitive development

It is considered a neuropsychiatric disorder. Most common developmental disorders

well-known is autism (also known as infantile autism).

It is characterized by communication disorders and stereotypical stereotypical pattern of behavior. Infantile

The concept of autism was first introduced into the medical literature by Leo Kanner in 1943 and

Until 1980, this term was used.

The term autism, its place in time, autism spectrum disorders (ASD-Autism

Spectrum Disorders). Autism spectrum disorders, common developmental

Pervasive Developmental Disorders (PDD) is synonymous with advanced and

it is used to mean a complex developmental disability. Autism is this classification

It is only one of the categories under.

Autism spectrum disorder is thought to be caused by neurological causes.

In a significant part of individuals with autism spectrum disorders (about 35%),

seizures, involuntary movements, loss of consciousness, etc. due to abnormal electrical movements.

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neurological problems may also be seen. Autism spectrum disorder is not a mental illness, but

symptoms may evoke some mental illnesses. Scientific research conducted, autism spectrum

with the child rearing characteristics of the disorder or the socioeconomic characteristics of the family

showed no relation.

There is evidence that autism spectrum disorder may be inherited, but

The gene or genes causing it have not yet been found. Autism spectrum in previous years

According to the latest data, autism is considered to be one in 500.

spectrum disorder is thought to affect about one in every 150 children. Also,

its prevalence in boys is four times higher than girls. Contrary to popular belief, the autism spectrum

Most of the individuals diagnosed with disorder have mental retardation at different levels. Also, wit

Certain areas in their tests can go back much further than other areas. Autism spectrum

very few (about 10%) of individuals with impaired disorder, very strong memory, musical ability, etc.

superior features are found.

DSM-IV-TR, published in 2000 by the American Psychiatric Association

Common developmental according to the (Diagnostic and Statistical Manual of Mental Disorders) manual

In order to be able to diagnose autism in the disorders, one of the symptoms listed below

at least six must be seen. Also, social interaction of at least two of these symptoms

problems category, at least one of the other two categories (communication problems and

limited / recurring interests and behaviors). At least one of these symptoms is more than 36 months

The fact that it first appeared was another condition. Under the umbrella of autism spectrum disorder

There are different criteria for other categories.

Below are the details for each symptom:

a. Social Interaction Issues

Insufficiency in nonverbal behavior required for social interaction

- Extraordinary eye contact features: Not having any eye contact, setting up for a short time or

    also unusually. For example, all of a sudden

    such as staring and missing.

- Limited use of gestures and gestures: Using very little gestures and gestures while speaking.

- Extraordinary features in approaching others: the distance required by social environments

    not being able to adjust: Staying too close or far from others.

- Exceptional use of sound: Unusual sound quality and accent features when speaking

    show.

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Failure to develop age-appropriate peer relationships

- Difficulty building friendships: Having few friends or not at all

    being unable to make friends.

- Not interacting with peers: playing with their peers, talking, etc.

    be very reluctant to act. For example, he is only too small or bigger than himself

    interacting with people.

- Developing relationships based on special interests only: With certain people, only certain interests

    (based on favorite topics) to interact.

• Difficulty interacting in a group: collaborative games
have difficulty in following the rules.

Lack of sharing pleasure, success or interest with others

• Choosing to be alone: with others, usually family members or

a lot of things she does with her friends (watching TV, eating, playing

play, etc.) prefer to do it alone.

• Not trying to attract the attention of others to certain events or situations.

For example; not to point out to others in a surprising situation, something

failing to share it with others, etc.

• Not reacting against verbal praise: The words of praise that others make to him

or little or no reaction to verbal affirmations.

For example, not showing any signs of satisfaction.

Limited in social-emotional behavior

• Being unresponsive to the attention of others: when someone calls out to them or

not reacting when he wants to interact with him, not hearing or noticing

pretend not to.

• Indifference to what others do: Someone gets into the environment, someone from the environment

some people who are very interested in other children

being indifferent to events; in such cases, satisfaction such as smile or

not showing expressions of discontent, such as crying.

• Inability to understand the feelings of others: Sadness, crying, angry, rejoicing, etc.

be insensitive to people. For example, an effort to comfort a sad person

to show.

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b. Communication Issues

Delay in language development

• Not more than two years old and not saying a single word.

• Not to use simple phrases ('Dad, go.' Etc.) that is over three years old but two words.

• Use a simple grammar structure or start speaking after you start speaking.

to continue repeating mistakes.

Difficulty in conversation

• Conversation in initiating, maintaining and termination major problems

show: For example; a long monologue once you start talking

to continue and ignore the comments of others.

• Selectivity in speaking topics: very difficult and difficult in subjects other than their favorite subjects

speak reluctantly.

Using unusual or duplicate language

• To repeat what others say to him.

• What they heard on TV or read from books, at unrelated times and

iterate out of context.

• The words that he made up or only made sense of himself
    repeat.

• To demonstrate excessive formal and didactic speech characteristics.

Game not suitable for developmental level

• Limitation in scenario games: House with toys, schooling, physician etc.
    not to play imaginary games.

• Limitation in symbolic games: One object as another object (cube microphone
    etc.).

• Playing with toys in unusual ways. For example; instead of bouncing the ball
    instead of hitting them with one hand, putting the legos together and doing something
    array etc.

• Indifference to social games: at a young age, 'ce-e' etc. interest in social games
    to show.

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c. Limited / Repetitive Interests and Behaviors

Having intense and extraordinary interests in limited space

• Obsessions of interest: Being overly interested in some issues and excluding other topics
    constantly talking about those subjects, reading, dealing, etc. request.

• Being overly interested in some unusual issues. For example; astrophysics, plane crashes or
    irrigation systems.

• Remembering the fine details of topics he's interested in:
    to know even the finest details by heart.

Excessive insistence on certain order and routines

• Always want to do certain activities in a certain order: For example,
    closing their doors in the same order.

• Requesting no change in daily routines. For example; always the same when coming home
    To follow the route or when you come home, first turn on the TV and then go to the toilet.

• Overreacting to changes in daily life: the slightest
    anxiety over change or anger.

• Regarding the changes that will occur in order to accept the changes more easily.
    need to know beforehand.

Repetitive (self-stimulating) behavior

• unusual body movements: walking on tip toes, walking very slowly, their
    turning around its axis, swinging where it stands, having a different body posture
    to be etc.

• unusual hand movements: shake hands, move your fingers in front of your eyes
    getting their hands in different ways, etc.

Extraordinary interests and obsessions about objects

• Using objects for unusual purposes: For example, the wheels of the toy car

turning or opening and closing the doll's eyes, etc. behavior over and over

make.

• Overexposing to the sensory properties of objects: For example, every object it receives

smelly or examine it by keeping it in front of your eyes and turning it over.

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• To show extreme interest in moving objects: For example; such as a wheel or propeller

rotating objects, fast moving images such as flowing water or flashing light

look for a long time.

• Object obsessions: Some unusual objects (such as an eraser or a small piece of chain, etc.)

not want to leave it by hand or keep it in front of your eyes.

2. Rett Syndrome

Rett Syndrome, for the first time, Dr. Defined by Andreas Rett, Dr. Bengt Hagberg

and the world published as a disease by his colleagues in 1983

has been recognized throughout. Rett Syndrome (RS) is used in various races and ethnic groups in the world,

It is a neurological disorder especially seen in girls. This syndrome also occurs in men.

It is known to be seen, but when seen in men, these babies are usually

miscarriage, death at birth or premature death in the womb

It stands out.

Children with RS develop normal or near normal until they are 6-18 months old

Show. After this period, the child goes into a period of temporary stagnation or regression, communication

loses his ability to set up and clamps his hands together. Immediately after the stereotypical hand

a noticeable slowing in movements, gait disturbances and head development

interest. With problems such as having a seizure, irregular breathing while awake

It can be compared.

Rett Syndrome in autism, cerebral palsy or nonspecific developmental disorders

Diagnosis is very difficult as it is. According to research done in various countries in the world, every 23

A girl with RS is born in the proportions ranging from 1 birth per thousand to 1 birth per 10 thousand.

Some children use words one by one before they lose their ability to speak, and

they can start making word combinations. The severity of RS is difficult for all patients

it is not difficult to guess.

Apraxia (imbalance), in performing the most basic body movements

inability to observe all disabled behavior caused by RS.

Influencing all body movements, including eye's fixed eye and ability to speak

it makes it difficult for the child to move in a controlled manner. Apraxia and verbal communication skills

Due to the lack of intelligence, it becomes difficult to determine the truth. Most traditional tests

methods require the use of hands and / or verbal communication, which is an RS

Maybe it is impossible for the child.

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Growth in RS is usually slow, many RS women are quite small compared to their age

It seems. The studies carried out show that they have an insatiable appetite.

Despite the fact that many of them can vary from medium to upper limit, malnutrition

shows that they are facing the problem. This; difficulty swallowing, insufficient nutrients

intake, unbalanced energy or enough of the body's nutritious foods

problems such as not being able to benefit. In such cases, you can gain weight and

a complementary to help grow taller, improve attention and interaction

nutrition program (high calorie / weight gain diets by mouth, NG tube or

gastrostomy button).

Despite all these difficulties, a patient with Rett Syndrome is of middle age, or even more

can continue learning until the ages and have a good time with family and friends. All

they have experience about emotions, social, educational or at home or among the community

when participating in recreational activities, they show their pleasant and attractive personality.

3. Disintegrative Disorder of Childhood

At least two years from birth in children with childhood disintegrative disorder

completely normal development is recorded. Symptoms often begin to appear between the ages of 3-4. This

symptoms must be developed before the age of 10 to make the diagnosis. Heavy mental

with retardation and locodystrophy (progressive child neurology diseases)

Seen. It is also common to encounter epilepsy. Start sudden or gradual

can. The first findings are increased activity, restlessness and anxiety. Then talk and

losses in other abilities are recorded, the clinical picture reaches the plateau, and subsequent development is limited

can. Clinical picture if it occurs as a result of a progressive neurological disorder

worsening may even result in death. This psychosis is called "heller dementia" or "infantile dementia".

It is also called. Its relation to the decline in autism is controversial. In general, in neurology clinics

diagnosed by inpatient examinations.

Intelligence, language and social that started at the age of 3-4 years before the normal functioning of the child

In their function is the deterioration (destruction) that develops in a few months. Presumably autistic disorders

One in 10 is observed frequently. The boy / girl ratio is 4-8 / 1. The reason is unknown. convulsive

syndromes can be found with tuber sclerosis and various metabolic diseases.

Diagnostic criteria of Childhood Disintegrative Disorder DSM-IV are:

A. Verbal and non-verbal communication suitable for age within two years after birth,

social relationships, games and adaptive behavior

a normal development

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B. Skills previously acquired in at least two areas (below 10 years of age)

before) clinically significant loss.

These:

1. Verbal expression or perception of language

2. Social skills or adaptive behavior

3. Bowel or bladder control

Game 4

5. Motor skills

C . Exceptional functionality in at least two areas of:

1. A qualitative deterioration in social interaction (nonverbal behavior

deterioration, inability to engage with peers, social or emotional

inability to make provisions, etc.)

2. Qualitative disorders in communication (delay in the development of the spoken language

or not developing at all, being unable to start an interview or

to use the language in a stereotypical and repetitive way,

not playing various imaginative games etc.)

3. Motor including stereotyped behaviors and mannerisms

limited, stereotyped and repetitive in behavior, interests and activities

having patterns

4. Asperger Disorder

Social relationship and communication typically seen in individuals with autism in Asperger's Syndrome

Besides its problems, it has a limited interest area. Very limited issues and narrow-framed areas

they have deep knowledge, so these children are called "little professors".

Unlike autism, they start talking in time; extreme wisdom and dexterity

special problems appear. These children have normal or superior intelligence. Mechanical

They are very fond of toys, and they get closer to people with limited interests.

They can collect a number of objects without purpose, they do not have self-care problems. In adulthood

They are known as cold and distant people who are firmly adhered to the rules. These individuals are social

In his life, he usually has one very close friend, and this person is often narrow, limited

has an interest. He always has rational and excited interpretations in his emotional life,

behavioral problems can be seen, there are problems in using gestures, gestures and body language. [Frith,

11th

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1991]. In this syndrome, genetic relationships are often established between father and son. Autism and Asperger

Its syndrome is transformable.

The clinical features of Asperger Syndrome can be listed as follows: Normal language development,

normal intelligence and sometimes even superior intelligence, incompetence, pedantic, lecturing

behaviors such as speech style, antisocial violence are observed. Frequency of occurrence

It's 1 in 1000. It is 2-4 times more in men. The diagnosis can usually be made around the age of 5.

It is concurrent with Attention Deficit and Hyperactivity Disorder and depression. Especially

There is a familial transition from grandparents and fathers.

5. Common Common Developmental Disorder (Atypical Autism)

Atypical autism, problems with language and social communication, the purpose of language

problems in use, extreme shyness, extreme shyness, certain in everyday and private life

It can be considered in relation to situations such as extreme strict approach and adherence to the principles. Some

personality types and disorders (schizoid personality, schizotypal personality, shy personality) again atypical

It may be related to autism, but there are differences. For example, schizoid personalities social relationships

moments, especially they do not want. However, there is a desire to establish relationships in individuals with autism, but

It was claimed that they failed.

The differences between atypical autism and typical autism are highly controversial. Researches and

Although the results are not sufficient, there are certain findings. In typical autism, the diagnosis is permanent.

It has a range from light to heavy. Language problems improve in some cases, but often

It is permanent. Self-harm behavior is common. Similar characteristics in age, sex, family and

the problem of communication is basically the same as atypical autism. The weight, frequency and severity of stereotypes are small

it may be the same as atypical autism at ages and can remain unchanged despite advancing age. Intelligence

ranging from the heaviest to the lightest. Narrow interest, obsessive behavior,

sensory symptoms may be the same as those seen in atypical autism. He can walk late. Self-care issues

it is evident and can be permanent despite advancing age. On the other hand, with advancing age in atypical autism

diagnosis may change and become a personality trait. Autism symptoms may disappear over time; good

With training and favorable conditions, it can completely return to normal. It has no heavy form and is lightweight

It is difficult to leave autism. It can therefore be seen as part of normal development. Autism

specific behaviors can be masked to reveal (strain) in certain situations, or

it can be hidden under different appearances (false extroversion etc.). Understanding humor and

serious problems in human relations, especially in relation to the opposite sex,

Experienced. If there is a language problem, it is short-term; consequently with proper grammar and phonology

They talk. Self-harming behavior is not observed. Symptoms of violence and coexistence

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in terms of density, it does not exceed a certain limit, disrupting social life and order.

The general development curve is in the direction of improvement under favorable conditions. There may be learning problems

and school problems. Stereotypical (repetitive) movements do not persist with advancing age. Narrow

and has a concentrated interest, but in a socially more meaningful subject

(in his profession, etc.) this can lead to success. Obsessive behavior, rituals in atypical autism

may be more noticeable. Panic attacks are common.

LEVEL OF THE PROGRAM

The program includes individuals of all ages in the common developmental disorders diagnostic group.

It has been prepared by considering its developmental features, training needs and priorities.

GENERAL OBJECTIVES OF THE PROGRAM

With this program, individuals;

1. Basic matching and imitation, which is a prerequisite for the acquisition of functional skills

   improve their skills,

2. Improve their skills of starting and maintaining social interaction,

3. Improve receptive and expressive language skills,

4. Improve communication skills,

5. Gaining the skills of working independently and functioning and organizing,

6. Improve self-care and daily life skills,

7. Improve their academic skills,

8. To develop participation in social life and social adaptation skills

It is expected.

EXPLANATIONS ON THE PROGRAM

1. Achievements in Modules Common Developmental Disorders Support Education

   It has been determined to achieve the general objectives of the Program.

2. If individuals with diffuse developmental disorders have another disability,

   which is suitable for the individual from other disability field programs

modules should be identified and included in the individual training program.

3. 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.

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4. Learning and learning in order to realize the gains in the program modules

In the teaching process, the necessary tools and equipment specified in the module should be provided.

5. Although there is a general hierarchical order among the modules in the program

taking into account the individual's age, medical diagnosis, level of development and priority needs

There may be different configurations in the choice of modules. But matching, imitation, instruction

follow-up skill modules are the basis for preparation for learning.

it should be included primarily in the 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, social worker etc.)

Individual's development should be supported by exchanging views. Individual's support education

At the end of the process, the development report prepared by the institution where it continues

suggestions that will ensure the transition and permanence of individual acquisitions into daily life,

Law 2828 to the family of the individual besides the guidance and research center

and the institution, which is under the legal protection of the individual under the state protection, if any,

should be forwarded to the school's guidance and psychological counseling service.

7. In the support education process, individualized education program development unit

specialist (psychiatrist, social worker, physiotherapist, language and

speech therapist, job and occupational therapist etc.) support can be obtained.

8. In order to increase the efficiency of the support training program, the modules

practical achievements in real environments or structured environments

be processed.

PROGRAM STRUCTURE

Common Developmental Disorders Support Training Program aims at

It consists of various modules and achievements for these modules.

Achievements, content, explanations and measurement expected in individuals in each 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.

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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

Common Developmental Disorders Support Training Program is one of the modules listed below.

It is composed of:

NAME OF THE MODULE	TIME
1. Matching Skills	250 Class Hours
2. Imitation Skills	500 Class Hours
3. Guideline Follow-Up Skills	750 Lesson Hours
4. Use of Visual Support	250 Class Hours
5. Recipient Language Skills	1000 Class Hours
6. Expressive Language Skills	1000 Class Hours
7. Game and Music Skills	500 Class Hours
8. Self Care Skills	1000 Class Hours
9. Daily Life Skills	1000 Class Hours
10. Motor Skills	250 Class Hours
11. Social Skills	1000 Class Hours
12. Reading and Writing	750 Lesson Hours
13. Mathematics	500 Class Hours

LEARNING AND TEACHING PROCESS

Effective learning and teaching process in order to carry out the program in accordance with its purpose.

should be used as. Therefore, the following points should be considered:

• While planning the learning and teaching process, the individual's level of performance, characteristics and

learning styles should be taken into consideration.

• In order to reach the target set at the end of the period used for support education

use of time should be planned in the most accurate way.

• Appropriate strategies, methods, tools and materials in the learning and teaching process

should be selected.

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• The activities in the program, gradually from concrete to abstract, from easy to difficult

attention should be paid to its preparation and application.

• The language used and the activities implemented during the studies are based on the age of the individual and

Attention should be paid to suit its features.

• Effective communication of individuals and communication strategies in daily life

suitable environments should be prepared for them to use and activities should be diversified.

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

   Eder?

Individualized Education Program for the individual with diffuse developmental disorders

Individualized Education Plan (BEP) to be prepared by the Development Unit

Support for Common Developmental Disorders prepared by considering steps

It will be created based on the Training Program. The main thing when taking the performance of the individual

which of the achievements stated in the program is possible. The individual cannot realize

achievements will guide the training to be delivered. For this purpose, "Measurement and Evaluation"

By using the Rough Assessment Form given in the section,

It can be determined that it performs at the level.

Apart from the common diagnosis of developmental disorder, the individual has other deficiencies

symptoms of the other insufficiency, characteristics and the individual's

IEP should be prepared taking into account the needs, and I

Among the supportive education programs, gains appropriate to the individual's need should be included. also

when needed except for the gains in support training program modules

In accordance with the individual's level, gains from different programs are also included in the individual education program.

can be included.

The gains included in the modules also contribute to the stages of development and

taking into account the maximum possible level that an individual can achieve in the type of disability

It was prepared. Long-term goals to be included in the IEP and related short-term

targets will be determined in order of priority from the gains that the individual is inadequate.

Evaluation process to measure progress at the end of the training activity,

will be carried out based on the program and with the achievements in the individual's IEP

will be limited. Performance Record given in "Measurement and Evaluation" section

Using the table, the gains of the individual in the month will be clearly seen. This

The steps that form the basis of the individual's development level are defined in the performance tables.

and if necessary, sub-targets of these steps can be created.

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Module contents, checklist both in performance purchase and evaluation

It is prepared to be used as an application, and in the daily work planning of the practitioner

It will be seen. To see the total progress at the end of the year and to the guidance and research center

given in the "Measurement and Evaluation" section to report the level of the individual

End of Term Individual Performance Evaluation Form will be used.

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?

1. Individual's educational function or performance level

Prepared based on detailed evaluation results, what an individual can do and
is the depiction of what they cannot do. In order to see the progress, the level of performance
description is extremely important. Because these descriptions are clear
and understandable, as well as identifying the individual's specific needs and prioritizing
provides the array.

2. Factors such as educational performance level, developmental stage and age
   long-term goals to be realized at the end of a year determined by taking

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-term goal
the choice of; the individual's previous success, the individual's existing level of performance, the individual's preferences,
the applicability of the selected objectives, the primary needs of the individual, for the acquisition of the objectives
the time allocated should be considered. Long-term goals;

a) It should be related to the individual's existing level of performance,

b) The long-term goal area should be clearly defined,

c) Long-term goals should be measurable,

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ç) Should be meaningful,

d) It should cover short term objectives.

3. Short-term goals to achieve long-term goals

It is shorter between the individual's current level of performance and the long-term goal.
are gains made in time. In short-term goal statements, the individual
defining behavior, determining conditions of behavior (verbal requests or
guidelines, written requests or instructions, materials, help needed
level, environmental environment and adaptations).

How and by whom is the Individualized Education Program Developed?

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

B. Teaching Methods, Techniques and Approaches

Individuals with Widespread Developmental Disorders have different methods in the learning process,
they need techniques and approaches. Based on multiple senses in teaching programs
instructional techniques should be used.

The following techniques, methods and approaches are all in the curriculum.
It should be included.

While planning the teaching process; individual's developmental characteristics, performance, priority

needs, individual's learning experiences, motivation, skills to be gained, etc.

variables should be taken into account.

1. Expression Method

Open expression method is also called "deductive or direct education".

It is called. This method of teaching is based on both a regular program and tools.

requires being systematic in its use.

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In open expression method, distinctive learning process is used.

For this, the practitioner determines the related and unrelated qualities of the concept he will teach. More

then it creates positive and negative examples of the concept. Related properties of the concept

defines the concept and creates similar examples of it. The concept of unrelated qualities

are the qualities that do not define but exist in the structure of the concept. Unrelated qualities,

It provides different examples of the concept. For example, the associated attribute for the concept of the "triangle"

It has three sides and three corners. The size, material of the object representing the triangle

Qualities such as unrelated qualities.

Positive examples of the concept show the qualities that define the concept. concepts

negative examples show qualities that do not define the concept. For example, "triangle"

Positive examples of the concept are "plastic triangle", "wooden triangle", "cardboard triangle". Triangle

The negative examples of the concept are "plastic square", "wooden circle", "cardboard rectangle".

While preparing positive and negative examples of the concept, the number of samples is high.

and attention should be paid to the change of unrelated qualities. Then, the individual is positive and

negative examples should be presented, correct reactions of the individual should be reinforced, wrong reactions

should be ignored and presented again. Thus, there is a distinctive reinforcement

Learning should be given.

2. Cascading Method

The teaching process of the staged method is "do", "show", "say" and "write"

Includes activities related to the steps. Do it, show it, say it, and write it in summer

each action taken by the practitioner is a counter action by the individual

It requires. Individuals see the practitioner doing the skill, they listen to the skill description.

Then individuals do the skill themselves, show it, say what they are doing and

writers. While teaching with cascaded method, from the individual; doing, showing,

It is expected to have a reaction using verbal and written language. Individual, right reaction

behavior is reinforced when it is given, and it is returned to teaching when it responds incorrectly.

Do Step: In the "Do" step, the practitioner uses real objects and the individual

gives answers using real objects. The "do" step means that individuals

helps them to establish intimacy with the practitioner. Individual's participation in the group

is an effective way of teaching. This step is "build-do", "make-show",

It consists of the sub-steps of "do-say", "do-write".

Show Step: In the "Show" step, the practitioner gives the individual a visual stimulus and

the individual is expected to react correctly. The practitioner is able to see the stimulants

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presents. This step is "show-do", "show-show", "show-say", "show-write" sub

It consists of steps.

Say Step: In the "Say" step, the practitioner verbally notifies the individual about the symbolic stimulus.

and the individual is expected to react well. This step is "say-do", "say-

It consists of the sub-steps of "show", "say-say", "say-write".

Summer Step: In the "Summer" step, the practitioner is writing the symbolic stimulus to the individual in writing.

and the individual is expected to react well. This step is "write-do", "write-show",

"Write-say" consists of "write-write" sub-steps.

3. Advanced Chain Method

In order to teach according to the advanced chaining method, before the performance purchase

The skill analysis prepared should be arranged from the first to the last.

While teaching, the first process step (first basic skill) is emphasized and the other process

The steps (other basic skills) are not taught. Individual, the first transaction step

After performing it independently, the second process step is passed. Different material

skills are more advanced in teaching skills related to job training.

chain method is used.

4. All Skill Method

Prepared before the performance purchase in order to use all skill method

skill analysis should be done according to advanced chaining. Implementation of this method

During the training, all skills are taught. In every teaching session

gradually pulling the clues on the skill steps to complete the skill

Studied.

5. Reverse Chaining Method

Performance procurement to use reverse chain teaching method

The skill analysis prepared before should be done according to reverse chaining. So

skill analysis should be created from the last to the first. Teaching

while doing, the final processing step is emphasized; teaching of other process steps

It is not done. When the individual reaches independence in the last step, the last one is

education of the step. Individual steps performed independently in each session

they are asked to complete the skill by doing so.

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The reverse chaining method may not be suitable for every skill. Especially dressing

According to other methods of reverse chaining method in skills and some professional skills

is known to be more effective. This is because; individual's initial realization

the skill we expected included quite a few processing steps,

reaching independence while teaching other steps

repeating the process steps.

6. Applied Behavior Analysis-UDA

The behavior of the individual and the environmental characteristics associated with these behaviors can be measured

This method, which is based on analyzing techniques, is the environmental factors of many behaviors.

It is based on the principle that it is rewarded or punished.

Applied behavior analysis with individuals with diffuse developmental disorders

studies; to increase the appropriate and desired behaviors, to gain new behaviors to the individual,

to ensure that these behaviors are generalized to different environments and new situations,

environmental in order to prevent inappropriate and undesirable behaviors from occurring

making arrangements, despite environmental regulations,

reduce the likelihood of repetition of behaviors, appropriate behaviors acquired and behavior

aims to make its changes permanent. With common developmental disorders

behaviors aimed at increasing and gaining in individuals; social skills, communication

skills, game and imitation skills, self-care and daily life skills are examples.

the behaviors that are aimed to be reduced or eliminated are tantrums.

stimulating behavior, self-harming behaviors such as biting, yelling, hitting

mentioned.

What is the target behavior in the first stage in applied behavior analysis applications

and this behavior is defined. In this process, a systematic observation and record keeping

technique is used. After deciding the behavior change method, this method

and apply the same observation and record keeping techniques to collect data continuously.

effectiveness is evaluated. Continuation of the application as a result of this evaluation,

it is decided to adapt or cut it. Showing common developmental disorders

while individuals participate in mainstreaming education with their normally developing peers.

It constitutes the long-term goal of UDA (Kardzhali-Iftar, 2003).

7. Teaching with Discrete Experiments

Teaching with discrete experiments, also called the Lovaas Method, applied the foundation

It is one of the traditional teaching methods based on behavioral analysis. This teaching

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method consists of the precursors of behavior, the result of behavior and behavior successively

It presented. At the " *premise* " stage of teaching , a question, instruction or tool is presented to the individual

directed. For example, the practitioner shows the car in his hand and says, " *What is this* ?" she asks. method

In the second stage, " *behavior* " dimension, a right or wrong response is expected from the individual.

The individual may not respond at all. In the " *Result* " section, in the approach appropriate to the individual's response

You are. Correct responses are reinforced, and wrong responses are corrected or

the directive may be re-submitted. The last stage of the method is " *time between trials* " . Second

the individual to rest for 4-5 seconds before using, and use reinforcer

allowed.

Individual teaching in discrete experiments, certain behaviors or skills with the help of clues

These clues are gradually eliminated when it does. Widespread developmental

imitation, matching and grouping, recipient language and self-care skills

Teaching method with discrete experiments is widely used in teaching. This

The most important advantage of the method is its easy applicability and the target behavior of some individuals.

is easy to win.

Inability to use language skills functionally and generalizability of acquired behaviors

The difficulties in the stage are the limitations of this method (Kırcaali-İftar, 2003).

8. Teaching Opportunity

Opportunity teaching, language and communication skills of individuals with common developmental disorders

It is a method that aims to gain in a natural environment. In this method, with discrete experiments

As in the teaching method, the application is presented with successive experiments.

However, the first attempt is initiated by the individual and the communicative efforts of the individual are reinforced. This

In the method, the practitioner is the moment when the individual will request any object or initiate communication.

waits. This attempt to attempt verbal behavior or depending on the individual's age and performance

it can take place in nonverbal forms such as pointing, crying.

After starting the individual communication practitioners " *What do you want* ?" *You want this* ? "

It enables the individual to broaden the subject started by verbal expressions such as. At this stage, from the individual

slightly more sophisticated communicative behaviors are expected and modeled where necessary.

If the correct response cannot be obtained from the individual, appropriate verbal expressions are used or clues are presented.

If an appropriate communication response is received from the individual, the practitioner confirms the correctness of the response.

presents the object that the individual wants. The studies carried out, extensive developmental teaching of opportunity education

that individuals with impairments are effective in developing communication skills and gained

shows that the generalizability of the skill is at a high level.

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9. Positive Behavior Support (Functional Analysis)

Functional analysis of certain behaviors, such as obtaining, running / avoiding

that it performs functions and is caused by a lack of appropriate behavior.

is an ongoing method.

Functional analysis is not only about reducing the problem behavior of the individual, but

at the same time, learning a new behavior that is the same as the function of this problem behavior.

aims. In this method, the precursors and stimuli that prepare the ground for behavior

is structured (Erbaş, Kardzhali-Iftar and Iftar, 2005).

Anger attacks seen in individuals with common developmental disorders

engaging, avoiding objects, people or activities, getting objects or events

instead of the function of self-stimulating behaviors to achieve sensory pleasure.

It is stated that it brought. Instead of such negative behavior, appropriate behavior

Firstly, by defining inappropriate behaviors,

It starts. Precursors and post-behavioral results that determine these behaviors are determined. This

alternative behaviors are planned by determining the functions of behaviors and teaching

program is prepared.

10. Basic Response Education (TTÖ)

The basic reaction teaching emerged from the work of Robert Koegel et al.

and applied behavior training based on the principles of applied behavior analysis (UDA).

These researchers teach the skills that play an essential role in the individual's developmental stages.

they also aimed at acquiring behaviors. Individuals with diffuse developmental disorders

failure to maintain mutual communication, unresponsive to the communication process initiated by others

for problems such as staying, using inappropriate gestures and gestures, and not being able to make eye contact.

distinguish the behaviors that are appropriate by teaching basic skills through modeling

they aimed to become the state.

The basic concepts in basic response education are motivation and multiple stimuli.

Motivation, reacting to multiple clues, self-directedness, initiating communication by itself

emerges as behavior. Starting social communication, language and academic development

Providing stimulus input for the individual can be given the opportunity to learn.

Social and academic of individuals with diffuse developmental disorders due to *motivation*

Increasing reactions to stimuli also arises in the process of mutual social interaction

it will be possible to reduce the behavioral problems that may arise. In the process of motivation

effective factors; individual's choice, gaining different skills and new

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It is a natural reinforcement process to use the learned skills together with the existing skills.

Toys, activities or materials chosen by the individual make the selection process

creates. In the second step, among the skills that the individual performs well,

It is aimed to provide positive experiences and reinforce by adding the skills to be learned.

The last stage of motivation is the positive social and communicative responses of the individual.

It is strengthened.

Using natural reinforcer speeds up learning and skill acquisition. Natural

reinforcements as reinforcements with direct and skill-related functionality

definable. When the individual reacts to the target, he will be able to obtain the reward naturally.

The motivation method is *self*- accepting and expressive language skills for individuals with autism.

help skills, academic skills such as literacy, painting, pasting, negative

social behavior such as reducing behavior and developing appropriate behaviors, participating in activities

can be used to teach skills. Another important area in the motivation process is its own

is self-management. Self-directed behaviors of the individual

self-initiation and being able to distinguish individuals by developing social awareness (Koegel

and Koegel, 2005).

Another concept in basic response instruction is to attract attention to *multiple stimuli* . autism

multiple difficulties of individuals to learn and generalize their social and communication skills.

not to react to stimuli and excessive stimulus selectivity

It is indicated. Common developmental disorder to reduce overstimulation selectivity

individuals should be taught to react to multiple hints. Home, school and social life

Excessive stimulus selectivity of individuals can be prevented by including multiple tips. For example,

teaching multiple tips at home using clothes in home environment for color teaching

done. In classroom settings, teachers are given the tool to be given to the individual to use in the activity.

when you demand that you choose the color, felt pen, pastel paints, pens of different colors

It can provide. In the social environment, it informs individuals with autism about traffic signs, colors, and location.

signs, bus directions can be taught.

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11. Incorrect Teaching

Accurate teaching technique has fewer errors than traditional methods

is the default method. This teaching; low level of error, more reinforcement of the individual

due to the positive interaction between the learner and the learner.

improper behavior occurs less often. This teaching method; reaction tips

consists of teaching methods that are presented and stimulus tips are used.

a. Teaching Methods with Response Tips

• Fixed Waiting Period Education

• Simultaneous Clue Teaching

• Increased Waiting Period Education

• Pre-Behavioral Tips and Testing Teaching

• Teaching with Pre-Behavioral Clues and Wiping

• Progressive Teaching

• Teaching by Increasing the Tip

• Teaching with Lessening of the Tip

b. Methods Using Stimulus Tips

• Silence the Tip

• Shaping the Clue

• Adding a Tip to the Target Alert

12. Peer Assisted Learning

Master apprentice relationship of one individual to another individual using materials determined subject

the academic and social skills of individuals taught by transferring experience

is a teaching method that aims to develop. This method is peer-supported teaching for the whole class

Method; cross age peer assisted teaching method, same age peer assisted teaching method

be collected in three categories.

13. Modeling with Video Recording

Application of the skills that the individual wants to learn in modeling method with video recording

the video is made to the individual. The person in the image can be anyone, or the individual himself

can. By providing physical clues, the individual is provided to do the same things he sees. More

the help provided to the individual in the next stage is systematically reduced and appropriate during teaching

behaviors are reinforced. Individuals with common developmental disorders of the modeling method

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effective in gaining many skills such as social, communication, self-care and daily life skills

There are research results showing that

14. Teaching with Replica Wiping

Parents and educators know from their own experience that widespread developmental disorders

Teaching individuals with words to express does not guarantee them to chat.

Even if the vocabulary of individuals has developed, about the school and events with their parents

they may not talk or start a conversation with their teacher about their activities at home.

Teaching with replica flushing by providing tips for individuals with common developmental disorders

it aims to do more than make it speak or react to our questions.

The aim is to teach them to chat with us.

Catches allow individuals with common developmental disorders to start conversations or

These are words, expressions and sentences that are written or sound recorded for their continuation. Small

Voice recording of the word "Hop" is used as a line for a child at the age, language skills

for a child with more advanced preschool education, "I love cars." or

"The fire truck is red." Sentences such as are used as lines. "Swimming on Sundays

I'm going." and "Can my swimming coach." written lines for a 10-year-old child

While it is appropriate, "I learn to shave." and "I work at the hotel."

for an adult who cannot read,

available.

The lines that are targeted to be taught are written on the cards if the individual knows how to read; read

if it does not know, a Card Reader (Language Master) with magnetic card reading feature

are recorded on magnetic cards by voice and

They are taught to read through the reader and repeat the line. Replica selection

Individual's language skills, interests and expectations of the family can guide us.

Two people are usually needed when starting teaching with replica flushing. But

this teaching can often be done with one person. One of these practitioners is an individual

takes on the task of giving physical clue. For example, for teaching voice lines, the line is registered

obtaining the magnetic sound card, passing it through the card reader, to the speech partner

approach, say the line and remove the card. The other is the practitioner only

is a chat partner. When the individual starts to show the appropriate reactions,

he pulls back one after another and eventually pulls himself out of the environment. A good chat

partner; does not give instructions, avoids asking questions. However, there are interesting gestures and

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uses mimics, realizes the individual's interests and individual characteristics, and

Presents and simplifies according to the level, uses a suitable tone.

The fictions of the lines start from the last word. For example, "It is very important to go to the park

"I love to go to the park ...", "I love to go to the park ...", "I love to park ..." and "…………."

in the form of silicified. Individuals with common developmental disorders

when faded, repeat the lines automatically and generate new words

they start (Birkan, 2008).

15. Relationship-Based Methods

Relationship-based methods based on sensory development and attachment in individuals with autism

The most known ones are *floortime* (DIR method) and Son-Rise method. Individual's social

Developing interaction skills and enjoying these activities are the target of these applications.

is the point.

16. Demonstration (Demonstration)

To show how to do a job in front of the audience or general principles

is the technique used to explain. Effective preparation is required to apply this technique. This

Using unknown terms should be avoided when using the technique and curiosity in individuals

questions that will awaken should be asked.

17. Role Playing

Individual's expressing his feelings and thoughts by entering another personality

is the technique that provides. Role playing provides more knowledge, skills and

based on the basis of making use of drama techniques that envisage understanding.

is an experimental training technique.

18. Drama

Drama method, various situations that may arise in social life, individuals

It is in various scenes they participate as actors. In which cases to the individual

It is a method that teaches how to behave by experiencing. Individual's problem solving,

Improves the ability to listen, understand, speak fluently and communicate. Creativity and expression

increases the skill.

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19. Computer Assisted Instruction

The use of computer as a tool for teaching a lesson. Computer aided

repetition and exercise in the teaching process, one-to-one teaching, simulation, problem solving, educational game

It can be used for various purposes. Thinking developed by the computer-aided teaching individual

offers the opportunity to use their skills. Thanks to appropriate teaching programs, the individual can

works according to it and gets the opportunity to do it again as much as it wants.

20. Multiple Sensory Teaching

One of two or more of the senses of seeing, hearing, touching, smelling and taste

It is used together in teaching the skill. Especially sight and hearing

Supporting the duo with other senses increases the effectiveness of teaching. Cognitive processes

Some of the activities involved in development are also found in multi-sensory teaching.

Weight in multi-sensory teaching, tools and equipment prepared for academic subjects

Concentrates on. Individual learning in multi-sensory teaching approach

During the development of cognitive processes necessary for correcting problems,

sense organs are also required.

21. Cognitive Process Approach

It is also called problem solving approach. Individuals' events with this approach

the skill of analyzing, sorting and distinguishing is provided. individual

is an approach that leads to thinking. Teaching prepared based on this approach

In their programs, instead of teaching the individuals with disabilities individually; social

problem solving skills about situations are tried to be taught; a single social skill to the individual

social problem solving skills when faced with different social situations, not

trying to gain.

22. Activity Charts

Activity charts for over 20 years at Princeton Child Development Institute (PCDI)

It was developed as a result of scientific studies. Experts working at PCDI, widespread development

individuals with impairments learn many things, but the skills they learn mostly

verbal clue given by the adult, modeling and gesture-gestures without clue

due to their observations, they decided to develop their activity schedule. Sometimes, too

even a small hint (a small step towards the individual or anticipation)

can make them do the activities. But when there is no clue from the adult, the activity

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they are busy with anything else, or just wait. For example, "play with your toys"

Given such a directive, the individual will play with the puzzle, blocks, or truck. But

when there is no verbal instruction, no model, or no gesture-gesture clue,

he will just sit in the middle of his toys and not do anything. Similarly, cycling

individuals, families, or people who learn to drive, brush their teeth, play computer games, or

Unless their teachers give instructions, they have difficulty in demonstrating these skills. Careful

somehow, the verbal clue is from a sentence to a single word, then looking forward to anticipation

even withdrawing, without looking back with verbal cues or anticipation,

targeted behavior is not revealed. Stimulus control, hint, activity related

there is no transfer to the stimuli.

Activity chart is a photo or a guide that leads the individual to perform a series of activities.

is the word set. The activity schedule can be in different ways, but not yet able to read

the activity schedule for individuals, initially, to engage the individual in the event on each page

or three or four-ring files with photo hints leading to the awards.

Individuals can open the activity schedule, turn the first page, point the photo,

take the specified material, complete its effectiveness, replace the material, and schedule

They learn to come back. When individuals master mastering the chart and reading skill

When they develop, they learn to react to written cues rather than photo clues. For example,

the individual turns the page, shows the hint with the index finger, reads the sentence and goes to the dining room

they go and prepare the table. When he prepares the table, he returns to the schedule.

Written and photographed activity charts help individuals with autism to choose

also helps. If we do careful and systematic teaching, individuals will only be

not only follow the schedule, but also choose the events they want and choose

they also learn to put events in order.

Keeping track of the activities we have to do daily, inevitably chat

It requires. However, social interaction is one of the most prominent individuals with diffuse developmental disorders.

is among the problems and it is an issue that needs to be addressed first. Therefore, the first

the activity schedule should contain at least one social interaction activity. Yet

an individual who cannot speak can learn to turn to someone to be thrown into the air; a few

to find a family or teacher who can speak a word and want to "tickle"

learns to interact by saying; an activity preferred by an individual making a sentence

(I want to shake.).

When individuals gain the ability to watch the activity schedule,

We add the interaction. We teach you to follow the activity schedule with manual guidance.

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Manual orientation means holding the hand over the individual's hand, with photo or written

point to the clue, pick up the material, complete the effectiveness,

we teach him how to remove and go back to his schedule. Manual guidance is always

is done after. When the individual begins to master the skill of spreadsheet tracking, adult

withdraws the manual referral hint using progressive help . Individuals follow the chart

adult spatial back-

uses pull, that is: light touches on the individual's hand in the first stage, for a while

then, from the person's hand to the wrist, then to the front of his arm or his elbow, and then

glides over his shoulder or back. However, if an error occurs, the adult

back to the method, in this case gradual help individual several times the correct reactions

continues until it shows. Spatial retraction is followed by shadow. At this stage,

the hands of the person presenting the hint follow the movements of the individual but do not touch it. At first,

there may be a shadow of a few centimeters from the adult individual, but the individual's reactions

if true, the distance is gradually increased. If the individual does not make mistakes when adult is shadow,

it's time to reduce proximity. For very young children, this means, adult

It gradually moves one meter away, then a little further away. For some individuals, the tip

on the other side of the event area of the presenter, the distance either invisibly at the door

it may be possible to retract. Gradually, spatial help, spatial back

using hint to shoot, shade from it and reduce distance

teaching their strategy, offering hints and withdrawing the hint,

reduction is called teaching . Teaching by carefully withdrawing the clue,

it enables the individual to follow the activity schedule independently. But if the individual makes a mistake,

the adult immediately returns to the step of presenting the previous tip. If you become an adult shadow

If it is in the phase and the individual makes a mistake, the adult returns to the spatial withdrawal phase.

If the adult uses spatial withdrawal and the individual has made a mistake, return to the progressive help

rotary. Also, if the error occurs during the phased help phase, the adult

returns to the orientation stage. This prevents more errors from appearing and

the probability of winning awards increases in the next reaction of the individual (Birkan, 2008).

23. Social Stories

Social stories Carol in 1991 to be used in the education of individuals with autism

Developed by Gray.

Stories, pictures of individuals who are illiterate, who can read and write

It is developed starting from simple sentences for individuals. The individual who is the hero of the story

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It is emphasized that he learned social skills more easily. Requirements of the individual with autism

Stories prepared in line with what the individual should do in social environments and

aims to teach social rules. The story is about the subject that the individual has difficulty in understanding.

It starts. Then, where the story goes, who is in the story, and with real life

the relationship is included in the story (Cohen and Sloan, 2007).

24. Process Processes Used in Education

Related to the "tips" and "shaping" of the process processes used in teaching

explanations will be included.

1. Tips

The tip is to make the individual react correctly in the presence of a certain stimulus

in order to remind you how to behave and what to do. Tips; verbal

hint includes modeling (for those with low vision) and physical help.

a. Verbal Tip: To express what we want the individual to do in words. Verbal clue,

helping individuals to make movements if they understand what is told to them

is a useful way. Also verbal hint is the least help for the individual to realize a skill

is the way to. It will only be used if verbal clue is thought to be used in teaching.

It is necessary to investigate whether verbal clues are meaning for the individual. For the individual

giving verbal clues that have no meaning and waiting for the individual to realize the skill,

means failure. Therefore, in many cases, the verbal hint is physical

verbal clues make sense for the individual by using them with help and modeling clues.

It is aimed to be made. Individuals of verbal clues used in teaching are successful

needs to be withdrawn quite a lot.

b. Becoming a **Model:** Doing by observing and imitating a person's movement and

Learning. Imitation of the individual in order to use the hint of being a model in skill teaching

must have the ability to However, the ability to imitate is also teachable

And skills. Therefore, imitation must be learned before becoming a model. Being a model

the teacher expects the individual to do that behavior with which hand and foot,

he must perform the skill using his foot. While doing this, the teacher uses the individual

it is more convenient for him to stand by turning his hand slightly to him. Teacher, your child

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when the model comes across, the individual's hand where the teacher makes the skill step, or

He tries to do the skill step with his arm and this can create confusion.

Modeling hint should be withdrawn as in other hints. Being a model,

used in conjunction with verbal clues and clues of modeling in the teaching process are systematic

By pulling back, the individual is enabled to perform the movement only with verbal cues. Being a model

The clue is that the whole movement is made and explained, and the instruction is given.

a little bit of behavior towards an explanation and instruction.

should be withdrawn in steps. How many steps will the modeling tip be withdrawn?

It is completely dependent on the individual. How many models does an individual teach at each skill level of the teacher?

should determine the need. If there will be someone other than the model teacher, this

It should be noted that the person is a person who is accepted by the person taught.

c. Physical Aid: To a person; containing body movements with hands, arms, feet, etc.
It is the help applied to teach activities. Physical assistance is provided by the teacher

from doing a whole skill step and telling what has been done; skill step

It is implemented in a process that varies from never to saying what to do.

Verbal hints are also given when applying physical aid. Individual's skill level

the physical aid applied to ensure that the

It is done by verbal clues.

When applying physical aid, especially when giving clues to hand or arm movements

it is important where the person giving the hint stands. The teacher, behind the individual and skill

Physical aid application by doing the step together with the individual prevents confusion.

The purpose of physical aid is to make the individual feel how to do the skill step, over time

to make the skill step with verbal clue.

When applying physical aid, the teacher at first hand, from the hand or arm of the individual

holding it firmly makes the skill step. Then the teacher goes to the skill level of the individual.

When he feels that he is attending, he relieves the pressure on his hand. As the individual makes the skill step

the teacher's hand; It progresses towards the individual's wrist, forearm, elbow and shoulder. Finally

the teacher holds his hand near the individual's hand to help when he has difficulty.

Verbal, modeling and physical aid tips and each of these

Individuals' characteristics should be taken into account when retreating clues related to their steps and clues

it should be withdrawn systematically. If the individual fails in the step studied, the teacher

It can be thought that he pulled the clues fast. In this case, the teacher used the previous step

he should go back to the hint and continue working.

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2. Shaping

Shaping, giving the individual a new behavior, existing behaviors

It is one of the basic processes used in increasing or realizing. Shaping a

a few of the elements of the behavior are reinforced and other elements are not reinforced or

includes extinction. In the beginning, successful, close to the target behavior from the displayed behavior

While the behaviors are reinforced, the behaviors are ended by ending the reinforcement of these behaviors.

and the behaviors that are close to the target behavior are selected and selected again.

the formation of the target behavior is ensured by reinforcing it. Only target behavior in shaping process

Not every response that enables achieving the target behavior is reinforced. So from individuals,

instead of waiting for the final form of behavior, small advances made by the individual are reinforced

the behavior is shaped.

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.

Features of individuals with autism, such as difficulty in perceiving and perceiving the whole

has. Therefore, there will not be much stimulus to the items and materials in the educational environment.

It should be arranged in a way and there should be no stimuli such as sound and light to distract.

Especially related to the cognitive field, such as the most difficult skills concepts and academic skills

skills, in structured special education environments and studies with special materials

They can win. Then they are repeated in natural environments with generalization studies.

Preparation of skills in public places is completed at the training center

Then, it should be applied outdoors. Culinary skills included in the program and

an application kitchen and equipment for other domestic skills, washing machine, iron, etc.

Many tools are needed. In individuals' previous learning experiences

the criticism they received due to the failures they faced, the learning because of the penalties

their motivation towards them may be low. Therefore, the adequacy of the materials to be used,

such as changes to the wealth and educational environment

regulations are important for motivation and attention. materials

diversity will also facilitate the generalization of gains (Girli, 2004).

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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

It is a judgment process 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, in a minute

Determining how many words are read by holding the clock is the measurement process. Individual's age, mental

the ability to read the performance, taking into account the previous education

(based on the average number of words read by your peers in one minute) back, normal or forward

to conclude that it is evaluation.

Measurement and evaluation are two concepts. These two concepts are very closely related to the teaching process.

Is all about. Assessment is the final phase of the teaching process and is an essential

event is. There are at least three stages of measuring:

1. Having a quality to be measured

2. Quality can be observed

3. Displaying the numbers and symbols suitable for the purpose

There must be measurement and evaluation in all areas of education. Otherwise education

as a result of whether 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; before the program,

It is used continuously 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

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• 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

   audit

• To determine the latest level reached by the individual as a result of teaching

Measurement and evaluation in the Common Developmental Disorders 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 (meal,

toilet etc.) must be removed. Detailed explanations for these stages are below.

It is given.

Rough Evaluation

• By the Special Education Evaluation Board that it needs support training

the education module selected for the decision-making individual and the relevant achievements, in cooperation with the family

to prepare an individualized education plan (IEP) in line with the individual's priority needs

This is a superficial evaluation to be made.

• 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, it does not make the individual's acquisition, but

it should be checked if it does or does not know. Towards the individual's questions or guidelines

Yes / No in the Rough Evaluation Form with the answer "+" and the wrong or missing answer as "-"

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 and lift vehicles

positive help such as helping, sitting up to work and acting appropriately

their behavior should be reinforced.

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• 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, teaching the gains chosen to the individual's IEP.

detailed to be done to determine which step before starting

And evaluation.

• Teaching objectives to be evaluated; a performance that can be measured, observed, or

It should result in a concrete product.

• Which referrals will be provided by the practitioner when giving the main instructions,

which constraints are effective when evaluating and applicable materials

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-steps, before what was done before or after what was done

structure, etc. it should be specified with which method.

• Different materials should be prepared for each notification.

• Rules to be followed during the work should be specified.

• Whether the behaviors planned to be taught have been learned before.

It should be prepared to determine.

• 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.

• While evaluating, the teacher should remain unresponsive to all the individual's reactions.

However, the individual; In the evaluation process, he follows the rules, when he says show, he shows, say

when he says, he looks at the vehicles, helps to arrange and lift the vehicles,

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for positive behaviors, such as sitting and working properly

It should be reinforced.

• The practitioner should consistently provide questions during the evaluation; and

while reinforcing the tone of voice, it should distinguish it from the tone it uses.

Evaluation of Teaching Process (Course Hours)

• Which of the skills, concepts or disciplines assessed by the individual before teaching

the path to be followed and each class hour after determining that it is at the level and starting teaching

It is a detailed evaluation of the developments seen 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,

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

It will be made.

• Depending on the realization of the gains in the Performance Registration Table,

more gains can also be shown. All of the achievements taught in a month, he

It will be shown on the Performance Record Table for the month.

• A copy of the Performance Evaluation Table at the end of the month,

It will be delivered. 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

• Included in the Performance Record Table for achievements selected for concept skills

the field of teaching process evaluation steps (as "+" or "B"

when marked) to evaluate whether or not it is done by heart with different questions and materials

In order to prepare a Final Evaluation Form.

• 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.

• In the acquisitions selected for skill teaching, in the last course hour of the teaching process.

the evaluation made also shows whether the individual has achieved the skill.

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will be the final assessment to be made. So a separate form

does not need to be prepared .

• 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 materials in the Performance Registration Table

It will be written.

• While making the final evaluation, it is not possible to what degree the individual has made the gain.

It will be checked if it does or does not know.

• The applicator's unresponsiveness to all reactions of the individual during the final evaluation

must.

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

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

it is decided that the acquisition has not materialized and that teaching 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 Evaluation

Which of the acquisitions intended to be earned in the period recommended by the Board

independently, which ones did not, despite the start of teaching

(education should continue) and which acquisitions are not started

It is the form in which it is shown 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" title in End of Period Individual Performance Evaluation Form

to the column below; Special Education Evaluation Board for the individual during the education

The acquisitions that are aimed to be gained (taken to the BEP) are processed as items.

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

"+" if it occurred within the following months (if the gain did not occur) "-"

is marked as. A "+" is placed on the month of the acquisition.

Example 1: "Wash your hands." 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.

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Example 2: "Washes your face." started in the first month and in two months

(if worked in the first and second months and finished in the second month)

"-" in the box, "+" sign is placed 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: "Buttonholes due to lack of time." The acquisition could not be started.

Example 2: Prerequisite is the acquisition, "It recognizes the numbers from 1 to 12." phase

"He reads the hours" because it doesn't happen. has not been acquired.

• 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: "He cuts the paper." In teaching about acquisition; bottom about acquisition

"He takes the scissors." and "He takes the paper." can do their steps **independently** ,

"Opens the scissors." He can do his step with the **verbal hint** .

places. " and "Makes the scissors on paper." steps of **physical assistance** with

It is able. "He cuts the paper." need to continue teaching about acquisition

has.

• "RAM Information" about the achievements made at the end of the education period

There is no need to explain to the 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 copy of the Performance Evaluation Form and the Performance Record Table for each month

It is delivered to the RAM by the parents.

Form samples prepared for measurement and evaluation and necessary for samples

explanations in the "Measurement and Evaluation" section in the content of each module

It is given.

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Annex - Measurement and Evaluation Forms

ROUGH ASSESSMENT FORM

Individual Name Surname: **History:**
Individual's Age: **Yeah**
          achievements   **No**   **Descriptions**

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:　　　　　　　　　　　　　　　　　　　　　　**Month of Ow**

Acquisition :

This 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:**

EARNINGS:

EVALUATION OF THE TEACHING PROCESS

NOTICES	INSTRUCTIONS QUESTIONS	INDIVIDUAL							GI
	MAIN DIRECTIVE								
	CRITERIA	1. COURSE S	2. COURSE S	3. COURSE S	4. COURSE S	5. COURSE S	6. COURSE S	1. COURSE S	2. COURSE
	+ −	BSA	B.C FY BS	B.C FY BS	B.C FY BS	B.C FY BS	B.C FY BS	B.C FY B	B.C FYI

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

FAMILY INFORMATION

DESCRIPTIONS

Form 1 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 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).

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:　　　　　　　　**Training Start Date:**

Age :　　　　　　　　　　　　　　　　**Training End Date:**

MONTHS

GAINS

1 MONTHS

EXPLANATION: Earning it within the time 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
In the related column, if the gain was terminated within one month (if the gain was realized) as "+"; next
If it continues in months (if no gain), it will be marked as "-". The acquisition took place
"+" is placed on the month.

RAM INFORMATION

....
....
....

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

LAST EVALUATION FORM

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Individual Name Surname: **History:**
Earnings:

QUESTIONS / INSTRUCTIONS
MAIN DIRECTIVE

Irma

NOTICES   **CRITERIA**

END
ASSESSMENT
G

ALSO

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.

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PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY

Family, school and social triangle play an essential role in the individual's development and education process.

It has. Cooperation between the school and the family is a necessary for the multidimensional and healthy development of the individual.

Factor. Thanks to this cooperation, the teacher or the practitioner and the family help the individual

they follow, support and learn together.

There are different roles in the family's participation in the education process. These roles;

- By participating in programs prepared by the educational institution of the family

  the type of participation in which he was informed (the role of the learner),

- The type of attendance of the family, in which news bulletins, parent meetings and information are transferred

  (Information recipient role),

- The type of participation in which the family is the teacher of their child (role of the Teacher),

- It is a type of participation in which families participate in educational activities voluntarily.

- Family's fulfillment of roles, participation and cooperation in the educational process

  It is much more important for individuals who need education. Special

  making education and support education programs more effective and

  Increasing the functionality of practitioners, parents and families together

  work will be provided.

Ensuring that families actively participate in the special education process and ensure cooperation

The reasons supporting its importance can be listed as follows:

1. Families are better off than anyone else who needs special education.

they know and know them better.

2. They are more concerned with their children's learning.

3. From the moment the individual starts education, the families go to his education program.

it is the first adult group to participate directly.

4. Families, education provided by the community to themselves and their children

they can be effective in improving the quality of their services.

5. Families, by the team providing education to their children throughout the teaching process

monitor and implement the decisions taken.

Implementation of Individualized Education Programs (BEP) and requirement of BEP

organizing meetings offers new roles to parents, family-practitioner

meetings take on a new dimension by turning into family-practitioner meetings.

Thus, the participation of parents in special education increases, family-practitioner communication

they develop, they learn to build more productive relationships with each other and with others.

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Family involvement and cooperation in special education;

Families as tutorial,

It is divided into two as family education programs and support groups.

Families as Tutorial

1. All parents have a lot of skills from their child

They are responsible for learning.

2. Individuals with normal development can easily find many skills from their parents.

individuals who need special education while learning can

they need it. Therefore, raising parents as instructors

comes to the agenda.

3. To individuals in need of special education, routinely replace them in the home environment every day.

Adequate application in teaching the important skills they have to bring; and

proper feedback may not be provided.

4. In the process of assigning families as instructors, with all areas of development,

Systematic information on how to contribute to your child in relation to

the family should complete the process by preparing sample activities and practices.

It should be targeted. In this application process where families take part as instructors; teaching

a specific time should be reserved for the sessions every day, the teaching process is 5-10 minutes long.

it should be organized in the form of sessions, the individual should be treated consistently and the work done

must be recorded.

Family Education Programs and Support Groups

Family education programs, new education policies for parents, legal regulations,

special education methods, teaching strategies in the home environment and other social environments

from single-session programs that provide information on their use, or individualized

preparation of training plans and behavior management and control, problem solving, stress

multi-session and for different purposes, such as the ability to cope

can consist of programs.

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MATCHING SKILLS MODULE

AIM OF THE MODULE

Ability to develop matching skills

GAINS

1. Matches the peer object to the peer object.

2. Matches the peer object to the peer object picture.

3. Matches the same color and objects of the same color among the same color.

4. Matches the same color of objects of different types and colors.

5. Matches the same one among different shapes of the same type and color.

6. Matches the same one among different shapes of different types and colors.

7. Matches the peer object picture to the peer object picture.

8. Matches unmatched objects from the same class.

9. Matches pictures that are not identical from the same class.

10. Matches pictures that are not identical to objects of the same class.

DURATION OF THE MODULE

The duration of the module is 250 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Individuals with diffuse developmental disorders, directing attention and different stimuli

They show very limited characteristics in their ability to distinguish from each other. Therefore,

before teaching the individual the name of certain objects or the ability to request certain objects, this

Matching and classifying objects should be taught. Teaching of matching skills, basic imitation

Depending on the characteristics of the individual, it can be started simultaneously with the teaching of skills.

priority may also be given to imitation or matching.

2. "Show / give the same." guidelines, color matching

"Show / give the same color." teaching instructions, shape matching

In the process, "Show / give the same thing." instructions should be used.

3. The name of the object should not be given in the directive presented in the mapping studies. Because matching

Recipient language skills are not a prerequisite for teaching skills.

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4. The objects used in the matching teaching process should be selected from the daily life of the individual.

(bowl, cup, socks, gloves, spoon, fork, doll, toy animal, pen, eraser,

notebook, book etc.) When choosing these objects, the object or toys that the individual loves very much

should not be selected. Because the individual may not want to give it up once they get it. Such

In other cases, teaching will not be possible. In pairs such as socks, slippers, gloves

The selection of the objects used may be appropriate. Interlocking or overlapping

objects such as cups, plates, boxes, cones, hats, gloves, etc.

will provide convenience to the practitioner. Thus, where to leave the object in the individual's hand

problems caused by not knowing will be prevented.

5. On the same background of the previously used objects in the picture matching teaching process

(white, etc.) should start with pictures made with the same colors. The objects are at least 5x5 cm

More than 10x10 cm sized photos or pictures are used. Object over time

The teaching process is enriched by increasing the number of pictures. Pictures on thick cardboard

bonding and coating will make it useful.

6. Red, blue, yellow, green, purple, black, white etc. in the color matching teaching process. (same

size and shape cardboard, etc.) color cards are used. In color matching, these colors

with three-dimensional objects (colored cubes, pencils, beads, glasses, etc.), then the colors

With cards prepared in 5x5 sizes (cardboard of the same size and shape, etc.)

It should be studied. Taking into account the order of color acquisition in individuals,

to start; then switch to green and yellow; orange after the criteria are met in these

and addressing purple; It is advisable to leave black, white, coffee and pink to the end.

7. In the shape matching teaching process, a square of 5x5 cm in diameter or height and the same color,

circle, triangle, rectangle, trapezoid, ellipse etc. (cardboard of the same size and color, etc.) shape

cards are used. Starting teaching with squares and circles and then like triangles, rectangles

it is appropriate to continue with the figures. In the shape matching works, "The same thing

show / give shape. " instructions are used.

8. When mapping with identical objects, one different object with two objects, two with three objects, respectively.

different objects, four objects, three different objects, and six objects and four different objects; with identical objects

When mapping pictures, one object with two pictures, two objects with three pictures, four pictures respectively

with three objects and six images and four objects; When mapping pictures with identical pictures, respectively

one picture with two pictures, two pictures with three pictures, three pictures with four pictures, four pictures with six pictures

It should be studied.

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9. Two colors of the same type and different color, at least one different

color; three colors, at least two different colors, four colors, at least three different colors; six colors, at least

When it is presented mixed with four different colors, matching with the spouse should be tried.

10. During the color matching teaching process between objects of different types and different colors, respectively, two

color with at least one different color; three colors with at least two different colors; four colors, at least three different

color; match the six colors to their spouse when presented mixed with at least four different colors

It should be studied.

11. During the shape matching teaching process, two shapes of the same type and different color, at least one

in different ways; three shapes, at least two different shapes; four shapes, at least three different shapes; six shape, most

When presented in less than four different forms, pairing should be attempted.

12. During the shape matching teaching process of different types and colors, two different shapes, respectively,

in a different way; three different shapes, at least two different shapes; four different shapes, at least three different

figure; It should be tried to match six different shapes mixed with at least four different shapes.

13. In the teaching process of matching unique objects from the same class, an object

For example, matching should be attempted. For example; yellow glass cup and red toy car

pairs the plastic green cup with the yellow glass cup (with the same-sex spouse).

14. In the teaching process of matching pictures that are not identical from the same class, one picture is different.

For example, matching should be attempted. For example; yellow neck turtleneck with a green V-neck sweater

yellow turtleneck with green V-neck collar and red pencil images

maps its image (with its unique image from the same class).

15. In the teaching process of matching pictures that are not identical to objects from the same class, an object

Try to match a picture of a different instance from the same class. For example; soccer ball picture

and the image of the teapot between the yellow plastic ball and the soccer ball image (with the object of the same class

match the image of a mate.

16. When mapping objects that are not identical from the same class, use a different

object, three objects with two different objects, four objects with three different objects and six objects with four different

maps the object to a different instance of the same class.

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17. When matching pictures of the same class, two pictures and one picture respectively,

three pictures with two different pictures, four pictures with three different pictures and six pictures with four different pictures

maps to a different instance of the same class.

18. When mapping pictures that are not identical to objects of the same class, one

with different images, with three objects, with two different images, with four objects, with three different images, and with six objects

maps four different images to a different instance from the same class.

19. In all kinds of matching studies, as much as possible, from objects known to the individual,

Starting with the use of interesting and remarkable materials for the individual.

20. Home for the individual to generalize pairing skills and to be used in daily life

Similar studies should be done in the environment.

21. Tools and materials used in the learning-teaching process and evaluation process

It should be noted that the tools and equipment used are not the same.

22. Some of the methods and techniques that can be used in teaching matching skills

It is as follows:

1. Direct Teaching Method (Open Lecture)
2. Graded Teaching Method
3. Accurate Teaching Methods

    • Fixed waiting period teaching method

    • Increased waiting period teaching method

    • Pre-behavior tip and test method

    • Pre-behavioral tip and flush method

    • Progressive teaching method

    • Simultaneous hint teaching method

    • The method of reducing the tip gradually

4. Teaching with Activity Schedules
5. Teaching with Video Model
6. Teaching with Discrete Experiments

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CONTENT OF THE MODULE

A. MATCHING MATCH OBJECTS

B. MATCHING PAIR PICTURES

C. OBJECT-PICTURE MATCHING

CHINA. COLOR MATCHING

D. FIGURE MATCHING

MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching
evaluation, evaluation of the teaching process (course hours), post-evaluation and post-teaching
(end of period) consists of evaluation stages. One about each of these stages
examples and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating the matching skills, it is done independently in the Rough Evaluation Form.
   Skills (+) should be marked as skills (-) that cannot be done independently. Explanation
   section should include the observations 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 evaluation, IEP should be prepared in cooperation with the family.

d. All gains must be included in the rough evaluation form.

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 gains about the matching skills are insufficient.
   Assuming that it is and was done independently, a sample was prepared.

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c. In the pre-teaching evaluation, first of all, by analyzing the matching object skill, sub
   Divided into steps: mix at least two objects with at least one different object
   When presented, spouses with his wife.

d. While marking the "Pre-Teaching Assessment" column about matching skill
   for each sub-step, an instruction is given to the individual to see if he can do it.
   If the skill is performed, the form is marked as (+), if it is not, it is marked as (-).

C. Evaluation of the Teaching Process

a. The results of the evaluation of the teaching process, "Performance Registration at the end of each course hour

It is marked on the columns for evaluating the teaching process in the table.

b. According to the results of pre-teaching evaluation, the individual cannot do independently.

teaching on the sub-steps of the acquisition (For example, Peer object maps to peer object.)

It will be made.

c. At the end of each lesson, at which step the skill of the individual remains

In the "Evaluation of the Teaching Process" section in the Performance Registration Table

Processed.

d. Family information section at the end of the Performance Registration Table.

to be done at home in order to provide both teaching and permanence of his skills

explanations about repetitions were made.

D. While marking the matching skill in the "Teaching Process Evaluation" column

an instruction is given to the individual for each sub-step and whether it can be done. Individual

If it performs the desired skill, it will be entered into the related column (+), if it cannot be realized (-)

marking is done.

CHINA. Final Evaluation

a. In the Performance Registration Table for all achievements in the Matching Skills module

teaching process evaluation steps are realized (as "+" or "B"

when marked) whether or not with different questions and materials

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

b. For example, " Matches the object object with the object. Assessment Form for " acquisition

It was prepared.

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D. Post-Teaching Evaluation

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

End of the Period is processed in the Individual Performance Evaluation Form.

b. While filling out the Individual Performance Evaluation Form at the end of the period,

education in which month it started, in the related column, "+" if the gain was achieved,

if not, it is marked as "-". Teaching the unrealized gain

continue in the next month, and if the win has been made, a "+" is placed.

c. End of Semester Individual Performance Evaluation Form practitioners at the end of the semester

It is sent to the RAM by parent to re-evaluate the individual.

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail (1. If teaching has never started, justifications for 2. Education

If the gain could not be achieved even though it was started,

will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(MATCHING SKILLS)

Individual Name Surname:		**Application Date:**	
Individual's Age:		**Yes No**	**Descriptions**

1 Map the object to the object.
                                                                                -

2 Matches the peer object to the peer object image.
                                                                                -

3 Identical objects of the same type and color
      matches the one in color.
                                                                                -

4 Different types and objects of different colors
      matches the one in color.
                                                                                -

5 Same from different shapes of the same type and color
      matches what is in the way.
                                                                                -

6 The same among different shapes in different types and colors
      matches what is in the way.
                                                                                -

7 Matches the peer object picture to the peer object picture.
                                                                                -

8 Matches objects that are not identical from the same class.
                                                                                -

9 Matches pictures that are not identical from the same class.
                                                                                -

10 pictures that are not identical to objects of the same class
      Spouses.
                                                                                -

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:

Gain: Map the mate object to the mate object.   **Month of Ow**

EVALUATION OF THE TEACHING PROCESS

NOTICES	QUESTIONS/ INSTRUCTIONS	I Irma	INDIVIDUAL						GROUP	
	Main Instruction:	I AAT H TR BEFORE IM DENTAL ASSESSMENT G HE IS LSO	I AAT H TR	I AAT H TR	I AAT H TR	I AAT H TR	I AAT H TR	I AAT H TR	I AAT H TR	I AAT H TR
	CRITERIA	1. COURSE S	2. COURSE S	3. COURSE S	4. COURSE S	5. COURSE S	6. COURSE S	1. COURSE S	2. COURSE S	
1. The object with the object Spouses.	Look at the object I have. Give me the same.	—/+	—/+	—/+	—/+	—/+	—/+	—/+	—/+	—/+
At least 2 objects, at least one mixed with different object when presented as, spouses with his wife.	a) 2 glasses and 1 groin	-	-	+	+					
3/4	b) 2 balls and 1 piece en	-	-	+	+					
	c) 2 socks and 1 piece doll	-			-	-	-	+		
	d) 2 gloves and 1 cutlery	-		-	-	-	+			

FAMILY INFORMATION

 * During this month, studies have been carried out for our child to acquire the skill of " matching the object with the object " . In order for the matching skill to be permanent, repetitions at home in accordance with the above-mentioned guidelines is required.

* While doing it again; The individual is the first step in the "Match objects" skill, "Matches at least 2 objects with his wife when presented in a mixed form with at least one different object." consider all factors while evaluating whether or not he / she gained his / her ability. keep in front of you. For example, it will be useful to pay attention to situations such as the size of the object, the structure of the material of the object (whether it is glass or plastic, etc.) and the objects that are interesting for the individual, the objects he encounters in daily life. P For the behavior we have brought; we should do supportive studies considering different conditions (such as environment, material). For example, similar work such as objects in his room, his own clothes, kitchen tools We have to do.

DESCRIPTIONS

one.   The form will be filled in by the teacher or practitioner who teaches.

2nd.   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.   To the family at the end of the form; with the work done   relevant information will be written.

4.   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).

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorder

MONTHS

GAINS	1 MONTH GIVEN USING MONTHS		
MATCHING SKILLS MODULE			
1. Matches the peer object to the peer object.	+		
2. Matches the peer object to the peer object picture.	- +		
3. Identical objects of the same type and color	+		

matches the one in color.

4. The same among objects of different types and colors   +
   matches the one in color.

5. Same from different shapes of the same type and color   - +
   matches what is in the way.

6. Same from different shapes of different types and colors   - +
   matches what is in the way.

7. Matches the peer object picture to the peer object picture.   - - -

8. Matches unmatched objects from the same class.

9. Matches pictures that are not identical from the same class.

10. Matches pictures that are not identical to objects of the same class.

SELF-SKILLS

...

...

EXPLANATION: Achievements and items intended to be earned within the period proposed by the Special Education Evaluation Board
in the form is processed. In which month the teaching of the gain was started, in the related column, "+" if the gain occurred, the gain
if not, it is marked as "-". Teaching of the unrealized gain will be continued in the next month,
"+" is put if it has occurred.

RAM INFORMATION

1. The aforesaid individual **co objects matching** the gains of the **independent** can be performed in. Spouse
it has not yet acquired the ability to match the object with the picture of the same object.

2. Since the mapping of the mate object to the image of the mate object could not be earned, other gains were not made.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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LAST EVALUATION FORM

Individual Name Surname: **History:**

NOTICES	QUESTIONS / INSTRUCTIONS MAIN DIRECTIVE	TO
		IRM
		ND
		END
	CRITERIA	ERLAĞ
		ALSO

1. Matches the peer object to the peer object.

1. Look at the object in my hand. Give me the same.

Mixed at least 2 objects with at least one different object
When presented as a partner with his wife.

a) 2 plates and 1 fork

b) 2 buckets and 1 shovel

c) 2 buckles and 1 earring

ç) 2 hats and 1 scarf

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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IMITATION SKILLS MODULE

AIM OF THE MODULE

Ability to develop imitation skills

GAINS

1. Simulates gross motor skills.

2. Imitates fine motor skills.

3. Imitates facial expression.

4. Simulates two-step motor skills.

5. Three-step motor simulates skills.

6. Imitates canonical group movements.

7. Imitates vowel, consonant sounds.

8. Imitates syllables.

9. Imitates environmental sounds.

10. Imitates low and loud sounds.

11. Imitates words.

12. Imitates objects with their movements and words.

13. Imitates sentences.

14. Creates a sentence from words.

15. Uses sentences in events.

DURATION OF THE MODULE

The duration of the module is 500 lessons.

Explanations About The Application Of The Module

1. Motor imitation skills follow a hierarchical sequence but depend on the individual's performance

The order in itself can be changed.

2. Throwing cube into the bucket in the process of imitation of rough motor skills, toy,

pushing the car, attaching the ring to the stick, shaking the maracas, hitting the snare with the stick, kissing the baby,

putting tea glasses on the tea plate, opening the pot lid, etc. skills should be studied.

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3. In the process of imitation of object-free gross motor skills, kneeling by hand, putting his feet in the air

lifting, standing up, raising hand / arm, making man-by-foot, foot-to-foot

throwing, kissing, sleeping, eating, drinking water, brushing teeth, etc. action imitations

It should be studied.

4. Making a fist by hand in the process of imitation of fine motor skill, pointing with the index finger

don't touch the body parts with the index finger, with the index finger on the palm of the other hand

imitations such as touch, snook, finger lift should be studied.

5. In the process of imitating facial expressions, blowing, mouth opening, tongue extraction, lips

crossing, hitting teeth, coughing, laughing, head to head

shaking, shaking the head up and down yes, happy / sad / confused / angry etc. facial expression

imitations should be studied.

6. In the teaching process of imitating two-step motor skills, correct two simple moves

It must imitate the right way and in the right order. For example: first clap and then stand up

It is eliminated.

7. Correct three simple movements in the teaching process of imitating three-digit motor skills

It must imitate the right way and in the right order. For example: first clap and then stand up

he then lifts his finger.

8. While designing the teaching process of imitating two and three digit motor skills, the individual

with or without object, rough motor, fine motor, facial movement / expression

imitations can be presented mixed.

9. The imitation of the individual in the teaching process of motor imitation skills within the group.

The aim should be to do the skills within and with the group.

10. The teaching of motor imitation skills is included in the range of common developmental disorders.

individuals' common attention, continuity of attention, organization, hand-eye coordination, body

perception, perception of space (spatial perception), etc. is important in the development of skills.

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11. As much as possible, the individual knows the objective motor skills teaching process,

based on the objects he knows, interesting and remarkable materials for the individual

It should be used.

12. Home for the individual to generalize imitation skills and to be used in daily life

Similar studies should be done in the environment.

13. Achievements in the verbal imitation skills module are in a hierarchical order.

It is followed.

14. The teaching environment should be structured in accordance with the individual's attention level.

15. The sounds made by the individual in the teaching process of imitating vowel-consonant sounds

It should be initiated.

16. From the sounds made by the individual in the teaching process of imitating vowel-consonant sounds

It should be initiated.

17. In the selection of sounds, a sequence from easy to difficult, from simple to complex should be followed.

18. Syllable imitations begin with two voices in the teaching process and consist of three or more voices.

Trying to imitate syllables.

19. Animal, vehicle, home appliances and nature etc. were used during the teaching of imitation of environmental sounds.

imitating sounds can be studied.

20. Among the famous voices in the teaching process of imitating low and loud sounds.

Transitions should be started and continued with syllable transitions (aaa-ooo, eee-ooo, ııı-uuu, iii-

uüü, baa-boo, bee-bö, bi-buu).

21. In the teaching process of imitating words, the words existing in the recipient language of the individual

new words should be started.

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22. In the teaching process of imitating objects with their movements and words,

imitating gestures and sounds or words belonging to that object must be worked together.

and say "Alo", hit the drum and say "silver").

23. Imitation sentence or phrases that the individual imitates during the teaching process

sentences consisting of words should be started and then new sentences should be started.

24. Engines new words with words he / she knows and creates new sentences

"car", "drive" in the teaching process of using in symbolic play by making movements; "car

drive "or" baby ","" sleep "; Phrases like "sleep asleep" with motor movements

available.

25. To generalize verbal imitation skills and use them in daily life.

Similar work should be done in the home environment.

26. In the teaching process of verbal imitation skills, sound recorder, computer software and

Materials such as video recording can be used.

27. Some of the methods and techniques that can be used in teaching motor imitation skills

It is as follows:

- Fixed waiting period teaching method

- Increased waiting period teaching method

- Pre-behavior tip and test method

- Pre-behavioral tip and flush method

- Progressive teaching method

- Concurrent hint teaching method

- Teaching method by gradually reducing the hint

- Teaching method with discrete experiments

- Natural language approach method

- Therapeutic language approach method

- Teaching with video model

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CONTENT OF THE MODULE

A. MOTOR IMITATION WORKS

1. Rough Motor

2. Thin Motor

3. Facial Expressions

B . IMPLEMENTATION OF GROUP MOVEMENTS

C. VERBAL IMITATION WORKS

1. Sound

2nd Word

Sentence 3

MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. Each of these stages

An example and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating the imitation skills independently in the Rough Evaluation Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation 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.

d. All gains should be included in the rough evaluation form.

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 "imitates gross motor skills" and

" Imitates words **"** that their acquisitions are inadequate and independently

Assuming that it could not be done, an example was prepared.

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c. "Rough motor skills imitation"

would. " and **"** Imitates words." by analyzing the gains to the lower steps

It separated.

d. Imitating gross motor skills in the "Pre-Teaching Evaluation" column and

While making the marking about imitating the words, the individual

It is checked if it can do it by giving instructions. If the individual performs the desired skill,

(+) is marked as (-) if it cannot.

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, "Rough

mimics motor skills. " and **"** Imitates words." bottom of the gain

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

c. At the end of each lesson, at which step the skill of the individual remains

It is recorded in the Performance Record Table.

d. Family information section at the end of the Performance Record Table, rough

In order to provide both teaching and permanence in imitating motor skills

Explanations about repetitions to be made at home were made.

D. Imitate gross motor skills and words in the "Teaching Process Evaluation" column

When making marking on imitation, the individual is given instructions for each sub-digit and

it is checked if it can do it or not. If the individual performs the desired skill, in the relevant column (+),

If it cannot be done, mark it as (-).

CHINA. Final Evaluation

Performance Registration for all achievements in the imitation skills module

In the Table, the teaching process evaluation steps are realized (as "+" or "B"

when marked) whether or not with different questions and materials

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

D. Post-Teaching Evaluation

a. Individual development, every month in accordance with the results of evaluating the teaching process

at the end of the "End of Period Individual Performance Evaluation Form".

b. While completing the "End of Term Individual Performance Evaluation Form"

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education in which month it was started in the related column, if the gain was realized, "+",

If the gain did not occur, it is marked as "-". Unrealized gain

education is continued within the next month, and a "+" is placed if the acquisition has taken place.

c. "End of Term Individual Performance Evaluation Form" practitioners at the end of the term

It is sent to the RAM by parent to re-evaluate the individual.

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. If teaching has never started

If the acquisition could not be achieved despite the justification of the second education.

which sub-step will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(Imitation skills)

Individual Name Surname: Application Date:

Individual's Age: Yeah
                                                         /No   **Descriptions**

1 Imitates gross motor skills.   -

2 Imitates fine motor skills.   -

3 Imitates facial expression.   -

4 Simulates two-digit motor skills.   -

5 Three-digit motor simulates skills.   -

6 Imitates canonical group movements.   -

7 Famous imitates consonant sounds.   -

8 Imitates syllables.   -

9 Imitates environmental sounds.   -

10 Imitates low and loud sounds.   -

11 Imitates words.   -

12 Imitates objects with their movements and words.   -

13 Imitates sentences.   -

14 Creates a sentence from words.   -

Uses 15 sentences in events.

"one

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:
Acquisition: Imitates gross motor skills.   **Month of Own**

PRE-TEACHING / EVALUATION

QUESTIONS / INSTRUCTIONS		INDIVIDUAL	GROUP
	cei		
UTI	Front		

NOTICES	CHINA		I	H	I	H	I	H	I	H	I	H	I	H	I	H	I	H	I
	Main Instruction:	evaluation production HE IS Securities	LESSON 1		LESSON 2		3. COURSE		LESSON 4		LESSON 5		6. LESSON		LESSON 4		LESSON 2		3. COU

NOTICES	What i did do	−/+	B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S
1. Simulating gross motor skills would.	What i did do.																			
a. At least 2 different container with objects	Cube is thrown into the bucket.	-		+		+	+		+		+									
motor skill, at least one different	Toy car																			
with object-oriented motor	It is pushed.	-		+		+	+		+		+									
imitation when confused	c.çubug to ring attached.	-		+	+		+													
would.																				
b) at least 3 different objects	3/4 What i did do.																			
motor skill, at least two different	a.Marakas shakes.	-		+	+		+													
with object-oriented motor	Baby is kissed.	-		+		+	+		+		+									
imitation when confused	c. Tea on tea plate The glass is put.	-		+																
would.	d. to the snare with a stick Shot.	-		+		+	+		+		+									
	D. Shake the handkerchief.	-		+		+		+		+		+								

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

FAMILY INFORMATION

* In this month, studies have been carried out for our child to gain the ability to "imitate gross motor skills". In order for the engine imitation skill to be permanent, repetitions are made at home in accordance with the above-mentioned guidelines. is required.

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 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).

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:
Acquisition: Imitates words.

PRE-TEACHING / EVALUATION

	QUESTIONS/ INSTRUCTIONS	cei Front	INDIVIDUAL													GROU

NOTICES	UTI CHINA	evaluation production HE IS Securities	I H	I H	I H	I H	I H	I H	I H	I H
	Main Instruction:		LESSON 1	LESSON 2	3. COURSE	LESSON 4	LESSON 5	6. LESSON	LESSON 4	LESSON 2

	Just me what I said say the same.	−/+	B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI B	I S	B.C FYI
Imitates words.																				
It imitates the word "mom".	a. Say mom.	-		+		+		+		+		+								
It imitates the word "father".	b. Dad too.	-		+		+		+		+		+		+						
It imitates the word "Mama".	c. Mama too.	-		+		+		+		+		+		+						
It imitates the word "grandfather".	d. Grandfather too.	-		+		+		+		+										
It imitates the word "water".	D. Say water.	-		+		+		+												
It imitates the word "give".	3/4 b. Say it.	-		+		+		+		+		+								
It imitates the word "… ..".	... ..																			

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

FAMILY INFORMATION

* In this month, studies were carried out to gain the ability to "imitate words". In order for the word imitation skill to be effective, similar imitation activities are carried out at home in accordance with the above-mentioned guidelines. needs to be repeated.

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).

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PERIOD END INDIVIDUAL PERFORMANCE EVALUATION FORM

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorder

MONTHS

GAINS

	1. MONTH	2. MONTH	3. MONTH	4. MONTH	5. MONTH	6. MONTH	1. MONTH	2. MONTH
Imitation skills								
It mimics gross motor skills.			+					
Imitates words.			- - +					
He imitates objects with his movements and words.				+				
It imitates sentences.			- - -					
MOTOR SKILLS								
...								
...								

DESCRIPTION: It is aimed to be gained within the period recommended by the Special Education Evaluation Board.
the gains are processed in form as items. In which month the teaching of the acquisition was started,
column is marked as "+" if gain has been achieved and "-" if gain has not been achieved. unrealized
the teaching of the acquisition is continued in the next month, and if the achievement has taken place, a "+" is placed.

RAM INFORMATION

1. Acquisition of "gross motor skills" among the above mentioned imitation skills
cube covered bucket, throwing ring attaching bar, shaking maracas skills **independently** as
It can be performed. Within the scope of the "imitating words" acquisition, "mother, father, grandfather, water, give"
He can imitate his words independently. The word "Mama" is at the verbal clue stage.
2. The individual has reached an independent level for all of the acquisitions. Other imitation in the new program
skills will be continued.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

DIRECTIVE FOLLOWING SKILLS MODULE

AIM OF THE MODULE

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DIRECTIVE FOLLOWING SKILLS MODULE

AIM OF THE MODULE

To be able to develop instruction following skills

GAINS

1. It fulfills simple guidelines that state single action.

2. It fulfills the guidelines that state two actions.

3. It fulfills the instructions that report three or more actions.

4. It fulfills the conditional instructions.

5. Finds the desired object.

6. Brings the desired object.

7. Goes to a specific area when directed.

8. Meets group guidelines reporting single action.

9. The group reporting two or more actions will follow the instructions.

DURATION OF THE MODULE
The duration of the module is 750 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE
1. Guidelines for each acquisition presented to the individual are clear, clear and appropriate for the recipient language level

is required.

2. Achievements in the Guidelines follow-up skills module are in a hierarchical order.

It is followed.

3 . In the teaching process of following the instructions that state the only action, "sit, stand, give, take, come, go,

run, hold, walk, stop, open, close, wave the flag, roll the dough, hold the pen, throw money into the piggy bank, water

give it, wipe your mouth, hold the phone in your ear "etc. instructions should be studied. Notifying two actions

"Take the pen and paint the picture," Take the paper and throw it away "in the teaching process of following the instructions,

Guidelines such as "take the cube, put it in the glass", "take the cup, put it on the table" should be studied.

4. During the teaching process, instructing three or more actions to say "stand up, take your bag,

take out your notebook; take the glass, open the tap, fill the glass with water "etc. instructions should be studied.

5 . In the teaching process of following the conditional instructions, "girls stand up, red

Kazakh people come to me "etc. instructions should be studied.

6 . In the process of finding the desired object, first of all, finding the semi-covered object in front of it,

finding the object that is completely covered, then finding the object placed in its environment,

As a last step, it should be tried to find the object hidden somewhere in the environment.

7. In the teaching process of bringing the desired object, which is hidden somewhere in the environment

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The ability to bring the object from the individual who has gained the ability to find the object should be studied.

8. Going to a certain area when directed, the physical that the individual is in the teaching process

Ability to go to a different area outside of the environment should be studied. When directed, to a specific area

increasingly, the physical environment of the individual in the process of teaching a directive

Ability to fulfill the desired directive by going to a different area should be studied.

(Go to the kitchen, bring the glass or go to class, put on your coat, etc.)

9 . The only action that the individual has gained during the teaching process of following group guidelines is two

and it should be tried to follow the instructions that state more actions within the group.

10 . Individuals with diffuse developmental disorders also determined at a specific location

the ability to wait until the individual gets queue, especially following group activities, following the rules, activity

need to work to fulfill the desired directions during and during the event transitions

instruction should be among the following skills.

11 . Generalizing the individual's instructions to different times, environments, people and situations

It should be planned.

12 . Some of the methods and techniques that can be used in teaching instruction following instructions

It is as follows:

      • Fixed waiting period teaching method

      • Increased waiting period teaching method

      • Pre-behavior tip and test method

      • Pre-behavioral tip and flush method

• Progressive teaching method

• Concurrent hint teaching method

• Teaching method by gradually reducing the hint

• Teaching method with discrete experiments

• Basic response teaching

CONTENT OF THE MODULE
A. SIMPLE INSTRUCTIONS

1. Single Action

2. Two Action

3. Three or More Actions

B. GROUP INSTRUCTIONS

1. Single Action

2. Two or More Actions

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MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. Each of these stages

An example and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating guideline follow-up skills, independent

skills performed as (+), skills that cannot be done independently (-)

It should be marked. In the "Description" section, observations during the evaluation

articles must.

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 evaluation, IEP should be prepared in cooperation with the family.

d. All gains should be included in the rough evaluation form.

B. Pre-Teaching Evaluation

a. Pre-teaching evaluation results are included in the "Performance Registration Table"

The "Pre-Teaching Evaluation" column should be marked.

b. As a result of the rough evaluation, "instead of the simple instructions reporting single action,

assuming that "the acquisition" is insufficient and cannot be done independently.

sample was prepared.

c. "Pre-teaching Assessment" is a simple reporting "single action"

following the analysis of the achievement of the instructions ", the instructions to be taught

Were identified: 1. He sits when he says "Sit", 2. He gives when he says "Give", 3. He comes "3. Come"

comes to say.

d. While marking the pre-teaching evaluation column, "single action

the individual instructions for each sub-step of achievement "

It is checked if it can do it by giving instructions. If the individual performs the desired skill,

column (+) is marked as (-) if it cannot be performed.

C. Evaluation of the Teaching Process

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

"Evaluation of the Teaching Process" columns in the table are marked.

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b. As a result of the pre-teaching assessment, the individual said "simple reporting

fulfilling the guidelines "assumption that the acquisition cannot be done independently

teaching will be done on.

c. At the end of each lesson, at which step the skill of the individual remains

are recorded in the performance record table.

d. "Family Information" section at the end of the Performance Registration Table,

at home to ensure that both teaching and retention of matching skills

Explanations about the repeats to be made were made.

D. Simple guidelines that state one action in the "Teaching Process Assessment" column

Individuals for each sub-step when making marking on fulfillment

the instruction is given and it is checked if it can do it or not. The individual has the desired skill

If it does, mark the column as (+), if not, mark it as (-).

CHINA. Final Evaluation

Performance for all achievements in Guideline Follow-Up Skills module

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.

D. Post-Teaching Evaluation

a. Individual development, every month in accordance with the results of evaluating the teaching process

At the end of the semester, individual performance evaluation form was processed.

b. While filling out the Individual Performance Evaluation Form at the end of the period,

education in which month it was started in the related column, if the gain was realized, "+",

If the gain did not occur, it is marked as "-". Teaching the unrealized gain

it is continued within the next month, and if the gain has been made, a "+" is placed.

c. "End of Term Individual Performance Evaluation Form" at the end of the term

RAM for parents to re-evaluate the individual by practitioners

Sent.

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. If teaching has never started

If the acquisition could not be achieved despite the justification of the second education.

which sub-step will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(DIRECTIONS FOLLOWING SKILLS)

Individual Name Surname: **Application Date:**

Individual's Age: Yes No

                                                        Descriptions

1 Follows simple instructions that state single action.

                                                        -

2 It fulfills the instructions that state two actions.   -

3 Instead of guidelines that report three or more actions   -

    It brings.

4 Fulfills conditional instructions.   -

5 Finds the desired object.

                                                        -

6 Brings the desired object.   -

7 Moves to a specific area when directed.   -

8 Fulfills group guidelines reporting single action.   -

9 Group guidelines reporting two or more actions

    fulfills.   -

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:
Achievement : Fulfills simple guidelines that state one action   N

NOTICES	QUESTIONS / INSTRUCTIONS	EVALUATION OF THE TEACHING PROCESS INDIVIDUAL							
	Main Instruction	I H	I H	I H	I H	I H	I H	I H	
	CRITERIA	Before Education HEHS / Evaluation	2. HOUR LESSON 2	3. COURSE HOUR	LESSON 4 HOUR	LESSON 5 HOUR	6. LESSON AAT	LESSON 7 HOUR	LI
Single action reporting simple instructions	B / Si / B.C/	B SI B.CFYI	B SI B.CFY	B S.İ MO FY	B S.İ MO FY	B S.İ B SI	B S.İ MO FY	B S.İ MO FY B

fulfills.   **FYI**
When you say "Sit"   **FYI**
sits.   "sit down".   XXXXX
              100% to 1st Chair

When you say "give"   FYI
Data.   2. "Give the pen."   XXXXX
              % one hundred

When it comes to "Come"   FYI
revenue.   3. Come with me.   XXX   XXI
              % one hundred

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

FAMILY INFORMATION
During this month , efforts have been made with your child to acquire the skill of **"** following simple instructions that report a single action **"** . Of this skill
In order to be generalized and to become permanent, similar repetitions must be made at home.
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, information about the work done to the family will be written.
4. 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).

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD
Individual Name Surname: **Training Start Date:**
Individual's Age: **Training End Date:**
Educational Diagnosis: Common Developmental Disorder

MONTHS

GAINS

1 MONTH MONTHS MONTHS MONTHS MONTHS MONTHS MONTHS

DIRECTIVE FOLLOWING SKILLS

1. Performs simple instructions that state single action.   +

2. It fulfills the guidelines that state two actions.   +

3. It fulfills the instructions that report three or more actions.   - +

4. It fulfills the conditional instructions.   - - +

5. Finds the desired object.   +

6. Brings the desired object.   +

7. Goes to a specific area when directed.   +

8. It fulfills the guidelines of the group reporting the single action.   -

9. Instead of group guidelines that report two or more actions

It brings.

Imitation skills

......

EXPLANATION: Earning it within the time suggested by the Special Education Evaluation Board
the intended gains are processed into the form in the form of items. In which month began the teaching of the acquisition
If the gain is realized, it is marked as "+" and if the gain is not, it is marked as "-".
Teaching of the unrealized gain will be continued in the next month, if the gain has been achieved, the "+"
Threads.

RAM INFORMATION

1. The aforementioned individual, in **the** acquisition of **following simple instructions reporting single action**
has reached the step of making it **independent** . Fulfilling group guidelines reporting single action
however, its acquisition has not been earned yet.
2. Subsequent individual training to the acquisition of group action-making guidelines.
program will continue.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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VISUAL SUPPORT USE MODULE

AIM OF THE MODULE

To develop visual support usage skills

GAINS:

1. Uses the activity schedule in the follow-up of daily routines.

2. Uses the activity chart for social interaction.

3. Uses the activity chart for peer interaction.

4. Uses the activity chart for physical education.

5. Uses the activity chart for self-care skills.

6. Uses the activity chart for game skills.

7. Uses the activity chart for daily life skills.

8. Uses the activity chart for art skills.

9. Uses the visual plan for the relationship before and after.

10. Uses the section reserved for him according to the visual activity schedule.

11. Uses the goods and vehicles carrying their own color code.

DURATION OF THE MODULE

The duration of the module is 250 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

  1. The majority of individuals diagnosed with diffuse developmental disorders are visually easier.

    they learn and perceive visual materials more easily. Visual supports individual

    organizational and time related skills in the development of independent study skills

    In the reduction of problems, the difficulties of following verbal instructions are eliminated.

    contains materials that are effective in removal. Visual used for this purpose

    photos, pictures, symbols, charts, calendars, contact to some of the supports

    boards, graphics, social stories are examples.

  2. Individuals diagnosed with diffuse developmental disorder, what after any study

    they have a hard time guessing what they are coming or what they will do. This is a variety of problems

    causes behavior, anxiety and stress levels to increase. Of these problems

    One of the support types developed for the solution is charts. Schedules of individuals

    structures that help them understand the location, order, and content of the events. Activity

    and the schedule of a series of events or sets of events to be carried out independently.

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are charts that consist of photographs, pictures or words (McClannahan and Krantz,

1999; Cohen and Sloan, 2007).

3. **While** preparing the visual supports, it meets the individual's need, development and age level.

attention should be paid.

4. To distinguish the picture from the ground before proceeding with the use of visual supports, similar

matching objects, picture-object matching skills, accepting physical aid, material

Prerequisite skills should be gained to the individual.

5. Visual support materials clearly state the objects or situations involved in the event

meat should be. Funds that can distract the individual should not be used in the background.

funds should be selected. Whether the object or miniature objects to be used are true

attention should be paid. Fragmentation, tearing of all kinds of materials prepared by individuals

and measures should be taken against the possibility of disposal. Materials with a transparent material

coating can provide economic use (McClannahan and Krantz, 1999; Cohen and

Sloan, 2007).

6. Pictures or photographs to be used as visual support materials with clear and clear shots.

It should be prepared.

7. Using the visual activity chart in the follow-up of daily routines, the individual

It should be tried to follow the activities to be done in a day in a row. thus

the individual's "What will I do now? What will I do next ?, When will I go home?" like

displaying various problem behaviors caused by not answering questions

It will be blocked. Individual, what to do with teaching the ability to follow daily routines

will be able to monitor what activity is next by following the visual chart.

An individual's daily routine in the chart showing his / her going to school, school activities, home

many activities such as return, food, sleep can take place.

8. Social interaction, peer interaction, physical education, self-care, play skills, daily life

skills, using visual activity for art skills, the level of the individual in the teaching process

According to the three-dimensional, photographic, illustrated and / or written visual activity charts,

which must be selected.

9. Hello, good morning in the teaching process of using the activity chart for social interaction,

social rules, group work, yes / no use, taking turns in speech, behavior

Schedules can be prepared in areas such as control.

10. Starting interaction in the teaching process of using the activity chart for peer interaction,

Charts for gaining behaviors such as sustaining can be used.

11. Using the activity chart for physical education, the order of the activities in the teaching process

determining (first throwing the ball, then walking on the balance board), choosing the desired activity, lining up

Schedules can be prepared for skills such as entering.

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12. Using the activity chart for self-care and daily life skills in the teaching process

Learning to make the skill independent by using visual skill analysis

It must be provided. Tooth brushing, dish washing, photocopying, bed correction, toast

Skill analysis can be prepared.

13. Using the activity chart for game and art skills, the activity

charts showing where, when, with whom, with which materials

It can be prepared.

14. Using the visual plan for the relationship before and after the teaching process of the individual

It is important in terms of learning to wait with the strategy of "first …… then ……".

15. **In** order to generalize the ability to follow visual aids, the charts are

it should also be used in environments.

16. Some of the methods and techniques that can be used in the use **of** Visual Support are:

1. Submit a Tip

2. Teaching Withdrawal Tips

CONTENT OF THE MODULE

A. USING THE EVENT SCHEDULE

1. Daily Routines

2. Social Interaction

3. Peer Interaction

4. Physical Education

5. Self Care

6. Game

7. Daily Life

8. Art Skills

B. USE OF VISUALS

1. Tracking Visual Plans and Codes

2. Establishing Relationship Between Venue and Event

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MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), post-evaluation and post-teaching

(end of period) consists of evaluation stages. One about each of these stages

examples and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating self-care skills independently in the Rough Assessment Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

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.

d. All gains must be included in the rough evaluation form.

B. Pre-Teaching Evaluation

a. Pre-teaching evaluation results, "Education in the Performance Registration Table

should be marked before the evaluation column.

b. As a result of the rough evaluation, the gain is insufficient and independently

Assuming that he could not, an example was prepared.

c. "Effectiveness in following the daily routines

It is divided into sub-steps by analyzing the acquisition.

d. "Activity in following the daily routines" in the "Pre-Teaching Evaluation" column

When making the marking about the skill of using the "timetable", the individual

It is checked if it can do it by giving instructions. For each sub-step; independently

if it performs **B** , if it performs with verbal clue, if **SI** performs with being a model

If MO performs with physical aid, **FY is** written.

C. Teaching Process Evaluation

a. Teaching process evaluation results, Performance Registration at the end of each class hour

The teaching process in the table is marked in the evaluation columns.

b. According to the results of pre-teaching evaluation, the individual cannot do independently.

(for example, uses the activity schedule in the follow-up of their daily routines.)

Education will be done on the steps.

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c. At the end of each class hour instruction, the level at which the skill of the individual is left is on Form 2.

Processed.

d. In the "Family Information" section at the end of the form, "Following the daily routines

using the activity schedule "and the repetitions to be made at home to be permanent

Explanations were made about.

D. In the "Teaching Process Evaluation" column, follow the daily

When marking about the ability to use, an instruction is given to the individual for each sub-digit.

and it is checked if it can. If the individual performs the desired skill, in the relevant column (+),

If it cannot be done, mark it as (-).

CHINA. Final Evaluation

Performance Record for all gains in the visual support usage module

In the Table, the teaching process evaluation steps are realized (as "+" or "B"

when marked) to evaluate whether or not it is done by heart with different questions and materials

"Final Evaluation Form" should be prepared for the purpose of.

D. Post-Teaching Evaluation

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

It is processed in the "End of Period Individual Performance Evaluation Form".

b. While filling the "End of Term Individual Performance Evaluation Form"

education in which month it was started in the related column, if the gain was realized, "+",

If the gain did not occur, it is marked as "-". Teaching the unrealized gain

continue in the next month, and if the win has taken place, a "+" is placed.

c. "End of Term Individual Performance Evaluation Form" practitioners at the end of the term

It is sent to the RAM by parent to re-evaluate the individual .

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail: 1. If teaching has never started, justifications 2. Education

If the acquisition could not be achieved although it has been started, which sub-step is the

It will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(USING VISUAL SUPPORT)

Individual Name Surname:

Individual's Age:

		Yeah No	Application Date:
			Descriptions
one	Effectiveness in following up daily routines uses the timeline.	-	
2nd	Activity for social interaction uses the timeline.	-	
3	Activity for peer interaction uses the timeline.	-	
4	Activity chart for physical education Uses.	-	
5	Activity for self-care skills uses the timeline.	-	
6	For gaming skills activity uses the timeline.	-	
7	Activity for daily life skills uses the timeline.	-	
8	Visual activity for art skills uses the timeline.	-	
9	Visual for before and after relationship uses the plan.	-	
10	According to the activity schedule dedicated to the environment Uses the section.	+	
11th	Items with their own color code and uses tools.	+	

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:

Acquisition : Uses the activity schedule in the follow-up of daily routines.

Month of

EVALUATION OF THE TEACHING PROCESS

INDIVIDUAL GRO

NOTICES	QUESTIONS INSTRUCTION Main Instruction to CRITERIA Activity follow your file meat.		Before Education Assessment HEAS B / Si / MO / PA	1. LESSON I H HOUR B § B.C FYI	LESSON 2 I H HOUR B § B.C FYI	3. COURSE I H HOUR B § B.C FYI	LESSON 4 I H HOUR B § B.C FYI	LESSON 5 I H HOUR B § B.C FYI	6. LESSON I H HOUR B § B	LESSON 7 I H HOUR B § B.C FYI	LESSON 8 I H HOUR B SI B.C FYI	I H HOUR B SI B.C F
a) Schedule file / material Opens / translation.	Activity file hungry.	FYI		x	xxxx							
b) Looks at the picture.	% one hundred Look at the picture.	FYI		x	xxxx							
c) With the activity in the picture find the relevant tools and materials.	In the picture … get.	FYI		x	xxx							
ç) Completes the event.	… complete.	**FYI**	x		xxx							
d) Removes the tools and equipment.	… Replace it.											

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

FAMILY INFORMATION

During this month, studies have been carried out with your child to gain the ability to "use the visual activity schedule in the follow-up of their daily routines". at home above Repetitions must be made in accordance with the specified instructions.

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, information about the work done to the family will be written.
4. 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).

Name and

Signatu

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorder

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS

VISUAL SUPPORT SKILLS MODULE

    1. Uses the activity schedule in the follow-up of daily routines.   - - +

    2. Uses the activity chart for self-care skills.   - - - +

    3. Uses the visual plan for the relationship before and after.   +

    4. Uses the activity chart for peer interaction.   - - - - - +

    5. Uses the activity chart for physical education.   - - - +

    6. Uses the activity chart for game skills.   - - -

DIRECTIONS FOLLOWING SKILLS

    ...

    ....

EXPLANATION: Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board in the form of articles the form is processed. In which month the teaching of the gain was started, in the related column, if the gain was realized, "+", the gain did not occur. is marked as "-". Teaching of the unrealized gain will be continued in the next month, if the gain has been achieved, the "+" Threads.

RAM INFORMATION

1. The individual mentioned above. the **follow-up of their daily routines, their relationship before and after, peer interaction, physical education, self-care skills,** achievements in **the individual events schedule** as

can use . In the acquisition of game skills, while using the activity schedule, venue with the activity

He can establish the relationship between **being** a **model** .

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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RECEIVER LANGUAGE SKILLS MODULE

AIM OF THE MODULE

 Ability to develop receptive language skills

GAINS

1. Directs attention to the speaker.

2. Determines that the speaker is listening with gestures and gestures.

3. Distinguishes objects

4. Distinguishes actions.

5. Dramatize the actions.

6. Distinguishes the objects according to their categories.

7. Distinguishes the objects according to their characteristics.

8. Distinguishes the objects according to their functions.

9. Distinguishes people.

10. Sorts the events in order of occurrence.

11. Indicates the non.

12. Distinguishes sounds.

DURATION OF THE MODULE

The duration of the module is 1000 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Recipient language, known as understanding the content of events or messages to the person, speaking

    In other words, it develops before the expressive language. Therefore common

    Development of receptive language skills in individuals diagnosed with developmental disorders

    must be worked on.

2. The words to be used during teaching are the individuals who are diagnosed with diffuse developmental disorders.

    and the materials to be used are suitable for the individual's level of development and interests.

    should be. Before starting to use the materials, an opportunity should be given for the individual to recognize.

3. Practitioner in the teaching process of distinguishing objects and actions, body parts, clothes, home

items, fruits and vegetables, vehicles, animals, occupational objects and actions

work by classification.

4. Verbs are more difficult to learn than nouns. Therefore, for the individuals to understand the verb containing sentences

sometimes it is necessary to repeat several times. Activity for individuals to understand verbs more easily

What should be done during the order should be said. For example, when I was together outside, "now

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we go out, we take a taxi, we come home, we will eat at home. " individual like easier

It should be ensured that he / she learns verbs expressing movements in daily life.

5. In a stimulating environment that facilitates the use of what the individual has learned as much as possible.

should be. The materials used in the teaching process are

should be chosen from the objects they use in their lives. These objects are also

there must be objects of interest. Thus, the individual's getting to know the object, the relationship with the object is intense

will be reinforced by the establishment.

6. In the teaching process of showing what is not, the individual is not among the objects, situations and people.

Try to say (show the hat with / without hat).

7. Some of the methods and techniques that can be used in teaching recipient language skills are:

   • Natural Language Approach Method

   • Structured Language Approach Method

   • Accurate Teaching Methods

   • Teaching with Discrete Experiments

   • Basic Response teaching

   • Direct Teaching Method (open expression)

CONTENT OF THE MODULE

A. LISTENING AND DIRECTING ATTENTION

B. DETERMINATION WORKS

   1. Objects

   2. Actions

   3. People

   4. Sounds

C. ORDERING EVENTS

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MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. With each of these stages

A sample and related explanations are given below.

A. Rough Evaluation

a. While evaluating recipient language skills independently in the Rough Assessment Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

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.

d. All gains must be included in the rough evaluation form.

B. Pre-Teaching Evaluation

a. Pre-teaching evaluation results, the teaching in the "Performance Registration Table"

should be marked before the evaluation column.

b. As a result of the rough evaluation, the recipient distinguishes people from their language skills. "

an example assuming that his acquisition was inadequate and he could not independently

It was prepared.

c. "Distinguishes people." of skills

The analysis was made and subdivided. "Pre-Teaching Evaluation" column

"It distinguishes people." While making the marking about the skill, the individual

It is checked if it can do it by giving instructions. For each sub-step; independently

while performing a **B** , while performing with the verbal cue **Si** , performing with being a model

If **MO** is performed with physical assistance, **FY is** written.

C Evaluation of Teaching Process

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

The evaluation process of the teaching process in the table is marked in the column.

b. According to the results of the pre-teaching evaluation,

(Distinguishes people) will be taught on the lower steps.

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c. Performance level of the individual's skill at the end of each class hour instruction

It is entered into the Registration Table.

d. In the "Family Information" section at the end of the form, "Distinguishes people." of gains

repetitions to be made at home in order to ensure both teaching and permanence

relevant explanations were made.

CHINA. Final Evaluation

a. An exemplary achievement is "It distinguishes people." he did it during the teaching process because he had the skills

the last lesson evaluation that we are, at the same time the individual's last for this acquisition

will be evaluated. Therefore, a separate form has not been prepared .

b. Distinguish the objects and actions in the Receiving Language Skills module, and sort the event cards.

etc. teaching process evaluation in the Performance Registration Chart for achievements

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

"Final Evaluation" to evaluate whether or not the materials are made by heart.

Form "should be prepared.

D. Post-Teaching (End of Term) Assessment

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

End of the Period is processed in the Individual Performance Evaluation Form.

b. While filling out the Individual Performance Evaluation Form at the end of the period,

education in which month it started, in the related column, "+" if the gain was achieved,

if not, it is marked as "-". Next to the teaching of the unrealized gain

It is continued within the month, and a "+" is placed if the gain has taken place.

c. Parent to re-evaluate the individual by the practitioners at the end of the form period

It is sent to RAM via.

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail (1. If teaching has never started, justifications for 2. Education

Although the acquisition could not be achieved even though it has been started, which sub-step is the one)

It will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(BUYER LANGUAGE SKILLS)

Individual Name Surname:	Yeah	History:	
Individual's Age:	No		Descriptions
1 Directs attention to the speaker.	-		
2 Talking person with gestures and gestures reveals that he is listening.	-		
3 Distinguishes objects.	-		
4 Distinguishes actions.	-		
5 Dramatizes the actions.	-		
6 Sort objects by category would.	-		
7 Distinguish objects by their properties would.	-		
8 Distinguishes objects according to their functions.	-		
9 Distinguishes people.	-		
10 Sorts events in order of occurrence.	-		

Indicates non- **11** .

Distinguishes **12** sounds.

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Individual Name Surname:

PERFORMANCE REGISTRATION TABLE

Acquisition: distinguishes people.

Month

EVALUATION OF THE TEACHING PROCESS

QUESTIONS / INSTRUCTIONS to

INDIVIDUAL

NOTICES	Main Instruction CRITERIA	Before Education Assessment	I HR LESSON 1	I HR LESSON 2	3. COURSE	I HR LESSON 4	I HR LESSON 5	6. LESSON	I HR LESSON 7	I LESS
	To me ……. show.	B / Si / MO / FY								
		B SI B.C FY	B S.İ MO FY	B S.İ MO FY	B S.İ B S.İ	B S.İ MO FY	B S.İ MO FY	B S.İ		
1. In its environment… .. Shows.	a. Show me your mom.	MO x	x							
	b. Show me your father.									
	c. Show me your grandfather. % one hundred …									
2.in the environment among people…. Shows.	a. Show me your mom.	B.C	x	x						
	b. Show me your father.									
	c. Show me your grandfather. % one hundred …									
3. It shows… .. in the photo.	a. Show me your mom.	B.C		xxı						
	b. Show me your father.									
	c. Show me your grandfather. % one hundred …									
4.People from photos … .. it shows.	a. Show me your mom.	B.C								
	b. Show me your father.									
	c. Show me your grandfather. …						x	x		

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

FAMILY INFORMATION

* Within this month , studies have been carried out with your child to gain the skill of **"** distinguish people. **"** "It distinguishes people." In order to make the "showing mother" step permanent in her skill,
Repetitions must be made in accordance with the specified instructions.

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, information about the work done to the family will be written.
4. 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).

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorders

MONTHS

GAINS

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

BUYER LANGUAGE

one	It directs attention to the speaker.	- +
2nd	It indicates that the speaker is listening with gestures and gestures.	- +
3	Distinguishes objects	- - +
4	Distinguishes actions.	- - +
5	It dramatizes actions.	- - - +
6	Distinguishes the objects according to their categories.	- - - +
7	Distinguishes objects according to their characteristics.	- - +
8	Distinguish objects according to their functions	- +
9	Distinguishes people.	- - - +
10	Sorts events in order of occurrence.	- -

Indicates non- **11** .

Distinguishes **12** sounds.

SELF CARE SKILLS MODULE

...

EXPLANATION: Achievements and items intended to be earned within the period suggested by the Special Education Evaluation Board
in the form is processed. In which month the teaching of the gain has been started, in the related column, "+" if the gain has been achieved, the gain
if not, it is marked as "-". Teaching of the unrealized gain will be continued in the next month,
If the gain has taken place, a "+" is placed.

RAM INFORMATION

1. The individual mentioned above, " Distinguishes people." mother, father, still, teacher and grandfather
show and sing **independently** .

2. " Sorts events in order of occurrence." due to the insufficient time for teaching his acquisition
It has not started.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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EXPRESSIVE LANGUAGE SKILLS MODULE

AIM OF THE MODULE

To develop expressive language skills

GAINS

1. Answers to the questions asked.

2. Name the action or action picture.

3. Introduces his family.

4. Establishes meaningful sentences in mutual speeches.

5. Speaks about a determined topic.

6. Identifies objects.

7. Describes the events in order of occurrence.

8. Uses place words.

9. Uses singular and plural personal pronouns and possessive pronouns.

10. Uses sentence patterns.

11. Uses word patterns on the spot.

12. Ask a question.

13. Responds to defective materials and devices.

14. Tell the past events.

15. Uses words that express contrast.

16. Says what is not.

DURATION OF THE MODULE

The duration of the module is 1000 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. The acquisitions in the "Expressive Language Skills" module do not follow a hierarchical order.

   Priority needs should be determined in line with the individual's performance.

2. The words to be used during teaching are the individuals who are diagnosed with diffuse developmental disorders

   and the materials to be used are suitable for the individual's level of development and interests.

   should be. Before starting to use the materials, an opportunity should be given for the individual to recognize.

3. Considering that speech development is a skill acquired by imitation, adult or

   the practitioner should be a good model for the individual. When talking to the individual,

   there should not be an adult model asking questions and watching it constantly. This kind of behavior pattern,

   it will provide a weak communication model by removing the individual from talking.

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4. It should not be insisted on an activity that does not attract the attention of the individual. If the individual is

   if interested, the event should not be changed. This situation shows that the individual is still interested in that activity.

   shows. When the individual's movements and behaviors begin to become monotonous,

   material should be given or the activity should be changed.

5. In the efforts to answer the questions asked, the individual's daily routines, activities,

   pictures, photographs or people can include questions about past events.

6. Practitioner in naming objects and actions; body in the teaching process

   portions, clothes, household items, fruits, vegetables, vehicles, animals, occupational object

   and can work by classifying the actions.

7. The words learned by the individual, in different situations and with different people as much as possible.

   should be repeated and generalization studies should be done.

8. Attention should be paid to what the individual says and how he transmits what he says.

9. Gradually and systematically restore hints for all skills taught during teaching

   It should be taken.

10. Speaking about the events watched or read or about the environment in which the event took place

   In the process of video recording, theater, cinema, story book, newspaper, magazine, etc.

   It should be utilized.

11. Individuals in the teaching process to react about the defects of the materials and devices

   for example, when the computer or CD player says it is broken

   studies can be done.

12. In the teaching process of saying the non-existent, firstly, gaining the demonstration of the non-existent was achieved.

should be. Then the individual tells what is not among the objects, situations, people

(As if telling the wearer and the wearer).

13. Individuals with autism, who are in the diagnosis of diffuse developmental disorder, especially 3rd person

they have difficulty in using the pronoun. "Singular and plural pronouns and ownership

uses the pronouns who report. " teaching me and you personal pronouns in the teaching process

and events should be organized for correct use. For example, the pronoun in the individual

a story in which it is used can be told and questions can be posed about this story, while the pronoun is being studied

the photograph of the individual and the action pictures, the photograph of the practitioner while you are working

action pictures should be used.

14. Objects in the environment where the individual is in every day while expressive language studies are carried out,

events and people should be taken into account. Words, from the daily work of the individual, the toys he loves

and food.

15. "How are you?" In expressive language studies in individuals diagnosed with diffuse developmental disorder.

"What is your name?" How to answer questions such as social relations should be taught.

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Not to engage other people with specific issues, giving one-sentence answers, over and over again

specific rules should be set for not asking the same questions.

16. Ecological speech is a process in normal language development. Ekolali, the individual hears

imitating words, phrases immediately after or after the speaker. All

When children develop language, there is a period of echolastic speech. Widespread developmental

Some of the individuals diagnosed with disorder are stuck at the echolated speech stage in language development.

It may remain. Diagnosed with diffuse developmental disorder and attached to the echolated speech phase

The teaching process of individuals should start with asking clearly known questions.

"Hello", "How are you?", "What is your name?", "What is your father's name?"

"Is this fish?", "Is this an apple?" like. The answer is yes and no

The teaching process should be supported with questions. "Do you want water?", "Do you want sugar?", "Want a balloon

"Do you go out into the garden?"

should also be included.

17. Some of the methods and techniques that can be used in teaching expressive language skills

It is as follows:

• Natural Language Approach Method

• Structured Language Approach Method

• Accurate Teaching Methods

• Opportunity Teaching

• Basic Response Education

• Teaching with Replica Wiping

• Teaching with Discrete Experiments

The most important feature of the structured language teaching method is a teaching based on imitation.

This is the method. In this teacher-centered approach, the materials chosen by the educator

teaching is offered. It is the teacher who started communication. When the individual reaches the target behavior

It reinforced. Social, food and symbol booster are used as reinforcers. Practitioner, individual

he becomes a model for behavior at first, then expects the same behavior from him.

Easily applied by practitioners, it can be applied in a short time

be a method, practitioners related to implementing the method can reach the competence quickly,

be applicable in all kinds of environments, quick preparation of materials, imitation skills

Effective teaching is the advantages of the structured language approach. Who have behavioral problems

Its application in individuals gives more positive results. Structured language teaching

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The disadvantages of the methods are low generalizability to the real environment, earned

is the limited sustainability of skills.

The general feature of the natural language approach method is that it is individual centered. Education

Care is taken to configure the environment similar to the home environment. Usually contact

Necessary arrangements are made for the individual to start. Becoming a model is the most important of this method.

technique. As a reinforcer, after performing the target behavior, the individual

used to reach the object. It is not used as a symbol and food reinforcer.

Individual's reaching the object only depending on the target behavior (social reinforcer)

It is provided. In the natural language teaching method, primarily the materials to be used in teaching are given to the individual.

Be elected. The fact that the individual reaches the object, looks at it, shows it by hand is an indication of the choice.

After selection, other materials can be removed. The reaction of the individual must

it is expanded, spliced and a response is requested. Natural language approach method; generalization of the environment

in terms of enabling and especially in individuals with limited expressive language level

is a convenient method. Lack of ease of application, application requires a long time,

natural language of the practitioner, competence, low end of teaching achievements

approach is among the limitations of the method.

CONTENT OF THE MODULE

A. ASKING A QUESTION / ANSWER

B. IDENTIFICATION

1. Actions

2. Objects

3. People

C. TRANSFER OF INFORMATION

1. Providing Information About Events

2. Use of Materials and Devices

CHINA. LANGUAGE USAGE RULES

1. Pronouns

Sentence 2

3. Phrases

4. Words that Report Contrast

D. OTHER EXPRESSIVE LANGUAGE SKILLS

1. Identify the Non

2. Sorting Events

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MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in Expressive Language Skills Module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and consists of post-teaching (end of term) evaluation stages. With each of these stages A sample and related explanations are given below.

A. Rough Evaluation

a. While evaluating expressive language skills independently in the Rough Assessment Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

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 are given in the "Instruction

The Pre-Evaluation Column should be marked.

b. As a result of the rough evaluation, one of the skills of language usage is "Sentence

uses patterns. " the acquisition is insufficient and cannot be done independently

Assuming an example was prepared.

c. Teaching in the first pre-assessment discussed "Using sentence pattern "

skill analysis is divided into sub-steps: 1) noun + noun 2) noun + adjective 3)

name + action 4) subject + object + predicate.

d. Related to the skill of "using sentence patterns" in the "Pre-Teaching Evaluation" column

Whether it can be done by giving instructions to the individual for each sub-step while marking.

TDS. For each sub-step; B performs independently, with verbal clue

if he performs with SI, being a model MO if he is with physical aid

If it does, FY is written.

C. Evaluation of the Teaching Process

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

"Teaching Process Evaluation" columns in the table are marked.

b. According to the results of pre-teaching evaluation, the individual cannot do independently.

Teaching will be done on the lower steps of the acquisition (such as using sentence patterns).

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c. At the end of each lesson, the form of the individual's skill remains

Processed.

d. At the end of the Performance Registration Table, in the section "Family Information", "Sentence

in order to ensure both the teaching and the permanence of the skill of "using the molds"

Explanations about repetitions to be made at home were made.

D. Related to the skill of "using sentence patterns" in the column "Assessment of the Teaching Process"

While marking, the individual is given instructions for each sub-digit and whether or not he / she can

TDS. If the individual performs the desired skill, in the related column (+), if he / she cannot (())

Marking is done.

CHINA. Final Evaluation

Performance Record for all achievements in the "Expressive Language Skills" module

In the Table, the steps of evaluating the teaching process take place (as "+" or "B").

when marked) to evaluate whether or not it is done by heart with different questions and materials

In order to prepare a Final Evaluation Form.

D. Post-Teaching Evaluation

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

End of the Period is processed in the Individual Performance Evaluation Form.

b. While filling out the Individual Performance Evaluation Form at the end of the period,

education in which month it started, in the related column, "+" if the gain was achieved,

if not, it is marked as "-". Next to the teaching of the unrealized gain

It is continued within the month, and a "+" is placed if the gain has taken place.

c. End of Semester Individual Performance Evaluation Form practitioners at the end of the semester

It is sent to the RAM by parent to re-evaluate the individual.

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail (1. If teaching has never started, justifications for 2. Education

Although the acquisition could not be achieved even though it has been started, which sub-step is the one)

It will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(EXPRESSIVE LANGUAGE SKILLS)

Individual Name Surname: **History:**

Individual's Age: **Yes No**   **Descriptions**

1 Answers to the questions asked.

2 Names the action or action picture.

3 Introduces his family.

4 Makes meaningful sentences in mutual speeches.

5 Speaks about a determined topic.

6 Defines the objects.

7 Describes the events in order of occurrence.

8 Uses the words of place.

9 Singular and plural pronouns and possessive pronouns
    Uses.

Uses 10 sentence patterns.

11 Uses word patterns on the spot.

12 Ask a question.

13 Response in relation to defective materials and devices

located.

14 tells the past events.

15 Uses words that express contrast.

He tells the 16 who is not.

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Individual Name Surname :   **PERFORMANCE REGISTRATION TABLE**

Acquisition: Uses 18 sentence patterns.   **Month of Owners**

EVALUATION OF THE TEACHING PROCESS

QUESTIONS / INSTRUCTIONS   to

INDIVIDUAL   **GRO**

NOTICES	Main Instruction / CRITERIA	B / Si / B.C/ FYI	Before Education Assessment								
	Say ……… ...		APPROPR 1. HOUR	2. HOUR	3. HOUR	4. HOUR	5. HOUR	6. HOUR	AT HOUR	2. HOUR
			B SI B.CFY B SI	MO FYB S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ M
1. Name + Name	1. Picture paper	B.C	XX xx XX							
	2. Lunch	B.C	XX xx XX							
	3. School gate	B.C	XX xx XX							
	4. Reward box % one hundred	B.C	XX xx XX							
2.Is I + adjective / adjective + Noun	1. It's cold.	B.C	XX xx XX							
	2. It's hot.	B.C	XX xx XX							
	3. Sweet apple.	B.C	XX xx XX							
	4. Beautiful hat % one hundred	B.C	XX xx XX							
3. Name + Action	1. The meal is over.	B.C	XX xx XX							
	2. Give water.	B.C	XX xx XX							
	3. I'm going home.	B.C	XX xx XX							
	4. Open my stomach. % one hundred	B.C	XX xx XX							
4. Subject + Object + predicate	1.I want chocolate.	B.C	XX xx XX							
	2.My mother is waiting at home.	B.C	XX xx XX							
	3.Service is going home.	B.C	XX xx XX							
	4. Soup is drunk with a spoon. % one hundred	B.C	XX xx XX							

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

FAMILY INFORMATION

  * During this month , studies have been carried out with your child to gain the skill of **"** using sentence patterns **"** . In order for the skill of "using sentence patterns" to be permanent Repetitions must be made at home in accordance with the above mentioned guidelines.

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 tarent 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, information about the work done to the family will be written.

4. 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).

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorders
.

MONTHS

GAINS

1 MONTH ... MONTHS

EXPRESSIVE LANGUAGE SKILLS

  8. Uses place words.   - - - +

  9. Singular and plural pronouns and pronouns that indicate ownership   - - - - +
  Uses.

  10. Uses sentence patterns.   - - - - -

SOCIAL SKILLS

  1. Behaves appropriately towards people.

  2. Behave appropriately against groups.

EXPLANATION: Achievements that are aimed to be acquired within the period recommended by the Special Education Evaluation Board,
The items are processed in form. In which month the teaching of the gain has been started, in the related column, if the gain has been realized, "+",
If the gain did not occur, it is marked as "-". Continuing to teach the unrealized gain in the next month
"+" is placed if the gain was realized.

RAM INFORMATION

1. The individual mentioned above, " Uses sentence patterns.", " Noun + noun, noun + adjective,
name + action "patterns **can** be used **independently** . " Subject + object + predicate" pattern
It can do with **being** a **model** . Studies could not be completed due to lack of time.

History

Guardian   operator   operator
Name and surname   Name and surname   Name and surname
Signature   Signature   Signature

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GAME AND MUSIC SKILLS MODULE

AIM OF THE MODULE

Ability to develop game and music skills

GAINS

Part 1 establishes a shape relationship.

Part 2 establishes the whole relationship.

3. It simulates imaginary play.

4. Play simple games.

5. Play symbolic game.

6. Plays collaborative games.

7. Interacts with his peer while playing games.

8. He talks about the games and materials he plays.

9. Makes simple rhythm movements.

10. Makes movements suitable for music.

11. Keeps rhythm suitable for music.

12. Performs simple songs.

13. Sings the song with the group.

14. It accompanies simple musical games.

15. Recognizes the major musical instruments.

16. Recognizes musical instruments according to the sounds they make.

17. Performs melodies using her voice and instrument.

18. Separates thick and subtle sounds.

19. Plays individual musical games.

20. Plays musical games with the group.

DURATION OF THE MODULE

The duration of the module is 500 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. There is no priority or retention relationship between achievements related to game skill. because of

decide which game or games to start based on the child's characteristics

It should be given.

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2. Tool that will attract the attention and attention of the individual, such as the shape box, into the piece-figure teaching process

It should be started using tools.

3. In the teaching process of establishing a piece-whole relationship, it starts with 4-5 pieces

Continue with 4-5 piece jigsaw without slot (Slot jigsaw, each on the floor

is a puzzle with a half slot for the shape. The slotless puzzle is attached to the picture,

every piece that will settle on the ground is equal, but the pictures on the pieces

is different from the puzzle.).

4. Simple, symbolic and collaborative games are scenario games. Simple games

in the teaching of playing, when descriptive statements are given (the baby is hungry, the plates are dirty

etc.), the individual is expected to perform the action described using the relevant tool (spoon

feeds the baby or takes the plate and goes to the area of the toy kitchen and

pretends to wash the plate). In the symbolic game-playing teaching process, the individual

verbal reaction by using. Doctorate, firefighting, carpentry,

teacher, house, market, etc. symbolic games can be played.

5. Materials that draw the attention of the individual and are of interest in the teaching process

It should be studied. The interaction of the individual with his peers while playing games, the games he plays and

to talk about materials, to comment on the process and materials

necessary orientation and environment arrangement should be made.

6. With music education to be given to individuals with common developmental disorders; eye contact

setting up, recognizing sounds, distinguishing sounds, finding the source of the sound, getting to know your body, rhythm

holding, playing simple musical games, gaining new words, learning musical instruments

and to gain the skills of using.

7. Rhythm retention is much more in the life of individuals diagnosed with diffuse developmental disorder.

takes an important place. Rhythm and musical movements are an individual's

helps him discover the limits of his abilities. For this purpose, rhythm and sound

listening to the sounds and music in nature, singing, singing

Events such as dramatization must be included.

8. Music is an integral part of other areas of development. Therefore other development

Music can be used in the teaching process of the achievements in the field.

9. One of the methods and techniques that can be used in teaching game and music skills.

some of them are:

- Fixed waiting period teaching method
- Increased waiting period teaching method
- Pre-behavior tip and test method

one hundred

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- Pre-behavioral tip and flush method
- Progressive aid method
- Simultaneous hint teaching method
- Video recording teaching method
- Direct teaching method (open expression)

Teaching method with activity charts

- Teaching method with discrete experiments
- Teaching by replication

Peer education

- Learning by observation

CONTENT OF THE MODULE

1. VISUAL PERCEPTION

2. GAME PLAY

a. Simple

b. Symbolic

c. Musical

3. MUSIC

a. Rhythm

b. Singing

c. Musical instruments

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MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in Game and Music Skills Module; rude

evaluation, pre-teaching evaluation, evaluation of teaching process (course hours),

from the final evaluation and post-teaching (end of term) evaluation stages

It is formed. An example and explanations about each of these stages

is given below.

A. Rough Evaluation

a. Independent in the Rough Evaluation Form while evaluating game and music skills

skills performed as (+), skills that cannot be done independently (-)

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

d. All gains should be included in the rough evaluation form.

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, the acquisition of "establishes a part-shape relationship" is insufficient.

An example was prepared assuming that it is and can not be done independently.

c. The skill of "piece-shape relationship", which is primarily addressed in pre-teaching evaluation

The analysis is divided into sub-steps: 1. All of the four-piece jigsaw puzzle

inserts the parts. 2. Attaches all the pieces of the five-piece slot puzzle.

d. Related to the skill of "forming a piece-shape relationship" in the "Pre-Teaching Evaluation" column

Whether it can be done by giving instructions to the individual for each sub-step while marking.

TDS. If the individual performs the desired skill, the form is (+), if it is not (())

It marked.

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.

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b. According to the results of pre-teaching evaluation, the individual cannot do independently.

Teaching will be done on the lower steps of the acquisition (establishes a part-shape relationship).

c. At the end of each lesson, at which step the skill of the individual remains

the form is processed.

d. "Family Information" section at the end of the Performance Registration Table,

"Establishing a piece-shape relationship." both the teaching and the permanence of the skill

In order to be able to provide, explanations about repetitions to be made at home were made.

D. "Establishing a piece-shape relationship" in the "Teaching Process Evaluation" column. with skill

While making the relevant marking, an instruction is given to the individual for each sub-digit and

it is checked that it cannot. If the individual performs the desired skill, in the relevant column (+),

If it cannot be done, mark it as (-).

CHINA. Final Evaluation

Performance Record for all achievements in the Game and Music module

In the Table, the teaching process evaluation steps are realized (as "+" or "B"

when marked) whether or not with different questions and materials

"Final Evaluation Form" should be prepared to evaluate.

D. Post-Teaching Evaluation

a. Individual development, every month in accordance with the results of evaluating the teaching process

At the end of the period, it was entered into the "End of Period Individual Performance Evaluation Form".

b. While filling the "End of Term Individual Performance Evaluation Form"

education in which month it started, in the related column, "+" if the gain was achieved,

if not, it is marked as "-". Teaching the unrealized gain

continue in the next month, and if the win has been made, a "+" is placed.

c. "End of Term Individual Performance Evaluation Form" at the end of the term

RAM for parents to re-evaluate the individual by practitioners

Sent.

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 rationale for the gains that could not be made, in detail (1. If the teaching never started

If the acquisition could not be achieved despite the justification of the second education.

which sub-step) will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(GAME AND MUSIC SKILLS)

Individual Name Surname:	Yeah No	History:	
Individual's Age:			**Descriptions**
1 Establishes part-shape relationship.	-		
2 Establishes the part-whole relationship.	-		
3 Imitates the imaginary game.	-		

Plays 4 simple games.	-
Plays 5 symbolic games.	-
6 Plays collaborative games.	-
7 interact with your peer while playing games It enters.	+
8 Played games and materials talks about.	+
9 Makes simple rhythm movements.	+
10 Makes movements suitable for music.	+
11 Keeps rhythm suitable for music.	+
12 Perform simple songs.	-
13 Sings songs with the group.	-
14 It accompanies simple musical games.	+
15 Recognizes the major musical instruments.	+
16 To the sounds they make recognizes by.	-
17 Using his tunes, voice and instrument Vocalizes.	-
18 Separates thick and subtle sounds.	-
19 Individual musical games play.	-
Music games with 20 groups play.	+

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Individual Name Surname: **PERFORMANCE REGISTRATION TABLE**

Acquisition: Establishes part-shape relationship.

NOTICES	QUESTIONS/ INSTRUCTION	to	EVALUATION OF THE TEACHING PROCESS INDIVIDUAL
	Main Instruction **CRITERIA** Put them on.	**Before Education** **HEAssessment** **B / Si / MO / F Y** FYI	I H / 1. COURSE HOUR ...

Four-piece slot puzzle he wears all his pieces.	Put it in place.	FYI	XXXXX
Jigsaw puzzle with five pieces he wears all his pieces.	Put it in place.	FYI	XXXXX
3/4 Six-piece slot puzzle he wears all his pieces.	Put it in place.	FYI	XXXX
Six and more pieces All of the nest puzzle inserts the parts.	Put it in place.	FYI	XXXX

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

FAMILY INFORMATION

"Building a piece-figure relationship with your child this month." Studies were carried out to acquire the skill. In order for the skill of "forming a piece-shape relationship" to be permanent, Repetitions must be made in accordance with the specified instructions.

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, information about the work done to the family will be written.
4. 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) .

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**
Individual's Age: **Training End Date:**
Educational Diagnosis: Common Developmental Disorder

MONTHS

GAINS

1 MONTH ... MONTHS ... MONTHS ... MONTHS ... MONTHS ... MONTHS

GAME AND MUSIC SKILLS MODULE
Establishes part-shape relationship.   +
Establishes part-whole relationship.   - +
It imitates the imaginary game.   - - - +
It plays simple games.   - - - +
Play symbolic game.   - -
READING AND WRITING
....
....

EXPLANATION: Achievements and items intended to be earned within the period proposed by the Special Education Evaluation Board
in the form is processed. In which month the teaching of the gain has been started, in the related column, if the gain has been realized, "+",
If the gain did not occur, it is marked as "-". Teaching of the unrealized gain will be continued in the next month,
If the gain has taken place, a "+" is placed.

RAM INFORMATION

1. The individual mentioned above, "Plays symbolic games." SI in object-free game stage in the acquisition
stage is.
2. "Play symbolic game." study of the acquisition included in the later individual training program
It will be given.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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ÖZBAKIM SKILLS MODULE

AIM OF THE MODULE

To develop self-care skills

GAINS

1. It meets the need for toilet.

2. Take off the hat.

3. He wears a hat.

4. Take off the scarf.

5. He wears a scarf.

6. Take off gloves.

7. Wears gloves.

8. Take off the skirt.

9. He wears a skirt.

10. He takes off his trousers.

11. He wears his trousers.

12. He takes off his sweater.

13. He wears his sweater.

14. Take off the dress.

15. Wears clothes.

16. He takes off his coat.

17. He wears his coat.

18. He takes off his jacket.

19. He wears his jacket.

20. Socket takes off the socks.

21. Socket wears stockings.

22. Take off pantyhose.

23. Wears pantyhose.

24. He takes off his shoes.

25. He wears his shoes.

26. Snaps snaps.

27. Snaps snaps.

28. Zipper opens.

29. Zipper closes.

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30. Button unlocks.

31. Buttonholes.

32. Removes the belt.

33. Wears a belt.

34. Take off the bra.

35. Wears the bra.

36. Eats food with his hand.

37. Drinks liquid from the glass.

38. Drink liquid with a straw.

39. Eat by using spoon.

40. Eat by using a fork.

41. Eat by using the fork and knife together.

42. Washes his hands.

43. They dry their hands.

44. Washes his face.

45. He dries his face.

46. Cleans his nose with a tissue.

47. Washes his foot.

48. Dries his feet.

49. Combs your hair.

50. Brushes your teeth.

51. Cuts your nail.

52. Beard shave.

53. The pad replaces.

54. Takes a bath.

55. Cleans body hair.

DURATION OF THE MODULE

The duration of the module is 1000 lessons.

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EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Toilet training, eating and dressing skills are the most basic self-care skills.

These skills include hand face washing, tooth brushing, nose cleaning and bathing skills.

marks. At the end of this continuity, nail care, skin care, cosmetic products

use, hair care comes. Also the ability to perform daily life chores

affects the quality of self-care. Individual visual attention, imitation of movements, simple instruction and

if he did not learn some of the basic cognitive skills such as understanding sentences

delays the acquisition of self-care skills. For example, the use of verbal cues,

if the individual does not understand most of the words, one word spoken with mimics

can be limited to words.

Teaching is done at places and times that the individual needs.

will provide more participation. For example; the ability of brushing teeth after meals

the ability to work or wear coats and subtractions at the time of arrival and departure

like working. Tailored clothing while studying basic dressing skills

should be selected. For example; the ability to wear and remove sweaters, a body to the individual while working

should start with the big "V" collar sweaters, then the "0" collar and "the upright collar"

sweaters should be changed. To make it easier to distinguish the front and back of the sweater

The front or back of the sweater can be marked with a colored tape. For other achievements

similar teaching adjustments are made (Varol, 2004).

Especially in toilet training; should be started as a day control first and

If the individual stays dry for an hour during the day, they should be included in the training program.

In the teaching of eating skills, the individual is allergic or does not eat

Make sure that the necessary nutrients are learned and not included in the program.

It should be.

2. Tools in the teaching phase and tools in the assessment phase-

Care should be taken to ensure that the materials are not the same. For the individual in the selection of gains

identifying priority skills and following a simple to difficult sequence

is required.

The characteristics of individuals should be taken into consideration while organizing the environment and material.

For example, if the toilet skill is to be studied, the class of the individual is close to the toilet.

or be careful to use portable toilets. the bathroom

It should be ensured that the individual's feet touch the floor when sitting. Siphon chain

the length of the toilet paper should be adjusted according to the individual.

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3. Some of the methods and techniques that can be used in teaching self-care skills

It is as follows:

a) Skill Teaching Methods

• Advanced Chain Method

• Reverse Chain Method

• All Skill Method

b) Accurate Teaching Methods

• Fixed waiting period teaching method

• Increased waiting period teaching method

• Pre-behavior tip and test method

• Pre-behavioral tip and flush method

• Progressive aid method

• Concurrent hint teaching method

• Teaching with Activity Schedules

• Teaching with Presenting Tips and Withdrawing Tips

CONTENT OF THE MODULE

A. PERSONAL CARE AND CLEANING

1. Hand Washing and Drying

2. Face Washing and Drying

3. Nose Cleaning

4. Foot Washing and Drying

5. Hair Combing

6. Brushing Teeth

7. Nail Cutting

8. Becoming a Beard Shaver

9. Pad Replacement
10. Taking a Bath

11. The Need for Toilet

12. Cleaning Body Hairs

B. REMOVING AND WEARING CLOTHING

1. Hat Removal and Wearing

2. Removing and Wearing Gloves

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3. Weft Removal and Wear

4. Removing and Wearing Socks

5. Skirt Removal and Wear

6. Removing and Wearing the Dress

7. Removing and Wearing Trousers

8. Pantyhose Removal and Wear

9. Bra Wearing and Removal

10. Removing and Wearing Shoes

11. Pullover Removal and Wear

12. Jacket Removal and Wear

13. Removing and Wearing Coats

14. Snap On and Off Snap

15. Zipper Opening and Closing

16. Button Opening and Closing

17. Belt Opening and Closing

C. EATING

1. Preparing to Eat

2. Using Nutritional Tools

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MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. Each of these stages

An example and explanations about the sample are given below.

A. Rough Evaluation

a. What are the skills that should be taught for the individual and his family, the desire of the family,

the characteristics of the environments in which the individual spends most of his time and the individual's possession

it is determined by considering what other skills and concepts are. This

In order to do this, first of all, the language that contains the language, cognitive and psychomotor domains

performing the evaluation; checklists about self-care skills

implementation, discussion with the family and the individual will be in the home, school and in the near future

environments need to be examined. As a result of all this, it is suitable for the individual's level and

one or more self-care skills that are needed can be determined to be taught (Varol,

2004).

b. While evaluating self-care skills, independently in the Rough Assessment Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

c. Individual's reactions should not be interfered while registering on the Rough Evaluation Form.

and no help should be given.

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

D. All gains should be included in the rough evaluation form.

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MEASUREMINT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT TOOL
(SELF-SKILLS)

Individual Name Surname: **Application Date:**

Individual's Age:
   achievements   **Yes / No Comments**

1 Meets toilet need.   -

2 Take off the hat.	-
3 Wears a hat.	-
Removes 4 Wefts.	-
Wears 5 scarves.	-
6 Take off gloves.	-
7 Wears gloves.	-
8 Take off the skirt.	-
9 Wears a skirt.	-
10 He takes off his pants.	-
11 He wears his trousers.	-
12 Take off his sweater.	-
13 He wears his sweater.	-
14 Take off the dress.	-
15 He wears clothes.	-
He takes off his 16 coats.	-
17 He wears his coat.	-
18 He takes off his jacket.	-
19 He wears his jacket.	-
20 Sockets take off socks.	-
21 Socket wears socks.	-
22 Take off pantyhose.	-
23 He wears pantyhose.	-
24 He takes off his shoes.	-
25 He wears his shoes.	-
26 Clicks to open.	-
27 Snaps snaps.	-
28 Unzips.	-
29 Zipper grabs.	-
Solves 30 buttons.	-
31 Buttonholes.	-
32 Removes the belt.	-
33 Wears a belt.	-
34 Take off the bra.	-
35 Wears a bra.	-
36 He eats food with his hand.	-

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37 Drinks liquids from the glass.	-
38 Drink liquid with a straw.	-
Eat with 39 spoons.	-
Eat by using 40 cutlery.	-
41 Eat with a fork and knife together.	-
42 Washes his hands.	-
43 Dry their hands.	-
44 She washes her face.	-
45 Dries your face.	-
46 Cleans his nose with a tissue.	-
47 Washes his feet.	-
48 Dries their feet.	-
49 Combs your hair.	-
50 Brushes your teeth.	-
51 Cuts your fingernail.	-
52 Beard shaving happens.	-
53 Replaces pads.	-
54 Takes a bath.	-
55 Removes body hair.	-

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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, "hand washing" is one of the personal care

an example assuming that its acquisition is inadequate and cannot be done independently.

It was prepared.

c. The skill of "hand washing", which is primarily handled in pre-teaching evaluation

analysis is done and divided into sub-steps (1. Open the tap, 2. Take the soap, 3. Hands

soaks in water, 4. Foams between the hands of the soap).

d. Marking the "hand washing" skill in the "Pre-Teaching Evaluation" column

Whether it can be done by giving instructions to the individual for each sub-step.

TDS. If the individual performs the desired skill, the uniform (+), if not, (-)

is marked as.

D. Schedule attached in the attachment for the determination of dryness time in toilet training 1

available.

to. In the Evaluation Process in Toilet Training; through natural observation, the individual

how to make the big / small toilet in the institution and / or home is determined.

Evaluation of toilet skills can also be done by discussing with family members.

f. Dressing Skills Evaluation Process; individual for each step

clothes are chosen from among the clothes, and the individual is like "Take off your socks" or "Put on your coat."

an instruction is given. It is determined whether the individual performs the skill independently.

If necessary, the evaluation can be repeated with clothes that are more easily removed and / or worn.

g. Eating Skills Evaluation Process; primarily the individual's daily

The food and drinks consumed in his life and the tools he uses are determined. Then this

Using the food-drinks and tools, the skill of the individual in each step

It is evaluated whether it fulfills. In assessment, a certain behavior of the individual

four times; for example, an individual bites four times from a biscuit or with a spoon

Eating rice four times is considered sufficient.

h. In the Personal Care Evaluation Process; situation related to personal needs

occur (such as the arrival of the individual's toilet), in the appropriate environment (for example, in the toilet) and

Individuals are observed by giving instructions according to the evaluation of each item. the individual

it is enough to fulfill each skill once. Evaluation of some skills

(for example, changing pads) can be done by discussing with family members.

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.... CENTER TOILET TRAINING SCHEDULE

INDIVIDUAL NAME AND SURNAME: **HISTORY:**

DAYS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY (Guest)
06:00							
06:30							
07:00							
07:30							
08:00							
08:30							
09:00							
09:30							
10:00							
10:30							
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04:30							
05:00							
05:30							

DESCRIPTION: 1. The family of the individual during the lesson hours of the class teacher or practitioner at other times
will follow.
2. Indicate "B" when the individual makes the big toilet and the letter "K" when the small toilet is made.
3. When the individual makes the toilet, it can be written in the time intervals given in the chart in minutes .

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C Evaluation of Teaching Process

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

"Evaluation of the Teaching Process" columns in the table are marked.

b. According to the results of the pre-teaching evaluation,

(Hand washes) will be taught on the lower steps.

c. Performance level of the individual's skill at the end of each class hour instruction

It is entered into the "Evaluation of the Teaching Process" section in the Registration Table.

D. "Family Information" section at the end of the Performance Registration Table, matching

to be done at home in order to provide both teaching and permanence of his skills

explanations about repetitions were made.

to. While marking the matching skill in the Teaching Process Evaluation column, each

an instruction is given to the individual for the lower step and whether or not he / she can do it. The individual has the desired skill

If it does, mark the column as (+), if not, mark it as (-).

CHINA. Final Evaluation

In the Performance Registration Table for all gains in the Self Care Skills module

teaching process evaluation steps occur (marked as "+" or "B")

in order to evaluate whether it is made by heart with different questions and materials.

Evaluation Form should be prepared.

D . POST-TEACHING ASSESSMENT

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

End of the Period is processed in the Individual Performance Evaluation Form.

b. While completing the Individual Performance Evaluation Form at the end of the semester,

the column in which the month was started, "+" if the gain was made, the gain

if not, it is marked as "-". The next month to the teaching of the unrealized gain

It is continued in, if the gain has taken place, a "+" is placed.

c. End of Semester Individual Performance Evaluation Form practitioners at the end of the semester

It is sent to the RAM by parent to re-evaluate the individual.

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail (1. If teaching has never started, justifications 2. Education started

Although the acquisition could not be achieved, at which lower step) "RAM

It will be explained in the "Information" section.

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:

Acquisition: Washes your hands.   **Month of Ownership:**

EVALUATION OF THE TEACHING PROCESS

NOTICES	QUESTIONS/ INSTRUCTIONS		INDIVIDUAL						GROUP		
	CRITERIA Main Instruction:	cei Front production HE S Securities	I HORSE to S H: R RS TO TA 1. D	I HORSE to S H: R RS TO TA 2. D	I HORSE to S H: R RS TO TA 3. D	I HORSE to S H: R RS TO TA 4. D	I HORSE to S H: R RS TO TA 5 D	I HORSE to S H: R RS TO TA 6. D	I HORSE to S H: R RS TO TA 1. D	I HORSE to S H: R RS TO TA 2. D	I HORSE to S H: R RS TO TA 3. D
1-Washes your hands	Wash your hands.	−/+ B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B	S B.C FYI B S
a- Open the tap.	a- Open the tap.	-	+	+	+	+					
b- He takes the soap.	b- Take the soap.	-		+	+	+	+	+			
c. He wets his hands with water.	% one hundred With your hands in water wets.	-	+	+	+	+	+	+			
d. Soap between your hands It is foamed.	d. Soap in your hands between the foam.	-	+	+	+	+	+	+			

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

The individual performance of the skills studied in the group is recorded in the group columns for individuals who receive group training.

Teaching process evaluations of individuals who take more class hours open as many columns as the number of class hours taken.

FAMILY INFORMATION

This month in our child **hand washing** and **hand drying their** studies to gain skills yapılmıştır.el washing and drying hands of the skills mentioned above to be a permanent home
Repetitions should be made in accordance with the instructions.

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.

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorder

.

MONTHS

GAINS

1 MONTHS ... MONTHS

SELF CARE SKILLS MODULE

She washes her hands.   - - +

She washes her face.   - - - +

They dry their hands.   +

It dries your face.   +

He wears gloves.

He wears a sweater.   - - +

Buttonholes.   - - - - - -

He wears a belt.   - - +

DAILY LIFE SKILLS

EXPLANATION: Achievements that are aimed to be acquired within the period recommended by the Special Education Evaluation Board,
The items are processed in form. In which month the teaching of the acquisition was started, the column related to that month; gained
If the gain has not been achieved, it is marked as "+". Continuing to teach the unrealized gain in the next month
"+" is placed if the gain was realized.

RAM INFORMATION

1. The individual mentioned above realizes the hand washing acquisition **independently** . Button
buttoning skills have not been acquired yet.
2. The acquisition of buttonhole skill will be continued in the next individual training program.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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DAILY LIFE SKILLS MODULE

AIM OF THE MODULE
To develop daily life skills

GAINS
1. Prepare food.

2. Chop food using a knife.

3. Slice the food using a knife.

4. Uses January.

5. Uses a mixer.

6. Uses toaster.

7. Uses the oven.

8. Prepares drinks.

9. Dish washes.

10. Cleans the kitchen counter.

11. Prepares a dining table.

12. The dining table collects.

13. Serves plates for food.

14. Serves drinks to glasses.

15. Drains the dishwasher.

16. Places the dirty in the dishwasher.

17. Collects his bed.

18. Dust the furniture.

19. Deletes places.

20. Sink cleans.

21. Separates dirty laundry.

22. Puts dirty items in the proper place.

23. Washes clothes by hand.

24. Uses washing machine.

25. Hangs the laundry he washed.

26. Collects the dried laundry.

27. Folds the dried laundry.

28. Places the dried laundry.

29. Places the items in the room where they are located.

30. Hangs your things.

31. He places his things in the closet.

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32. Uses vacuum cleaner.

33. Turns on and off television.

34. Uses phone.

35. Radio turns on and off.

36. Uses tape.

37. Uses a hair dryer.

38. Sets the alarm clock.

39. Opens the door with a key.

40. Locks the door with the key.

41. Uses elevator.

42. Makes ironing.

43. Shoe paints.

44. Uses the camera.

45. Uses a copy machine.

46. Makes shopping.

47. Uses public transportation vehicles.

48. Follows the rules in public places.

DURATION OF THE MODULE

The duration of the module is 1000 lessons.

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EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. For individuals diagnosed with diffuse developmental disorders to adapt to social life

    they need to gain the necessary knowledge, skills and habits. Daily life skills

    The main purpose of the module is to minimize the dependence of these individuals on the environment.

2. The gains in the daily life skills teaching process do not follow a hierarchical order.

    The characteristics and needs of the individual should be taken into account when determining the gains.

3. The individuals who are diagnosed with diffuse developmental disorder can obtain information and knowledge from the environment.

There are difficulties in generalizing processes. Therefore, they are more likely to

They need to be guided, supported and continuous and systematic education.

Daily life skills teaching process; long-term education, frequent repetition, verbal cues, modeling

and the use of processes such as physical aid.

4. To gain daily life skills; the time of starting education, the individual's motor, language, mind and

depends on emotion development. In order to acquire these skills, the individual

There are prerequisite skills to realize. These; use of large and small muscles

skills required, hand eye coordination, imitation of movements, visual attention and simple

understanding instructions. In addition to determining the level of individuals performing these skills,

Prerequisite skills that will affect teaching should also be evaluated.

5. Arranging the environment in the teaching of the skills necessary to sustain daily life

is of great importance. For this, the establishment of an implementation house in the educational environment and

individuals should be actively used in this environment. Workplace will be taught

Selecting appropriate for the skill will make learning easier. Your studies in completely natural environments

attention should be paid. For example; skills related to the living room in the living room, bed

Skills related to the room Skills related to the kitchen should be studied in the kitchen.

Teaching to generalize the skills acquired by individuals, in natural environments

It should be carried out.

6. Before starting the teaching, the tools related to the skills to be taught are determined in advance.

and the vehicles must be complete and intact. Will also be used

Attention should be paid to ensure that the tools are suitable for the individual development characteristics of the individual.

7. Limitations in the teaching environment, the skills necessary to sustain daily life

it may make it difficult to transfer it to other environments and ensure its permanence. This is the families

the time they spend with individuals is longer, learning is easier in the natural environment and

for the reinforcement and continuity of the recommended knowledge and skills due to its permanence

cooperation with the family and family education programs should be developed and implemented.

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8. Some of the methods and techniques that can be used in daily life skills teaching are:

a) Skill Teaching Methods

• Advanced chain method

• Reverse chaining method

• All skill method

b) Accurate Teaching Methods

• Fixed waiting period teaching method

• Increased waiting period teaching method

• Pre-behavior tip and test method

• Pre-behavioral tip and flush method

• Progressive help

• Simultaneous hint teaching method

• Increasing the tip hint

c) Open Lecture

ç) Teaching with Activity Schedules

d) Teaching with Video Model

e) Observing Learning

CONTENT OF THE MODULE

A. KITCHEN WORKS

1. Using Kitchen Tools

    a. January

    b. Mixer

    c. Toast machine

    d. Oven

2. Simple Cooking

3. Cleaning and Order

    a. Preparing and Collecting a Dining Table

    b. Food Service

    c. Beverage Service

    d. Hand Dish Washing

    D. Dish Washing in the Dishwasher

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B. HOME WORKS

1. House Cleaning and Care

    a. Using Cleaning Tools

    b. Vacuum cleaner

2. Care of Clothes

    a. Folding Clothes

    b. Hand Washing

    c. Using the Washing Machine

    d. Laundry Hanging

    D. Dont do the ironing

    to. Button Sewing

    f. Shoeshine

C. USING VARIOUS TOOLS

1. Hair Dryer

2. Radio

3. Tape

4. Television

Phone 5

6. Alarm Clock

7. Elevator

8. Camera

9. Copier

CHINA. SHOPPING

D. TRANSPORTATION VEHICLES

E. OUR BEHAVIOR IN SOCIETY

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MEASUREMENT AND EVALUATION IN THE MODULE

The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), post-evaluation and post-teaching

(end of period) consists of evaluation stages. One about each of these stages

examples and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating daily life skills independently in the Rough Evaluation Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

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

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.

d. All gains and all gains should be included in the rough evaluation form.

B. Pre-Teaching Evaluation

a. "Pre-Assessment" results, the instruction in the Performance Registration Table

should be marked before the evaluation column.

b. As a result of the rough evaluation, "drink preparation" from daily life skills

an example assuming that his acquisition was inadequate and he could not independently

It was prepared.

c. Analysis of the skill of "beverage preparation", which is primarily addressed in pre-teaching evaluation

It is divided into sub-steps. (1. Makes buttermilk. 2. Takes yogurt with spoon. 3. Yogurt

Puts in the glass. 4. Puts water in glass. 5. Mix the buttermilk until it foams with a spoon.)

d. Marking on the "Pre-Teaching Assessment" column on "the ability to prepare drinks"

While doing, it is checked whether the individual can do it by giving instructions to each sub-step. Individual

The form is marked as (+) if it performs the desired skill, and (-) if it does not.

C. Evaluation of the Teaching Process

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

The teaching process in the table is marked in the evaluation columns.

b. According to the results of pre-teaching evaluation, the individual cannot do independently.

Teaching will be done on the lower steps of the acquisition (prepares beverages).

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c. At the end of each lesson, at which step the skill of the individual remains

In the "Evaluation of the Teaching Process" section in the Performance Registration Table

Processed.

d. To the "Family Information Department" at the end of the Performance Registration Table,

preparation "skill at home to ensure both teaching and permanence

explanations about repetitions to be made were made.

D. Marking the "Drinking Process" skill in the "Teaching Process 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.

If the individual performs the desired skill, in the relevant column (+), if he / she cannot (as)

marking is done.

CHINA. Final Evaluation

Performance Record for all achievements in Daily Life Skills module

In the Table, the teaching process evaluation steps are realized (as "+" or "B"

when marked) whether or not with different questions and materials

"Final Evaluation Form" should be prepared to evaluate.

D. Post-Teaching Evaluation

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

It is processed in the "End of Period Individual Performance Evaluation Form".

b. While filling the "End of Term Individual Performance Evaluation Form"

education in which month it started, in the related column, "+" if the gain was achieved,

if not, it is marked as "-". Next to the teaching of the unrealized gain

continue in the month.

c. "End of Term Individual Performance Evaluation Form" practitioners at the end of the term

It is sent to the RAM by parent to re-evaluate the individual.

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail (1. If teaching has never started, justifications for 2. Education

Although the acquisition could not be achieved even though it has been started, which sub-step is the one)

It will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(DAILY LIFE SKILLS)

Individual Name Surname:		History:	
Individual's Age:	Yes No		Descriptions

1 Prepare food.	-
Chops food using 2 knives	-
3 Slices food using a knife.	-
Uses January 4.	-
Uses 5 mixers.	-
Uses 6 toasters.	-
Uses 7 ovens.	-
8 Prepares drinks.	-
9 Dishes wash.	-
10 Cleans the kitchen counter.	-
11 Prepares a dining table	-
12 The dining table collects.	-
13 Serves dishes to plates.	-
14 Serves drinks to glasses.	-
15 Drains the dishwasher.	-
16 Places the dirt in the dishwasher.	-
17 Collects his bed.	-
18 Dust the furniture.	-
19 Deletes places.	-
20 Cleans the sink.	-
21 Separates dirty laundry.	-
22 Puts dirty items in the proper place.	-
23 Washing clothes in hand.	-
Uses 24 washing machines.	-
25 Hangs the laundry he washed.	-
26 Collects the dried laundry.	-
27 Folds the dried laundry.	-
28 Places the dried laundry.	-
29 Replace items in the room where they are located.	-
places.	

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30 Hangs your belongings.	-
31 Places his belongings in the closet.	-
Uses 32 vacuum cleaners.	-
33 Uses television.	-
34 Uses phone.	
Uses 35 radio.	-
Uses 36 tapes.	-
37 It uses hair dryer.	-
38 Sets the alarm clock.	-
39 Opens the door with a key.	-
40 Locks the door with the key.	-
Uses 41 elevators.	-
42 Makes an iron.	-
43 Shoe paints.	-
44 Uses cameras.	-
Uses 45 copier.	-

46 Makes shopping.   -

Uses public transportation vehicles.   -

48 Follows the rules in public places.   -

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**
Individual's Age: **Training End Date:**
Educational Diagnosis: Common Developmental Disorders

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS

one	They prepare food.	- +
2nd	Chops food using a knife	- +
3	Slices food using a knife.	- +
4	Uses hearth.	- +
5	It uses a mixer.	- - - -
6	It uses toaster.	- - +
7	It uses the oven.	-
8	Prepares drinks.	- +
9	Dish washes.	- - +
10	Cleans the kitchen counter.	- +
11	Prepares a dining table	+
12	The dining table collects.	+
13	Serves dishes to plates.	- +
14	Serves drinks to glasses.	- +
15	Drains the dishwasher.	- +

… .. …………..

EXPLANATION: Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board in the form of articles

the form is processed. In which month the teaching of the gain was started, in the related column, if the gain was realized, "+", the gain did not occur.
is marked as "-". The teaching of the unrealized gain will be continued in the next month, and if the gain has taken place, a "+" is placed.

RAM INFORMATION

one.   The aforementioned individual is able to make buttermilk **independently** in **beverage preparation** .
          He makes use of the mixer with verbal help.
2nd.   The teaching of the furnace gain has been started and could not be completed due to the shortage of time.

....
....
....
....

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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Individual Name Surname: PERFORMANCE REGISTRATION TABLE
Achievement: Prepares drinks.

EVALUATION OF THE TEACHING PROCESS

QUESTIONS / INSTRUCTIONS to   **INDIVIDUAL**

NOTICES

Main Instruction

CRITERIA
Prepare drinks.

Before Education Assessment

NOTICES	Main Instruction CRITERIA	Before Education Assessment							
a. It makes buttermilk.	Make a buttermilk.	FYI	B SI B.C FYI	B SI B.C FYI	B SI B.C FYI	B SI B SI B.C FYI	B SI B.C FYI	B SI	
It takes yogurt with spoon.	1. Take yogurt with spoon. % one hundred	FYI	X	xxxxx					
ii. Puts.	2. Kneaded into the glass put. % one hundred	FYI	xxx				xxI		
Puts water into glass.	3. Add water to the glass. % one hundred	FYI	xxx				xxI		
iv. Buttermilk with spoon mixes until it foams.	4.Spread the buttermilk with a spoon mix until foamy . % one hundred	FYI	xxxxxx						
b. makes tea.	.. ……								

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

FAMILY INFORMATION
   * Within this month , studies have been carried out with your child in order to gain the skill of **"** making drinks **"** . In order for the "drink preparation" skill to be permanent, at Repetitions are required in line with the above-mentioned guidelines.

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, information about the work done to the family will be written.

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MOTOR SKILLS MODULE

AIM OF THE MODULE

To develop motor skills.

GAINS

1. Inpatient makes body movements.

2. It makes standing body movements.

3. Walk freely.

4. Walks according to the tempo.

5. Walk with the object.

6. Walk in limited space.

7. Runs freely.

8. Runs according to the tempo.

Runs with the 9th object.

10. Runs in limited space.

11. Jumps with two feet.

12. Jumps with one foot.

13. Jumps with one foot over the obstacle.

14. Jumps with two legs over the obstacle.

15. Climbs the fence.

16. Climbs the inclined surface.

17. Ball rounds.

18. Throws the ball.

19. Holds the ball.

20. The ball bounces.

21. The ball is in play.

22. He hits the ball with a foot.

23. Makes basic postures.

24. Makes on-site turns.

25. Arrays in various ways.

26. Mattresses make movements.

27. Makes rope movements.

28. Makes movements with the circle.

29. Plays team sports according to the rules.

30. Kneades the kneading materials.

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31. Shapes kneading materials.

32. Sets the beads.

33. Holds a pen.

34. Paints randomly.

35. Limited area paints.

36. Paints complex shape.

37. The paper tears.

38. Cuts the paper with scissors.

39. Cuts various figures and objects.

40. Pastes paper.

41. Makes printing.

42. Copies a drawing.

43. Connects the dots.

44. Completes the missing figure by drawing.

45. Draws by looking at the model.

46. Draws the spoken shape.

47. Makes pictures of geometric shapes.

48. Paper floors.

DURATION OF THE MODULE

The duration of the module is 250 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Development of motor skills of individuals diagnosed with diffuse developmental disorder

individuals at the same time to adapt to social life,

self-awareness, increase their physical awareness and trust themselves

contributes to their hearing.

2. Performance of individuals, interest and

requirements should be taken into account.

3. Activity periods while achieving the motor skills teaching process

It should be planned in accordance with the level of attention of individuals.

4. By making use of motor skills teaching process, rhythm tools and music

It should be scheduled properly.

5. Motor skills can arise during the use of tools in the teaching process

security measures must be taken against hazards.

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6. Achievements in the field of fine motor skills, individuals' writing and other

The prerequisite for achieving the goals in the areas of development are skills. Of these skills

with the acquisition of individuals to focus their attention on a job, hand-eye coordination

development, physical and emotional development can be provided.

7. When planning activities in the process of fine motor skills, easy to difficult,

A path from simple to complex should be followed.

8. In the motor skills teaching process, activities are structured to the individual.

It must be submitted. The individual will start with which activity and then with which activity

visual supports appropriate to the performance should be used.

numbering, photo or written activity schedules etc.).

9. Activities performed in the process of motor skills teaching, materials used, other

as an activity reinforcer in the teaching process of the gains in the modules

available.

10. Some of the methods and techniques that can be used in teaching motor skills

It is as follows:

- Fixed waiting period teaching method

- Increased waiting period teaching method

- Pre-behavior tip and test method

- Pre-behavioral tip and flush method

- Progressive help

- Concurrent hint teaching method

- Teaching method with video recording model

- Teaching with activity schedules

- Teaching with discrete experiments

CONTENT OF THE MODULE

A. KABA MOTOR SKILLS DEVELOPMENT WORKS

1. Basic Movements

  a. Studies to Increase the Flexibility of Body Parts

  b. Walking Studies

  c. Balance Studies

  d. Running Studies

  D. Jumping Exercises

  to. Jumping Exercises

  f. Climbing Studies

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2.Top Studies

3. Layout Studies

4. Gymnastic Studies with the Vehicle

5. Team Sports

B. FINE MOTOR SKILLS DEVELOPMENT ACTIVITIES

1. Kneading

2. Painting

3. Tear, Cut and Paste

4th Edition

5. Drawing

6. Folding

7th Edition

MEASUREMENT AND EVALUATION IN THE MODULE

  The measurement and evaluation process in this module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching

post (end of period) evaluation stages. Each of these stages

An example and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating motor skills, independently on the Rough Evaluation Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

b. Individual's reactions should not be interfered while registering on the Rough Evaluation Form.

and the individual should not be helped.

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

d. All gains should be included in the rough evaluation form.

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, the gain of doing body movements

An example was prepared, assuming it was insufficient and could not be done independently.

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c. "Inpatient body movements, which were discussed primarily in pre-teaching evaluation,

do not do "analysis is done and subdivided. (1.Bed head

he makes movements, 2. He makes lying shoulder movements, 3. He makes lying arm movements.)

d. "Ability to make inpatient body movements" in the "Pre-Teaching Evaluation" column

While making the marking related to each sub-step, by giving instructions to the individual,

it is checked that it cannot. If the individual performs the desired skill, the uniform (+), if not

It is marked as (-).

C. Evaluation of the Teaching Process

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

The teaching process in the table is marked in the evaluation columns.

b. According to the results of pre-teaching evaluation, the individual cannot do independently.

teaching on the lower steps of the acquisition (For example, it makes body movements inpatient)

It will be made.

c. At the end of each lesson, the form of the individual's skill remains

Processed.

d. Making inpatient body movements to the family information section at the end of the form

in education and repetitions to be made at home to be permanent

It has been made.

D. While marking the motor skills in the Teaching Process Evaluation column

an instruction is given to the individual for each sub-digit and whether it is done or not. Individual desired

If it performs the skill, mark it as (+) in the relevant column, and (-) if it cannot.

CHINA. Final Evaluation

Performance Record for all achievements in the Motor Skills module

In the Table, the teaching process evaluation steps are realized (as "+" or "B"

when marked) whether or not with different questions and materials

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

D. Post-Teaching Evaluation

a. Individual development, every month in accordance with the results of evaluating the teaching process

At the end of the semester, individual performance evaluation form was processed.

b. While filling out the Individual Performance Evaluation Form at the end of the period,

education in which month it was started in the related column, if the gain was realized, "+",

If the gain did not occur, it is marked as "-". Teaching the unrealized gain

it is continued within the next month, and if the gain has been made, a "+" is placed.

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c. End of Semester Individual Performance Evaluation Form practitioners at the end of the semester

It is sent to the RAM by parent to re-evaluate the individual.

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 rationale for the gains that could not be made, in detail (1. If the teaching never started
If the acquisition could not be achieved even though the 2nd education was started,

will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(MOTOR SKILLS)

Individual Name Surname: **Application Date:**

Individual's Age: **Yes No**

                                                                    Descriptions

		Yes	No	Descriptions
one	It makes inpatient body movements.	-		
2nd	It makes standing body movements.	-		
3	Walks freely.	-		
4	Walks according to the tempo.	-		
5	It walks with the object.	-		
6	Walks in limited space.	-		
7	It runs freely.	-		

8	It runs according to the tempo.	-
9	Runs with the object.	-
10	Runs in limited space.	-
11th	Jumps with double feet.	-
12	Jumps with one foot.	-
13	Jumps with one foot over the obstacle.	-
14	He jumps over the hurdle with two feet.	-
15	It climbs on the rail.	-
16	Climbs the inclined surface.	-
17	Ball rounds.	-
18	Throws the ball.	-
19	Holds the ball.	-
20	The ball bounces.	-
21	Dribbles.	-
22	He hits the ball with a foot.	-
23	Makes basic postures.	-
24	Makes on-site turns.	-
25	It arranges in various ways.	-
26	Mattresses make movements.	-
27	It makes rope movements.	-

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28	It makes movements with the circle.	-
29	He plays team sports according to his rules.	-
30	Knead the kneading materials.	-
31	Shapes kneading materials.	-
32	Arrays of beads.	-
33	Holds a pen.	-
34	It paints randomly.	-
35	Limited area paints.	-
36	Paints complex shape.	-
37	The paper tears.	-
38	He cuts the paper with scissors.	-
39	Cuts various figures and objects.	-
40	Paper sticks.	-
41	It prints.	-
42	Copies a drawing.	-
43	Connects the dots.	-
44	He completes the missing figure by drawing it.	-
45	Draws by looking at the model.	-
46	Draws the name spoken.	-
47	Makes pictures of geometric shapes.	-
48	Paper floors.	-

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**
Individual's Age: **Training End Date:**
Educational Diagnosis: Common Developmental Disorder

MONTHS

GAINS

GAINS	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	9 MONTHS	10 MONTHS
1. Inpatient makes body movements.	+									
2. It makes standing body movements.	- - +									
3. Walk freely.		- +								
4. Walks according to the tempo.		- - +								
5. Walk with the object.			- - +							
6. Walk in limited space.			-							
7. Runs freely.										
8. Runs according to the tempo.										

EXPLANATION: Earning it within the time suggested by the Special Education Evaluation Board
the intended gains are processed into the form in the form of items. which month to teaching the acquisition
If it has been started within the related column, if the gain has been realized, it is "+", if the gain has not been realized, "-"
is marked as. Teaching of the unrealized gain will be continued in the next month,
If the gain has taken place, a "+" is placed.

RAM INFORMATION
1. The aforementioned individual, the inpatient head of the acquisition of **"** making body movements lying down **"**
performing their movements and lying down, independent of the lower steps
level is. He remained at the verbal clue level in the step of making inpatient arm movements.
2. Because there is not enough time for "running freely" and "running tempo"
not exceeded.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname :
Acquisition : It makes body movements by lying down.   M

EVALUATION OF THE TEACHING PROCESS

NOTICES	QUESTIONS / INSTRUCTIONS to Main Instruction CRITERIA	Before Education HEAssessment	INDIVIDUAL								GR
			I H R LESSON 1	I H R LESSON 2	I H R 3. COURSE	I H R LESSON 4	I H R LESSON 5	I H R 6. LESSON	I H R LESSON 7	I H R LESSON 2	I H R
		B / Sİ / MO / PA	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 F
Inpatient head movements It makes.	3/4 Turn your head to the right.	FYI	+	++++							
Lying shoulder movements It makes.	3/4 Two shoulders from front to back turn right.	FYI	+	++++							
Inpatient arm movements It makes.	3/4 Two arms crossed open, close	FYI	+++++								

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

FAMILY INFORMATION * During this month , studies have been carried out with your child to gain the ability to **"** do body movements by lying down **"** . "Lying body repetitions must be done at home in accordance with the above-mentioned instructions in order to be permanent.

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, information about the work done to the family will be written.
4. 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).

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SOCIAL SKILLS MODULE

AIM OF THE MODULE

Ability to develop social skills

GAINS

1. Establishes eye contact.

2. He reacts to his name.

3. Uses simple greetings, farewell expressions and actions.

4. It introduces itself.

5. Accept the changes without any problems.

6. Calls people from different places.

7. Transfers information to the third party.

8. Behaves appropriately towards people.

9. Behaves appropriately against groups.

10. It helps others.

11. Asks for help for their needs.

12. Accepts assistance for their needs.

13. Accepts the request of the person.

14. Rejects the request of the person.

15. Agree on a controversial issue.

16. Distinguishes basic emotions.

17. It reacts appropriately to the emotions expressed by the person / people opposite.

18. Expresses his feelings and thoughts to the person.

19. Establishes a cause-effect relationship regarding the emotional expressions related to events and situations.

20. Complies with social rules appropriate for the environment and situation.

21. Willing to participate in events.

22. Completes the given activity.

23. Starts an event.

24. Uses courtesy expressions in appropriate place.

25. Uses free / free time.

26. If necessary, shares his belongings.

27. It shares feelings, thoughts and information with its peers.

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DURATION OF THE MODULE

The duration of the module is 1000 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Understanding, interpreting, interpreting social rules in individuals diagnosed with diffuse developmental disorder

    to rearrange according to and accordingly feelings and thoughts

    There are great limitations in their ability to make sense and organize.

    Skills intended to be acquired for social development area, developmental level of the individual

    and its requirements. Located in the social skills module

    gains do not follow a hierarchical order. Characteristics of the individual when determining gains and

    needs should be taken into account.

2. Establishing and maintaining eye contact for individuals diagnosed with diffuse developmental disorder

    it is the most basic skill to be taught. The ability to establish eye contact primarily

    the individual and adult should be started sitting in a reciprocal chair. Teaching this skill

    In the process of establishing eye contact should be gradually increased. As the skill is gained

    Different environments and situations should be configured for generalization.

3. Individuals diagnosed with diffuse developmental disorder have difficulties in accepting changes.

    The relocation of an activity in the individual's daily schedule, or in advance

    change of process due to an unexpected situation, change of persons problem

    it can lead to behavior. For this purpose, accepting the changes without any problems

    in the teaching process, interpersonal, inter-activity, inter-situation changes

    events for acceptance should be prepared.

4. The process of teaching the ability to exhibit appropriate behaviors against people, with the people they know before,

    then it should be staged as proper communication with people he does not know. To the individual

    its proximity, occupation, age, gender, current situation, place and time

teaching process by configuring appropriate behavior styles considering variables

It should be organized.

5. The process of teaching the ability to exhibit appropriate behaviors against the groups is

it should then be staged as appropriate communication with groups that it does not know.

6. Understanding the feelings of others of individuals diagnosed with diffuse developmental disorder and

There are specific (unique) limitations in predicting. Therefore

studies on recognizing, understanding and predicting emotions should be included. Recognizing basic emotions

basic emotions (happy, sad, angry,

frightened) recognition work should be done.

7. To establish a cause-effect relationship for the emotional expressions related to events and situations.

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and anger, appreciation, fear, etc. in the teaching process of expression. exercises to express emotions

It should be done.

8. Situational emotions are emotional states that occur depending on the events (car

fear when the accident is about to happen, etc.). Teaching basic emotions depending on the situation

During the process, photographs or drawings describing a particular situation should be used. Individual status

showing the pictures (picture of a child chased by the dog), the situation in the picture

It portrayed. Depending on this situation, you will be asked what the person in the picture will feel.

The question that states the situation: What does the child feel when the dog chases?). Feeling appropriate from the individual

it is expected to show the picture that expresses the situation or to speak the appropriate emotion.

9. Optional basic feelings arise according to whether the wishes of individuals are fulfilled or not.

are the emotions that emerge. At this stage, the individual, depending on whether their wishes come true or not

tells why a person is happy or sad. The person determined during the teaching process

photographs and drawings describing the situations in which requests are fulfilled and are not fulfilled

It should be used. During the teaching process, first of all, what the person wants

pictures that describe Then the individual and the person's request

saying (happy / sad) or showing the emotion it will feel depending on the unrealization

activities should be studied. For example, a story from pictures that express requests

Created. Aslı wants to fish (picture describing the request), Aslı is fishing (status

(picture depicting), what will feel when catching Aslı fish (question expressing emotion). The individual is suitable

It is expected to show or say the picture that expresses the emotional state.

10. During the teaching process of complying with the social rules suitable for the environment and the situation,

Social rules should be started in the environments and situations encountered. As the skill is gained

In order to be generalized, it should be planned and studied in different environments and situations.

11. Listening to social stories and answering questions have priority in the teaching process.

basic listening skills (making eye contact while listening, hands and feet while listening

not to move, not to interrupt the speaker's speech, to speak when the other's word is over

getting started, having the right to speak up while listening in a group)

It should be given. Basic listening skills belong to the relevant listening skill during the teaching process.

visual supports are available. Social after acquiring basic listening skills

While trying to listen to stories about the subjects, first of all the concrete and often

social stories that describe the situations that they encounter with simple patterns should start and gradually

The number and difficulty level of the patterns should be increased. From concrete situations to abstract situations

correct transition should be arranged.

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12. In the teaching process of using courtesy expressions in the appropriate place "please, sorry, thank you

thank you, you are welcome, good health, easy to come, bon appetit, welcome, get well soon etc. "

expressions can be studied. Visual support materials, dramatization, teaching of these expressions

available.

13. Using leisure / free time as purpose alone in the teaching process

(playing with toys, mixing books, magazines, painting, waste

activities with materials, dealing with hobbies) and group use (domino,

cooked, backgammon, bingo etc. skills should be studied separately.

14. In the teaching process of interacting with peers, initiating, maintaining, sharing

presence (showing objects to your peers, telling you the function, motor skills of your peers and

skills such as imitating social reactions) should be studied.

15. Chatting with a peer about a topic through conversations structured in the teaching process (specific

a topic) should be started. The topics chosen at the beginning should be concrete and address the individual's interests.

should be arranged according to. Chat topics in the teaching process; from simple to complex, from concrete

the lineage should be extended from private to general. After the structured chat phase

the individual starts the conversation and continues the conversation by taking advantage of the opportunity teaching.

It should be supported.

16. Home for the individual to generalize social skills and use them in daily life

Similar studies should be done in the environment.

17. Sound recorder, computer software and video recording in the teaching process of social skills

Materials such as.

18. Some of the methods and techniques that can be used in teaching social skills are:

• Natural Language Approach Method

• Structured Language Approach Method

• Teaching with Replica Wiping

• Fixed Waiting Period Teaching Method

• Increased Waiting Period Teaching Method

• Pre-Behavior Tip and Test Method

• Pre-Behavior Tip and Wipe Method

• Progressive Assistance Teaching Method

• Simultaneous Tip Teaching Method

• Teaching Method by Increasing the Tip

• Teaching Method with Discrete Essays

• Peer Education

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• Observing Learning

• Teaching with Video Model

• Role Playing Method

• Demonstration Method

• Modeling Method

• Cognitive Process Approach

• Cognitive Social Learning Method

• Direct Teaching Method

• Drama

• Collaborative Learning Method

CONTENT OF THE MODULE

A. SOCIAL INTERACTION

B. PEER INTERACTION

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MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Social Skills" module; rude

evaluation, pre-teaching evaluation, teaching process (class hours)

evaluation, final evaluation and post-teaching (end of term) evaluation

It consists of stages. One example and one example of each of these stages

explanations are given below.

A. Rough Evaluation

a. While evaluating the social skills gains, in the Rough Assessment Form

    skills independently made (+), skills that cannot be done independently (-)

    should be marked as. In the "Explanation" section,

    observations 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.

d. All gains should be included in the rough evaluation form.

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, "Simple greeting and farewell express and

uses their actions. " the acquisition is insufficient and cannot be done independently

Assuming an example was prepared.

c. "Simple greetings, farewell, which is primarily addressed in pre-teaching evaluation

The skill of using expressions and actions "is analyzed and subdivided:

1. When he stretches out his hand, he stretches out his hand. 2. Holds the other person's hand. 3.

It makes the handshake movement with the other person. 4. He extends his hand to the other person.

d. "Simple greetings, farewell express and

for each sub-step when making a marking on the skill of "using actions"

whether the individual can do it by giving instructions. The individual has the desired skill

If it does, the form will be marked as (+), if not, it will be marked as (-).

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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. According to the results of pre-teaching evaluation, the individual cannot do independently.

(Uses simple greetings, farewell expressions and actions.)

Education will be done on the steps.

c. At the end of each lesson, at which step the skill of the individual remains

the form is processed. "Simple Information" section at the end of the form, "Simple

uses greetings, farewell expressions and actions. " both teaching of the acquisition

and about the repetitions to be made in other environments to ensure its permanence.

explanations were made.

d. "Family Information" section at the end of the Performance Registration Table,

The skill of "using simple greetings, farewell expressions and actions"

in order to ensure its teaching and permanence,

explanations were made.

D. "Simple greetings, farewell express and

for each sub-step when making a marking on the skill of "using actions"

the individual is given instructions and whether it can be done or not. The individual has the desired skill

If it does, mark the column as (+), if not, mark it as (-).

CHINA. Final Evaluation

Performance Registration for all achievements in the "Social Skills" module

In the Table, the steps of evaluating the teaching process take place ("+" or "B"

(when marked as) by using different questions and materials.

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

D. Post-Teaching Evaluation

    a. Individual development, every month in accordance with the results of evaluating the teaching process

        At the end of the semester, individual performance evaluation form was processed.

    b. While filling out the Individual Performance Evaluation Form at the end of the period,

        "+" if the teaching has been started in the related column, the gain has been achieved,

        If the gain did not occur, it is marked as "-". Unrealized gain

        education is continued within the next month, and a "+" is placed if the acquisition has taken place.

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    c. End of Semester Individual Performance Evaluation Form

        RAM for parents to re-evaluate the individual by practitioners

        Sent.

    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 made, in detail (1. Teaching never started

        however, the acquisition could not be achieved even though the 2nd education was started.

        and the lower step) will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(SOCIAL SKILLS)

Individual Name Surname: **History:**

Individual's Age: **Yes No**

Descriptions

one	Establishes eye contact.	-	
2nd	He reacts to his name.	-	
3	Simple greetings, farewell expressions and actions Uses.	-	
4	It introduces itself.	-	
5	It accepts the changes without any problems.	-	
6	Calls people from different places.	-	
7	It transmits information to the third party.	-	
8	Behaves appropriately towards people.	-	
9	Behaves appropriately against groups.	-	
10	He helps others.	-	
11	Asks for help for their needs	-	
12	Accepts assistance for his needs.	-	
13	Accepts the request of the person.	-	
14	Refuses the request of the person.	-	
15	Agree on a controversial issue.	-	
16	Distinguishes basic emotions.	-	
17	In line with the emotions expressed by the person / person in front of him gives reactions.		
18	Expresses his feelings and thoughts to the person.	-	
19	Evolving feeling about events and situations establishes cause and effect relation for expressions.	-	
20	Complies with social rules suitable for the environment and situation.		
21	Willing to participate in events.	-	
22	Completes the given event.	-	
23	Starts an event.		
24	Uses courtesy expressions in appropriate place.		
25	Uses free / free time for purposes.		
26	If necessary, shares his belongings.		
27	Sharing emotions, thoughts and information with his peers located.		

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**
Individual's Age: **Training End Date:**
Educational Diagnosis: Common Developmental Disorder
.

MONTHS

GAINS

1 MONTH / 2 MONTHS / 3 MONTHS / 4 MONTHS / 5 MONTHS / 6 MONTHS / 7 MONTHS / 8 MONTHS

Social Skills

Gains	Months
1. Establishes eye contact.	- - +
2. He reacts to his name.	- - +
3. Simple greetings, farewell expressions and actions Uses.	- +
4. It introduces itself.	+
5. Accept the changes without any problems.	+
6. Calls people from different places.	- - +
7. Transfers information to the third party.	- - +
8. Behaves appropriately towards people.	- - - + +
9. Behaves appropriately against groups.	- - + +
10. It helps others.	

Expressive Language Skills:

...
...

EXPLANATION : Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, the form is processed. While filling out the form, in which month the teaching of the acquisition was started, in the related column, "+" if the acquisition took place, if not, it is marked as "-". The teaching of the unrealized acquisition continues in the next month, if the acquisition has occurred "+" Is put.

RAM INFORMATION

1. The aforementioned individual can **independently** acquire the "react on behalf of" . "Eye contact It establishes. " and his acquisition, "He reacts to his name." has been studied with the acquisition.
2. "It helps others." The education of the acquisition could not be started due to the lack of time. Next the same achievement will be included in the individual training program.

....
....

History

Guardian
Name and surname
Signature

operator
Name and surname
Signature

operator
Name and surname
Signature

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:
Acquisition: Uses simple greetings, farewell expressions and actions.   **Month of Ow**

EVALUATION OF THE TEACHING PROCESS
INDIVIDUAL   **GR**

NOTICES	QUESTIONS / INSTRUCTIONS Main Instruction CRITERIA	Before Education HEAS Assessment B/Si/ MO/PA	1. HOUR LESSON T A	2. HOUR LESSON T A	3. COURSE	4. LESSON T A	5. LESSON T A	6. LESSON T A	7. LESSON T A
		B Ş B.C FYI	B SI MO FY	B S.İ MO FY	B S.İ MO FY	B SI B SI	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY
When he stretched out his hand across him, stretches out his proper hand.	Give your hand to 1…. ..	FYI	X	X	XXX				
Holds the other's hand.	2… take the hand of….	FYI	X	X	XXX				
Handshake with the other makes its move.	one hundred 3. Shake hands with….	FYI	X	XXI			XXI		

He reaches out to the other. Holds the other's hand.	%4. …… extend your hand. 5. …… hold your hand.	FYI FYI
To greet with the other makes the handshake movement.	6 . Greet with….	FYI
Holding one hand at head level to the right shakes to the left.	7. Make a nice coyote.	FYI
As he says goodbye, he shakes his hand.	8. We go, goodbye do.	FYI

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

FAMILY INFORMATION

During this month, studies have been carried out with your child to gain the skill of "using simple greetings, farewell expressions and actions". " Simple greeting,
In order for the skill of using farewell expressions and actions " to be permanent, it must be repeated in the existing social environments.

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, information about the work done to the family will be written.
4. 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).

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READING AND WRITING MODULE

AIM OF THE MODULE

To develop literacy skills

GAINS

1. Finds the missing picture.

2. Finds the wrongs in the picture.

3. Finds the direction the sound is coming from.

4. Finds a hidden object.

5. Distinguishes the person speaking from his voice.

6. Provides hand eye coordination.

7. Uses writing tools.

8. Draws basic lines.

9. Reads sound.

10. Writes sound.

11. Reads syllable.

12. Writes syllables.

13. Reads the word.

14. Writes a word.

15. Uses word patterns on the spot.

16. Reads the sentence.

17. Writes a sentence.

18. Uses sentence patterns on the spot.

19. Reads the text.

20. Writes text.

21. Complies with reading rules.

22. He follows the spelling rules.

23. Answers to questions about the text he read.

24. Uses punctuation marks on the spot.

DURATION OF THE MODULE

The duration of the module is 750 lessons.

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EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. The general aim of the first literacy education is to read and use to the individual throughout his life.

   to gain basic skills of writing. A variety of up to date in teaching literacy

   methods were used. These are sound based sentence method, letter method, syllable method, word

   method, mixed method, analysis method, etc. With common developmental disorders

   There is no specific literacy method specific to individuals. Above mentioned

   One of the methods is that individuals can be successful by considering individual differences.

   These studies can be carried out by the method.

2. Finding the missing detail between two or more pictures of the same object, finding different details,

   studies to find what is in a different position are among the activities aimed at developing visual perception.

   You can get.

3. It is based on carrying out the activities of reading and writing together in the program and the purpose for this

   and behaviors are given. The goals and behaviors of teaching literacy

   It is important to gain steps which are prerequisites for each other.

   Because the goals and behaviors of one step can be the prerequisite for the next step.

   The prerequisite for reading and writing is visual and auditory perception. Therefore, teaching literacy

   Before starting, activities should be developed to improve visual and auditory perception. Short to a friend

   looking at the time and saying the changes on the body and clothes, from the given picture cards

   Matching picture cards of the same color and starting with the same letter, object pictures and shadows

   matching drawn pairs of cards; The bingo card made up of shapes, of the same shapes

   matching with created picture cards; picture composed of interlocking shapes

   matching the card to picture cards made of the same shapes; written word

   matching the same word cards among the cards, by putting different materials inside

   finding different sounders from three sound boxes, two of which are the same and one of which is different; two into

   boxes that make the same sound from four sound boxes prepared with different materials

   pairing; Studies such as matching the played sound with the appropriate picture can be done.

4. Improving hand, finger muscle strength and coordination in preparation for writing

   Activities to imitate movements and improve hand-eye coordination should be done.

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5. In the basic line studies, drawing on the line given in writing, the cut line (progressive

   (with decreasing frequency), to lower digits such as drawing lines by looking at the model

   studies should be continued by separating. Free-line studies prepare for adjacent italic writing

should be of a nature. Various pictures are made to individuals. These studies are seen in the environment and

the integration of the individual with his environment by exemplifying the known beings and objects and his actions.

is important in terms of meaning. At this stage, doodle (bird's nest, circle, cloud

making), drawing continuous and curved lines (wave, snake, rope etc.) should be done.

In the regular line work phase, drawing two lines in one line line, four

line to line spacing of three ranges, four lines of standard text consisting of three ranges

Studies should be done in the range.

6. According to the individual characteristics of the individual, at the initial reading and writing and progress stages,

advanced or inductive methods can be used.

7. Sensing and recognizing sound in reading induction method, reading and writing sound, meaningful syllables from sound,

Creating words and sentences as well as texts should be done.

a. In recognizing and recognizing the sound; telling short stories, drama, rhyme or

Sound can be felt through activities such as singing. Examples of words with sound

It can buldurul. For example, which persons are the names of the introduced voice, which plants, animals

or it may be asked that it is in the item name. When these words are said, the related voice is emphasized. Individuals

examples are encouraged to give. Studies to distinguish the sound can be made by using visuals

(By showing pictures of words with and without sound, the corresponding sound in these words

they are asked to determine if they have passed).

b. In reading and writing sound; the letter, which is the symbol of the sound in the text, in the following order

should be written and read. How to read and write the letter to the individual as a model

It must be shown. Individuals in the direction of the arrow through the large letter drawn on the exercise page

it must be prepared many times for the spelling of the letter. Individuals' line spacing (four lines three

interval) should be provided to go over the letter samples written with their pens. Four lines three

Individuals should write letters between the lines between the intervals; the letter is correct by asking what they wrote

attention should be paid to writing and vocalizing. It is difficult to write a, A, k, y, g, G, f,

Preparatory line studies for the writing of these letters can be done before the letters.

c. Sounds should be handled in the order given below, not in the order of the alphabet. Also,

Different groupings can be made by changing the locations of the sounds in the groups. Sound groups

editing, the ease of writing letters and their functionality in producing meaningful syllables (words)

It must be taken into attention.

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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

d. Words and sentences created while giving letters can be used. For this, your private names

You can move from the spelling rule, starting with a capital letter. For example, "hazel"

When the word is produced, "Ela" which is the human name by emphasizing the different meanings of this word

The spelling of the word should be shown. On the spelling of the resulting capital letter

It should be considered.

D. The most important stage of the first literacy teaching is to produce syllables; words from syllables,

creating sentences from words. At this stage, the following studies should be done. Granted
After the first two voices, syllables should be reached from these voices. Reading and writing with the syllables obtained

work should be done. Each new voice given must be associated with the previous learned new

syllables and words must be created. Studies done after each sound group is completed

should be reviewed and evaluated. In the transition to the next sound group, individuals

Attention should be paid to their learning. The syllables produced will increase as voices are made

Accordingly, the process of creating words and sentences will be easier. Obtained in this process

capitalization and the use of capital letters in the spelling of sentences and special nouns

should be given on time. The meanings of the words and sentences obtained should be emphasized.

Individuals should be encouraged to form words and sentences. Generated words and sentences

must be read and written.

to. Text should be created using the learned words, new sentences and sentences. Text

Attention should be paid to correct writing and aesthetics when printing. Individuals wrote four lines,

They must write on the lines of three lines. In addition, different texts they created

the individual should be encouraged to read.

7. Sentence-word-syllable-letter-text in the process of teaching reading and writing with deductive method

The order is followed. Sentences are divided into words, words into syllables, syllables into letters. Create text

is the last stage. Plug instruction should be started with picture cards that express the sentence sentences. Plug

before the sentence is shown, the picture representing that plug sentence is shown about the picture

questions should be asked or a short story should be told. In the next stage, the receipt sentence

it should be said, then shown and the individual asked to say the sentence . Carrying on

the picture representing the working sentence should be pasted, looking at the sentence sentence and saying

It should be printed. After teaching the 14-15 sentence sentence to word analysis

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It must be passed. After word analysis of 14-15 receipt sentence, syllable and sound

analysis should be started. Word and syllable analysis during the teaching period

education should continue.

8. Free literacy is the last stage of the first literacy teaching process. At this stage

poems, rhymes, stories and reading texts of individuals.
they should be provided with reading to their classmates. Also expressing themselves in writing

and they should be provided to read and share what is written. Writings on a single lined notebook line

must write.

9. In the selection of the sentence **,** one- and two-syllable, two-word sentence by sentence should begin work

In all of his studies, such sentences should be emphasized. Within sentences, individuals

Take care to use the names of objects in the immediate vicinity, names of friends in the class, etc.

It must be shown. It is formed with construction suffixes such as "li, lü, l, lık, ci, cu, çı" in sentences

Attention should also be paid to include words. Letters in upper and lower case

Attention should be paid to pass all of their software. Phrases in accordance with grammar rules

articles must. While the sentences are determined, you can also find the sentences appropriate for the meaning of important days and weeks.

selection, the words given in the previous sentences will be repeated in subsequent sentences.

care should be taken.

10. Reading is an important activity in educational programs. Learning at school is largely

it depends on understanding what you read. Read; three dimensions: cognitive, affective and behavioral

should be addressed. Reading the deficiency or inadequacy of one of these negatively
It will affect the person and cause the person to not fully understand what he is reading.

The main objectives of reading are; giving individuals the ability to read quickly, accurately and by understanding,

It is aimed at reading pleasure and enriching their vocabulary.

11. Reading aloud, speaking of words or word sets perceived by the eye and speaking

It is said with the help of its organs. The main aim in reading aloud, the writing is correct and speaking

is to voice the language to reflect its features. Text for a successful reading aloud

sentence structure, narrative feature, spelling rules, avoiding speed reading, your voice

Attention should be paid to adjusting the main thought in the text or the characteristics of the events.

Also, the explanation of the meaning of the unknown words in the text, the text in the text

animation of the events, the text of the teacher aloud, showing pictures about the text

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reading activities, repeating the individuals while the teacher is reading the text.
Giving will increase the success of teaching reading aloud.

12. Quiet reading **,** body and head movements without moving any of the organs

it is only reading by eye. Some of the silent reading instruction

activities are important for the development of this type of reading. Picture about the text before reading

and talk about the title, describe the unknown words in the text; read

afterwards, individuals' correct answers to the questions about the text, the main thought of the text

tell them, put pictures describing the event in the text, put the text in their own words

summaries should be provided.

13. Activities to improve writing skills should be included in activities, especially in every

At the level, attention should be paid to punctuation and spelling rules. Writing studies;

controlled writing is guided writing and free writing. In controlled writing, the individual

they are asked to write words and sentence structures exactly or by making the desired changes. This

the opportunity to write the words and structures in the mother tongue in the correct way with the studies

It is given. With the guided writing studies, the words and sentence learned from the individual

they are asked to use their structures in a controlled manner and create a meaningful paragraph.

The most common type of guided writing is to practice dictation. Dictation work

While the text is being read slowly, the individual is asked to write. Finally, the individual wrote his own

the text is written on the board for control and correction. With freelance writing,

by paying attention to the spelling rules with their own words and feelings from the individual

is asked to write. One of the most important points to be considered in writing studies

is to correct the written expressions. It is most efficient for the individual to correct his own mistakes.

the road is.

14. Reading comprehension skill in the teaching process gradually the sentence of the individual, three-four

"what, who, when, what, where,

how, why "should be followed in order to answer questions such as.

15. Grammar rules should be brought to the individual by emphasizing examples with various exercises.

In addition, the writings of the individual must be checked and necessary corrections must be made.

16. Recognizing and using words according to their structure while doing grammar studies,

knowing the meaning of the elements that make up the structure, understanding the structure of the sentence, first name, first name, just, action

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Understanding words, using punctuation marks on the spot, following spelling rules

work should be done.

17. During reading and writing activities, open expression, demonstration, learning by living by doing, question-

answer, modeling, play, drama, dramatization, discussion, case studies can be used.

18. Display boards, graphics, projection tools during literacy activities,

geometric shapes, ball, word cube, bead, bean-stick, picture cards, puzzles,

puzzle, writing board (toy), plastic letter molds, concept books, story cards, game

pulp, colored pencils, rhythm sticks, colored background cartons, cassette-CD, sandbox,

tools such as computer, word finder (scrable), taboo game can be used.

CONTENT OF THE MODULE

A. PERCEPTION WORKS

1. Visual Perception

2. Auditory Perception

B. READING AND WRITING

1. Coordination Studies

2. Recognition of Writing Tools and Equipment

3. Basic Lines

C. FIRST READING AND WRITING

1. Sound

2. Syllable

3rd Word

Sentence 4

CHINA. READING AND WRITING

1. Reading and Writing Text

2. Reading Rules

3. Reading Comprehension

D. LINGUISTIC RULES

1. Spelling Rules

2. Punctuation Marks

3. Types of Words

4. Sentence Patterns

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MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Literacy" module; rough assessment, teaching

pre-assessment, evaluation of teaching process (course hours), final assessment and teaching

post (end of period) evaluation stages. About each of these stages

an example and explanations about the sample are given below.

A. Rough Evaluation

a. While evaluating literacy skills independently in the Rough Assessment Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

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.

d. All gains should be included in the rough evaluation form.

B. Pre-Teaching Evaluation

a. Pre-teaching evaluation results are given in the "Instruction

Pre-Assessment "column.

b. As a result of the rough evaluation, "It complies with the reading rules." inadequate gain

An example was prepared assuming that it is and can not be done independently.

c. The skill of "obeying the rules of reading" which was handled primarily in pre-teaching evaluation

It is divided into sub-steps by analyzing: 1. It sits in accordance with the light. 2. It sits upright. 3.

Adjusts the distance between the book and the eye.

d. Marking about the reading skill according to the rules in the "Pre-Teaching Evaluation" column

While doing, it is checked whether the individual can do it by giving instructions to each sub-step. Individual

The form is marked as (+) if it performs the desired skill, and (-) if it does not.

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 "obeys the rules of reading." bottom of the gain

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

c. Performance level of the individual's skill at the end of each class hour instruction

  It is entered into the "Evaluation of the Teaching Process" section in the Registration Table. Performance

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"Reading according to the rules" section of the "Family Information" section at the end of the Registration Table

to be done at home in order to provide both teaching and permanence of his skills

explanations about repetitions were made.

d. Related to the skill of "reading according to the rules" in the "Teaching Process Evaluation" column

While marking, the individual is given instructions for each sub-digit and whether or not he / she can

TDS. If the individual performs the desired skill, in the relevant column (+), if he / she cannot (as)

marking is done.

CHINA. Final Evaluation

In the Performance Registration Table for all the gains in the "Literacy" module

teaching process evaluation steps occur (marked as "+" or "B")

in order to evaluate whether it is made by heart with different questions and materials.

Evaluation Form should be prepared.

D. Post-Teaching Evaluation

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

End of the Period is processed in the Individual Performance Evaluation Form.

b. While completing the Individual Performance Evaluation Form at the end of the semester,

In the month in which it was started, the related column, "+" if the gain occurred, "-

". Teaching of the unrealized gain will be continued in the next month,

If the gain has taken place, a "+" is placed.

c. End of Semester Individual Performance Evaluation Form practitioners at the end of the semester

It is sent to the RAM by parent to re-evaluate the individual.

d. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board

of the achievements that cannot be realized or taught from the intended acquisitions

reasons, in detail (1. If teaching has never started, justifications 2. Education started

Although the acquisition could not be achieved, at which lower step) "RAM

It will be explained in the "Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM
(READING AND WRITING SKILLS)

Individual Name Surname: **Application Date:**

Individual's Age: Yes No   **Descriptions**

		Yes No	
one	Finds the missing in the picture.	-	
2nd	Finds the mistakes in the picture.	-	
3	Finds the direction the sound is coming from.	-	
4	Finds a hidden object.	-	
5	Distinguishes the person speaking from his voice.	-	
6	It provides hand eye coordination.	-	
7	Uses writing tools.	-	
8	Draws basic lines.	-	
9	Reads sound.	-	
	Writes 10 voices.	-	
	Reads 11 syllables.	-	
	Writes 12 syllables.	-	
	13 reads the word.	-	
	14 Writes a word.	-	
	15 Uses word patterns on the spot.		

Reads 16 sentences.   -
Writes 17 sentences.   -

18 Uses sentence patterns in place.   -

19 Reads text.   -

Writes 20 texts.

21 Complies with reading rules.   -

22 Follows the spelling rules.   -

23 Answer questions about the text you read   -

      Data.

24 Uses punctuation marks on the spot.   -

<div align="center">161</div>

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<div align="center">

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

</div>

Individual Name Surname: **Training Start Date:**
Individual's Age: **Training End Date:**
Educational Diagnosis: Common Developmental Disorder

<div align="center">**MONTHS**</div>

GAINS

1 MONTH ... MONTHS

READING AND WRITING

19. Reads the text.

20. Writes text.   - - - - - - - - - +

21. Complies with reading rules.   - - +

23. Follows the spelling rules.   - - -

24. Answers to questions about the text he read.

GAME AND MUSIC

...

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 began the teaching of the acquisition
If the gain is realized, it is marked as "+" and if the gain is not, it is marked as "-".
Teaching of the unrealized gain will be continued in the next month, if the gain has been achieved, the "+"
Threads.

<div align="center">**RAM INFORMATION**</div>

1. The individual mentioned above can independently earn the "obey the reading rules".
2. The teaching of the acquisition of compliance with the spelling rules has started, but due to insufficient time
It could not be completed. Time to teach the acquisition of answering questions about the text he read
could not be started due to its inadequacy.

<div align="center">History</div>

<div align="center">operator   operator</div>

    Guardian

Name and surname
Signature

Name and surname
Signature

Name and surname
Signature

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PERFORMANCE REGISTRATION TABLE

Individual Name Surname:
Achievement: Complies with reading rules.

Mont

NOTICES	QUESTIONS / INSTRUCTIONS Main Instruction CRITERIA Reading rules comply.		EVALUATION OF THE TEACHING PROCESS								
			INDIVIDUAL						GROUP		
		B / Si / B.C/ FYI	Before Education HER1saluation	HOUR LESSON 2	3. COURSE	HOUR LESSON 4	LESSON 5	6. LESSON	HOUR LESSON 4	LES	
			B SI B.CFY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B S.İ MO FY	B	
1. According to the light sits.	1.Suitable for light Sit down.	FYI	XXXXXX								
2. It sits upright.	2. Sit up straight.	FYI	XXXXXX								
3. Eye with a book distance between settings.	3. Eye with a book distance between set.	FYI	XXXXXX								

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

FAMILY INFORMATION * During this month , studies have been carried out with your child to gain the ability to **"** read according to the rules **"** . The ability to "read according to the rules In order to be successful, repetitions must be made at home in accordance with the above-mentioned instructions.

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, information about the work done to the family will be written.
4. 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).

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MATHEMATICS MODULE

AIM OF THE MODULE

To be able to develop skills related to mathematics

GAINS

one. It distinguishes the objects according to being more or less.

2nd. Sorts the objects according to being more or less.

3. It distinguishes objects according to their large and small state.

4. Sorts the objects according to their large and small state.

5. It distinguishes objects according to their long and short state.

6. Sorts the objects according to their longness and shortness.

7. It distinguishes objects according to their thick and thin state.

8. Sorts objects according to their thick and thin state.

9. Distinguish the objects according to their being inside and outside.

10. Distinguishes the objects according to being above and below.

11. Distinguishes the objects according to being away and near.

12. Distinguishes the objects according to being in front and behind.

13. Distinguishes the objects according to the state of being probe at the beginning, in the middle.

14. Distinguishes the objects on the right, left and between.

15. Distinguishes objects according to their empty and full state.

16. Distinguishes objects according to their being high and low.

17. Distinguishes objects according to their heavy and light condition.

18. Sorts objects according to their heavy and light state.

19. Each one counts rhythmically.

20. Beşer counts rhythmically.

21. Ten counts rhythmically.

22. Each counts rhythmic.

23. Three counts rhythmically.

24. Four counts rhythmically.

25. Distinguishes natural numbers between 1-9.

26. Writes the numbers.

27. Distinguishes the natural number "0".

28. Distinguishes two-digit natural numbers.

29. Distinguishes three-digit natural numbers.

30. Distinguishes four-digit natural numbers.

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31. Distinguishes five, six and more digit numbers.

32. Notices the number line.

33. Distinguishes between size and smallness relationship between natural numbers.

34. Distinguishes odd and even natural numbers.

35. Distinguishes between the numbers declaring the rank.

36. Distinguishes Roman numerals.

37. Makes collection without natural numbers.

38. Makes collection with natural numbers.

39. Performs subtraction that does not require decimal decay with natural numbers.

40. Performs subtraction that requires decimal decay with natural numbers.

41. Makes multiplication with natural numbers.

42. Makes multiplication with natural numbers.

43. It performs dividing without natural numbers.

44. Makes the remaining division process with natural numbers.

45. Solves problems related to the collection process.

46. Solves the problem related to the extraction process.

47. Solves problems with the multiplication process.

48. Solves the problem of division process.

49. Solves problems by doing four operations.

50. Operates using a calculator.

51. Distinguishes the set and its properties.

52. Distinguishes the relationships between sets.

53. Distinguishes the equivalence relationship between sets.

54. Distinguishes the relationship of equality between sets.

55. Distinguishes objects according to their whole, half and quarter status.

56. Indicates fractions.

57. Reads fractions.

58. Writes fractions.

59. Measures with the help of body organs.

60. Measures using meters and rulers.

61. Measures using mass measurements.

62. Distinguishes the concepts of morning, lunch and evening.

63. Distinguishes the concepts of day, week, month, season, year.

64. Distinguishes the concepts of yesterday, today and tomorrow.

65. First, then distinguish between concepts.

66. Reads the clock.

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67. Recognizes the coins.

68. Uses money in daily life.

69. Distinguishes the square and its features.

70. Distinguishes rectangles and their features.

71. Distinguishes the triangle and its properties.

72. Distinguishes between the apartment and its features.

DURATION OF THE MODULE

The duration of the module is 500 lessons.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

The math module is used to individuals who are diagnosed with common developmental disorders.

thinking skills to help solve problems they will face in their lives

aims to gain.

1. Individuals diagnosed with pervasive developmental disorder, basic concepts of mathematics and

examples should be selected from the daily life in understanding the principles, with real and concrete tools

work should be started.

2. An environment for opportunity education should be created by connecting with other modules during the teaching process.

For example; Studies on this field to the teaching of the concepts used in the "matching" module

can be included while doing.

3. Relationships between objects are closely related to problem solving skills. These relationships are the same

It is also important to develop individuals' reasoning and mathematical thinking processes.

contributes. These are prerequisites for the acquisition of many mathematical concepts.

skills are. A way from easy to difficult, from simple to complex while studying the object relations

It should be monitored.

4. In rhythmic counting, first oral counting, then counting with objects should be done.

Rhythmic counts speed up the individual gaining the concept of number. Rhythmic forward and backward

counting studies will facilitate addition, subtraction and multiplication teaching.

For this reason, while counting rhythmic counting skills, first counting exercises in order

Starting from a given number after reaching the stage, counting should also be included.

5. Beginning forward, backward, or starting from any number, up to the desired number of 1s, 10s, 5s,

Counting 2, 3, 4, 6, 7, 7, 8, 9, counting with real objects

It should be done. Completing a pattern structured with numbers and geometric shapes

work can be done.

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6. The concept of number while teaching natural numbers, writing numbers appropriately, numbers

representation in number line, analysis of natural numbers with two, three, four and more digits,

Studies such as placing numbers in order, recognizing odd and even numbers should be done.

7. Sets are natural numbers; natural numbers equality, size and smallness relationships, natural

addition and subtraction operations in numbers, concepts related to the properties of these operations

It is used as a tool to gain and solve problems. From nearby objects

Giving examples of clusters by making use, saying the names of objects in the cluster, concept of element,

empty cluster, mapping cluster elements one to one, creating cluster from given objects, cluster

Showing with Venn diagram, equivalent set, using symbol, subset, relationship between sets,

combination, intersection operations in clusters and showing them with symbols, such as problem solving

studies should be done.

8. Problem-solving, decimal degradation by making acquisition with natural numbers.

extraction process that does not require decay, such as decimal, hundred, thousand, ten thousand

problem solving by doing, no-hand-by-hand multiplication, problem-solving, no-residual

problem solving by dividing, natural numbers; Short divide into 10, 100 and 1000

The process of doing the operation, getting to know and using the calculator should be done.

Understanding the fractions by distinguishing the objects according to their whole, half and quarter status

work should be done.

9. Measuring with finger, mingle, fathom, foot, step, meter, aces of the meter and

knowing its multiples, measuring with meter and ruler, measuring with liter, comprehending mass measurements, measuring with gram,

knowing and using money appropriately, comprehending time measures, knowing area measurements

It should be done.

10. Curve, drawing the right and the right part, parallelism and intersection in lines

understanding, drawing vertical and parallel lines, properties of square, rectangle, triangle, circle

drawing by distinguishing and calculating their perimeter, area, cube, prism of rectangles,

Drawing studies should be done by distinguishing the properties of the cylinder, sphere and pyramid.

11. Expression, demonstration, question-answer, modeling, discussion, during mathematics studies,

play, drama, induction, deductive, abstraction-generalization, cascaded teaching and

problem solving methods can be used.

12. Display boards, graphics, projection tools, geometric during math studies

shapes, beads, abacus, puzzles, number puzzles, blackboard (toy), plastic number

patterns, concept books, play doughs, monopoly-stock market game, colored pencils, cassette-CD,

tools such as geometry tools (compasses, rulers, protractors, etc.), sandbox, computer, etc.

available.

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MODULE CONTENT

A. RELATIONSHIP BETWEEN OBJECTS

1. Less and Much
2. Big and Small

3. Long and Short

4. Thick and Thin

5. Inside and Outside

6. Over and Under

7. Far and Near

8. In Front and Behind

9. At the beginning, in the middle, at the end

10. Right, Left and Between

11. Empty and Full

12. High and Low

13. Heavy and Light

B. RHYTHMIC COUNTS

1. Rhythmic Counting

2. Five Rhythmic Counting

3. Fix Rhythmic Counting

4. Two Rhythmic Counting

5. Three Rhythmic Counting

6. Four Rhythmic Counting

C. NATURAL NUMBERS

1. Natural Numbers Between 1-9

2. Digit Writing

3. "0" Natural Number

4. Two Digit Natural Numbers

5. Three Digit Natural Numbers

6. Four Digit Natural Numbers

7. Five, Six and More Digits

8. Number Line

9. The Relationship Between Size and Smallness Between Natural Numbers

10. Odd and Even Natural Numbers

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Natural Numbers with 11th Place

12. Roman Numerals

CHINA. ADDITION

1. Collection without Hands with Natural Numbers

2. Hand-picked Process with Natural Numbers

D. REMOVAL PROCESS

1. Subtraction that does not require decimal distortion with natural numbers

2. Subtraction Process Requiring Decimal Breakdown with Natural Numbers

E. SHOCK PROCESS

1. Multiplication Process Without Hands With Natural Numbers

2. Multiplication Process with Natural Numbers

F. DIVISION PROCESS

1. The Unlucky Splitting Process with Natural Numbers

2. Remaining Splitting Process with Natural Numbers

G. PROBLEM SOLVING

1. Problem Solving About Collection

2. Solving Problems Related to Extraction

3. Problem Solving Related to the Multiplication Process

4. Problem Solving Related to the Splitting Process

5. Problem Solving by Doing Four Operations

É. CLUSTERS

1. Set and Features

2. Relationships Between Sets

3. Equivalence Relationship Between Sets

4. Equality Relationship Between Sets

H. CUTTINGS

1. Showing Fractions

2. Reading Fractions

3. Writing Fractions

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4. The Concept of Whole, Half and Quarter

I. DIMENSIONS

1. Natural Dimensions

2. Mass Dimensions

3. Time Measures

4. Value Measures

I. GEOMETRICAL SHAPES

Square 1

2. Rectangle

3. Triangle

4th Flat

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MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in 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. Each of these stages

One example and one explanation about the sample are given below.

A. Rough Evaluation

a. Independent in the Rough Assessment Form while evaluating math skills

skills performed as (+), skills that cannot be done independently (-)

It should be marked. In the "Description" section, observations during the evaluation

articles must.

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.

d. All gains should be included in the rough evaluation form.

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. According to the results of pre-teaching evaluation, the individual cannot do independently.

teaching will be done on the lower steps of the acquisition (each counts rhythmically).

c. A rhythmic counting skill that is handled first in pre-teaching evaluation

The analysis was made and subdivided.

d. Related to the "rhythmic counting" skill in the "Pre-Teaching Evaluation" column

While making the marking, by giving instructions to the individual for each sub-digit,

it is checked that it cannot. If the individual performs the desired skill, the form (+),

if not, it will be marked as (-).

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. According to the results of pre-teaching evaluation, the individual cannot do independently.

teaching will be done on the sub-steps of "rhythmic counting" of the acquisition.

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c. At the end of each lesson, at which step the skill of the individual remains

In the "Evaluation of the Teaching Process" section in the Performance Registration Table

Processed.

d. In the "Family Information" section at the end of the Performance Registration Table,

rhythmic counting "at home to ensure both teaching and permanence

explanations about repetitions to be made were made.

D. Related to the skill of "one rhythmic count" in the "Evaluation of the Teaching Process" column

While marking, the individual is given instructions for each sub-step and

it is checked that it cannot. If the individual performs the desired skill, in the relevant column (+),

If it cannot be done, mark it as (-).

CHINA. Final Evaluation

In the Performance Registration Table for all achievements in the math module

the steps of evaluating the teaching process are realized (as "+" or "B"

when marked) whether or not with different questions and materials

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

D. Post-Teaching Evaluation

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

It is processed in the "End of Period Individual Performance Evaluation Form".

b. While filling the "End of Term Individual Performance Evaluation Form"

education in which month it started, in the related column, "+" if the gain was achieved,

if not, it is marked as "-". Teaching the unrealized gain

continue in the next month, and if the win has been made, a "+" is placed.

c. "End of Term Individual Performance Evaluation Form" practitioners at the end of the term

It is sent to the RAM by parent to re-evaluate the individual.

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 rationale for the gains that could not be made, in detail (1. If the teaching never started

If the acquisition could not be achieved despite the justification of the second education.

which sub-step) will be explained in the "RAM Information" section.

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MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM
(MATHS)

Individual Name Surname: **Individual's Age:**	**Yeah /No**	**Application Date:** **Descriptions**
one Distinguish objects according to being more and less would.	-	
2 Sorts the objects according to their being more or less.	-	
3 According to the large and small objects distinguish.	-	
4 According to the large and small objects Sorts.	-	
5 Distinguish objects according to their length and shortness would.	-	
6 According to the long and short objects Sorts.	-	
7 Differentiate objects by their thick and thin state would.	-	
8 According to the thick and thin objects Sorts.	-	
9 According to the state of being inside and outside of objects distinguish.	-	
10 Objects to be above and below distinguishes by.	-	
11 Being able to keep objects away and near distinguishes by.	-	
12 Being in front of and behind objects distinguishes by.	-	
13 You can see objects first, in the middle, distinguishes by.	-	
14 Being to the right, to the left and between the objects distinguish according to the situation.	-	
15 Differentiate objects according to their empty and full state would.	-	
16 When objects are high and low distinguishes by.	-	
17 Differentiate objects by being light and light. would.	-	
18 According to the heavy and light objects Sorts.	-	
19 Each one counts rhythmically.	-	
20 Beşer counts rhythmically.	-	
21 counts rhythmically.	-	

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22 Each counts rhythmic.	-	
23 Three counts rhythmically.	-	
24 four counts rhythmically.	-	
Distinguish natural numbers between 25 and 9.	-	
Writes 26 numbers.	-	
27 Distinguishes the natural number "0".	-	
28 Distinguishes two-digit natural numbers.	-	
29 Distinguishes three-digit natural numbers.	-	
30 Distinguishes four-digit natural numbers.	-	
Distinguish between five, six and more digit numbers would.	-	

32 realizes the number line.   -
33 Size and smallness between natural numbers   -
    distinguish the relationship.
34 Distinguishes odd and even natural numbers.   -

Distinguish between the numbers declaring 35 rows.   -

Distinguishes 36 Roman numerals.   -

37 It performs collection without natural numbers.   -
38 Makes collection with natural numbers.   -
39 Does not require decimal decay with natural numbers   -
    makes the extraction process.

40 Subtraction that requires decay with natural numbers   -
    makes the process.

41 It performs multiplication with natural numbers.   -
42 Performs multiplication with natural numbers.   -

43 It performs dividing without natural numbers.   -
44 Makes the remaining division process with natural numbers.   -
45 Solves problems related to the collection process.   -

46 Solves the problem of extraction.   -

47 Solves problems related to multiplication.   -
48 Solves problems related to division   -

49 Solves problems by making four operations.   -

Makes transactions using 50 calculators.   -
51 Distinguishes the set and its properties.   -
52 Distinguishes relationships between sets.   -
53 Distinguishes the equivalence relation between sets.   -

54 Distinguishes the relation of equality between sets.   -

55 According to whole, half and quarter status   -
    distinguish objects.

Indicates fractions.   -

Reads fractions.   -

58 Writes fractions.   -

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59 Measures with the help of body organs.   -
Measures using 60 meters and ruler.   -
61 Measures using mass measurements.   -

62 Distinguishes the concepts of morning, lunch and evening.   -

Distinguish 63 days, weeks, months, seasons and years   -
    would.
64 Distinguishes the concepts of yesterday, today and tomorrow.   -

65 Distinguishes first, then concepts.   -

Reads the 66 hours.   -

67 Recognizes the coins.   -

68 Uses money in daily life.   -
Distinguishes 69 frames and their features.   -

Distinguishes 70 rectangles and their properties.   -

Distinguishes 71 triangles and their features.   -

Distinguishes 72 apartments and their properties.   -

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**

Individual's Age: **Training End Date:**

Educational Diagnosis: Common Developmental Disorders

MONTHS

GAINS

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

one	Distinguish objects according to being more and less would.	- - - - - - +
2	Sorts the objects according to their being more or less.	- - - +
3	According to the large and small objects distinguish.	- +
4	Each one counts rhythmically.	-
5	Beşer counts rhythmically.	

Matching Module

1 From objects of different types and colors
    matches the same color.

2 Same from different shapes of the same type and color
    matches what is in the way.

EXPLANATION: Achievements and items intended to be earned within the period suggested by the Special Education Evaluation Board
in the form is processed. In which month the teaching of the gain was started, in the related column, "+" if the gain occurred, the gain
if not, it is marked as "-". Teaching of the unrealized gain will be continued in the next month,
"+" is put if it has occurred.

RAM INFORMATION

1. The individual mentioned above, "distinguishes objects according to their situation of being more and less.", "Fewer objects
and sorts according to the state of being many "," It distinguishes objects according to the state of being big and small. "
makes its gains **independently** . However, with the verbal clue,
The gains in the matching module have not been completed due to insufficient time.
2. "Beşer counts rhythmically." The education of the acquisition could not be started due to the lack of time.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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<div align="center">

PERFORMANCE REGISTRATION TABLE

</div>

Individual Name Surname :
Acquisition: Counts rhythmically.   **Month**

	QUESTIONS / INSTRUCTIONS		EVALUATION OF THE TEACHING PROCESS								
	Main Instruction	**to**	**INDIVIDUAL**								**GR**
NOTICES	**CRITERIA** **Starting from 1 count.**	Before Education HEAssessment	I HR LESSORTA	I HR LESSON 2	I HR 3. COURSE	I HR LESSON 4	I HR LESSON 5	I HR 6. LESSON	I HR LESSON 7	I HR LESSON 2
		+/- +/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-
Up to 20 1 rhythmic each counter.	Starting from 1 Up to 20 each say one.	-	.	.	.	.	.			
Up to 50 rhythms each counter.	Starting from 1 Up to 50 each say one.	-	.	.	.	.	.			
Up to 100 in 1 rhythmic counter.	Starting from 1 Up to 100 each say one.	-	.	.	.	.	.			
....		- .	.	.	.	.				

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

FAMILY INFORMATION

During this month , studies have been carried out with your child to gain **"** rhythmic counting **"** skills. In order for the "rhythmic counting" skill to be permanent, Repetitions must be made in accordance with the specified instructions.

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, information about the work done to the family will be written.
4. 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).

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