

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

**SPECIAL EDUCATION AND REHABILITATION CENTER**  
**MENTALLY HANDICAPPED INDIVIDUALS**  
**SUPPORT TRAINING PROGRAM**

**ANKARA, 2008**

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**LOGIN**

Education, certain developments in people's behavior according to pre-determined goals are planned events to provide. In addition, education means individuals' norms of society, are all social processes that are effective in gaining standards and ways of living. the individual the processes in which he develops talent and other forms of behavior that are valuable in the society he lives in. all are acquired through education. Like all individuals, individuals with intellectual disabilities they have to go through the same stages. However, all of these individuals with intellectual disabilities It is known that it goes through different processes than its peers in stages.

To meet the educational and social needs of individuals who need special education specially trained staff, improved training programs and methods, these individuals based on their qualifications in all areas of development and their proficiency in academic discipline education in appropriate environments is special education.

Individual requiring special education, individual characteristics and education for various reasons is an individual who differs significantly from the level expected of their peers in terms of their competencies.

Support Education Program of Individuals with Mental Disabilities, National Education In private private education and rehabilitation centers operating under the Ministry special education given to individuals with mental disability who continue support education aims to ensure that they benefit from their services effectively and at the highest level. Program, belongs to the areas of development of individuals with mental disability (severe, moderate, mild) in our country It has been prepared by considering the features.

3797 in the preparation of a supportive education program for individuals with intellectual disabilities  
 Article 3 of the Law on the Organization and Duties of the Ministry of National Education  
 In Some Laws and Decree Laws No. 5793 dated 24/07/2008  
 Article 25 of the Law on Amendment constitutes the basis.

#### DEFINITION AND FEATURES OF THE DISABLED GROUP

**Individual with mental disability:** Two standards of average in terms of mental functions conceptual, social and practical cohesion, differing under deviation development of these skills before the age of 18, with skills deficiencies or limitations. It is an individual that emerged in the period and needed special education and supportive education services.

**Individual with mild mental disability :** Mental functions and conceptual, social and support with special education due to a mild inadequacy in practical adaptability. Individual who needs limited educational services,

**Individual with moderate mental disability :** Conceptual, social with mental functions and basic academic, daily life and work due to the limited practical adaptation skills Intense need for special education and support education services in acquiring skills the individual who hears,

**Individual with severe mental disability :** Conceptual, social with mental functions and teaching self-care skills due to lack of practical adaptability skills lifelong, consistent and intensive special education and support in all areas of life It is defined as the individual who needs education service.

#### Characteristics of Individuals with Mental Disabilities

**Attention:** Attention problems are common in those with mental disabilities.

An important part of individuals' learning problems are attention problems It arises. In general, their attention is scattered and short-lived.

**Memory:** Many individuals with intellectual disabilities have difficulty remembering. Visual and auditory perceptions are weak. The most important problem they have about memory is the information they learned. They live in transferring from long-term memory to long-term memory. They have difficulty in generalizing, They may have difficulty grouping the acquired information according to the relationship. With mental disability arranging themselves compared to their peers (repetition, grouping, association strategies are used less frequently.

**Learning:** They can learn and continue learning like their peers. Basic from your peers the differences are at the speed of learning, the speed of learning is slower.

**Language Development:** Individuals with intellectual disabilities they acquire by passing through the steps that individuals who do not. However, passing through these steps

their speed is slower. Self-regulation with problems in language and speech development  
 There is a close relationship between (repetition, grouping, association) problems. Because  
 many self-regulation strategies are language-based.

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**Academic Achievement** : Failures are mainly in reading-writing, reading comprehension, basic  
 arises in acquiring arithmetic skills. Abstract concepts according to concrete concepts  
 they learn more difficult.

**Social Development:** Various social problems in individuals with mental disabilities  
 It is encountered. They have little skills to make themselves accepted in the group in their social relationships.  
 They often have problems in making friends. Self-concepts are often weak.

**Psychomotor Development:** In general, the physical development of these individuals (height-weight) is about their peers  
 It can be consistent with its development.

Bir As the degree of inadequacy of the individual with mental disability increases,  
 The degree of difficulties experienced in the specified areas is also increasing.

#### LEVEL OF THE PROGRAM

Program deficiencies in conceptual, social and practical adaptability or  
 those with limitations, those features that appeared in the development period before the age of 18 and  
 all ages with mental disabilities who need education and support education services  
 It has been prepared by considering the characteristics of individuals.

#### GENERAL OBJECTIVES OF THE PROGRAM

With this program, individuals;

1. Gaining independent life skills,
2. To gain self-care and daily life skills,
3. To improve their psychomotor skills,
4. Improve language and speaking skills,
5. Improve oral and written expression skills,
6. To develop social and social adaptation skills,
7. Improve their cognitive preparation skills,

It is expected.

#### EXPLANATIONS ON THE PROGRAM

1. Achievements in the modules, individuals with intellectual disabilities (light, medium, heavy)  
 general education of the support program considering the features (language, cognitive, social etc.)  
 It has been determined in a way to achieve its goals.
2. Other individuals who have more than one disability as specified in the medical board report  
 Appropriate modules or modules should be proposed, taking into account their shortcomings.  
 For example, an individual's mental disability along with vision and orthopedic insufficiency  
 It can be found. In addition to his mental disability in the choice of modules,

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Modules prepared for individuals with orthopedic insufficiency should also be recommended and this

Individualized education program should be prepared by considering the modules.

3. In the learning and teaching process in order to realize the gains in the modules necessary tools and equipment should be provided.
4. In order to increase the efficiency of the support training program, the modules teaching achievements in real environments as well as structured environments It should be done.
5. The institution providing support training; guidance and research center, school if any (education practice school, special education primary school, hospital school, primary school etc.) or cooperating with institutions (SHÇEK etc.). Individual training program In the direction of studies and suggestions to be made in line with the institution, if any, / school staff (classroom teacher, guidance teacher, special education teacher, branch teacher, exchange of views with the institutional psychologist, child development teacher, social worker etc.) The development and follow-up of the individual should be supported.
6. Professionals working in supportive education centers have their own fields of duty. It should pay attention to team work by acting in accordance with its authority and responsibilities.
7. The support education gained by the individual who has received support education in the social life play to communicate with its surroundings in order to ensure its transition and richness of life, drama, theater, travel, sports, music, scouting etc. events take place in the educational process It should be given.
8. Specialist within the scope of the support training program by the staff implementing the program support can be obtained. Dietician, medicine when special private training centers are needed can get counseling services from their doctors, language speech therapists.
9. Mentally reaching the goals and experiencing a sense of success during their education important for individuals with disabilities. Activities, educational tools and materials In accordance with its developmental feature and interest, it should be prepared from easy to difficult. While starting the activities, an entrance should be made to collect the attention of the individual. Education During the event, the subjects should be explained to the individual, short breaks between events the plan should be prepared to be given. Positive behaviors of individuals should be reinforced, their motivation should be increased and appropriate for their age and level to support their interests reinforcers should be given. The duration of the activities, taking into account the characteristics of the individual should be determined and individuals should be able to find their own mistakes.
10. Children with intellectual disability of less than thirty-six months can receive individual education from these modules. and benefit from family education programs. Individuals with mental disabilities Since the age of 0-3 is the most critical period in education and in special education In line with the “early principle”, the active participation of the family in every stage of education

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must be provided. Therefore, realization of the gains in the modules of the family Simultaneous participation in the process should be ensured. Mental disability for more than 36 months Individuals can benefit from individual education and group education.

11. “Preparing for Cognitive Skills” module has severe and moderate mental disability. any of the modules that did not receive special education services and that contain academic skills. individuals who are unable to take someone and mentally in the 36–72 month group includes children with disabilities. Other modules are all mentally deficient covers individuals.

Acquisition, fluency, permanence and generalization stages in Module 12 should be studied.

13. When preparing an individualized education program, “inclusion decision” is taken and support

Inclusive education period for individuals with mental disability continuing education new achievements, taking into account the educational program implemented at the school, It can be added.

14. The teacher in the board preparing the individualized education program or the practitioner should determine the appropriate criteria for the acquisition.
  15. Individuals with mental disabilities outside the age of compulsory education, social cohesion, work and vocational rehabilitation to business training centers in order to gain professional skills or to courses to be opened in public education centers
- Routable.

### PROGRAM STRUCTURE

Support Education Program of Individuals with Mental Disabilities various modules that will enable them to reach their general goals and for these modules consists of gains. Achievements to be achieved in individuals in each module, The content of the module, explanations about the module and measurement and evaluation sections are included. Modules will allow to prepare and implement an individualized training program in a way that has integrity in itself and complements each other functionally It was prepared.

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 teachers or practitioners as well as education It also sets a standard for the education to be implemented by its institutions, and Easier.

### Modules and Times

Program "Self Care Skills, Daily Life Skills, Language Speaking and Alternative Communication Skills, Cognitive Preparation Skills, Psychomotor Skills, Social Life It consists of nine modules: Skills, Turkish, Mathematics and Social Life.

NAME OF THE MODULE	TIME
Self Care Skills	240 Lesson Hours
Daily Life Skills	120 Class Hours

Language, Speech and Alternative Communication skills	<b>240 Lesson Hours</b>
Cognitive Preparation Skills	<b>100 Class Hours</b>
Psychomotor Skills	<b>120 Class Hours</b>
Social Life Skills	<b>100 Class Hours</b>
Turkish	<b>360 Class Hours</b>
maths	<b>300 Class Hours</b>
Social life	<b>160 Class Hours</b>

### 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.

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- Appropriate strategies, methods, tools and materials in the learning and teaching process should be selected.
- The activities in the program, gradually from concrete to abstract, from easy to difficult attention should be paid to its preparation and application.
- The age and characteristics of the language and activities used in the studies proper attention should be paid.
- 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 to Source Your Individualized Education Program;**

The purpose of the individualized education program is to individuals, in the fields of development and discipline. to meet educational needs (preparation for cognitive skills, academic skills, etc.)

envisaging the best use of appropriate educational environments and support services is written document. In educational diagnostics and placement decision, education through inclusion

For the individual with mental disability, the education program is individualized should be applied and necessary physical arrangements should be made. Individualized education plan

while preparing the academic performance of the individual, short-term teaching in education long-term goals, including objectives, special education services to benefit from,

support training services, adaptations to the training program, evaluation process and

The duration of the support education to be benefited must be determined. By the IEP team be learning iReM style and what are the skills required for school success and in the academic field

Support training services should be planned considering their strengths and weaknesses.

Methods, techniques and materials to be used in this planning process, working time, duration, the environment and the people to implement it should be determined.

Achievements from modules in the program suitable for the individual's primary needs should be selected. Apart from the diagnosis of mental disability, the individual has another disability symptoms of the other insufficiency, characteristics and the individual's

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

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

To be prepared by the IEP development unit for individuals with intellectual disabilities



Individualized Education Plans are mentally based on development steps.

Based on the support education program for individuals with disabilities

It will be created. The main objectives in the performance of the individual are the goals specified in the program.

which one can do. The goals that the individual cannot achieve, the way to the education to be given

It will show. For this purpose, Rough, which is given in the measurement and evaluation section

At what level of the program does the individual perform using the Evaluation Form can be detected.

The objectives included in the modules also include the stages of development and the individual. taking into account the maximum possible level 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 of the gains that the individual is inadequate. will be given

The evaluation process to measure progress at the end of the training event, again

will be carried out based on the program and is limited to the objectives in the individual's IEP

It will be. Performance Record Table given as an example in measurement and evaluation section

Using the individual's gains in the month will be clearly seen. This performance

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

sub-targets of these steps can be created.

Checklist of module contents both in performance purchase and evaluation

It has been prepared to be used as an application, and the practitioner's daily work

It will be a resource for planning. Seeing total progress and guidance at the end of the year

and measurement and evaluation to inform the research center about the individual's level

Individual Performance Evaluation Form at the end of the semester.

It will be used.

#### **What is Individualized Education Program?**

Individualized Education Program is about the development of the individual with special needs or discipline areas required by the applied program (self-care, academic skills, social

skills, communication, etc.) from appropriate educational environments to meet their educational needs.

(school, special education school, special class, vocational education center etc.) and support services

(source room, in-class help, language and speech therapy, physical rehabilitation etc.) top

It is a written document that envisages its utilization at a high level. This document is

#### **What are the Elements of Individualized Education Programs?**

##### **1. Individual's educational level 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 to be understandable, also to identify the individual's specific needs and provides the order according to.

##### **2. Long-term goals**

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, applicability of selected gains, priority needs of the individual, acquisition of goals

The time allotted for 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,
- ç) Should be meaningful,
- d) It should cover short term objectives.

### 3. Short term objectives

It is shorter between the individual's current level of performance and the long-term goal.

are the objectives realized in time. In short term goal statements, the individual definition, determining the conditions of behavior (verbal requests or instructions, written requests or instructions, materials, level of assistance needed, environmental environment and adaptations) elements should be included.

4. Special education and support services that can be provided to the individual
5. When will the services to be offered to the individual begin, continue and end?  
a timeline indicating duration, evaluation times
6. Persons responsible for services to be provided to the individual
7. With which tools and how to evaluate the IEP based on objective criteria

Specifying

### **How and by whom is BEP Developed?**

Individualized education program is prepared for a period of one year. Quarterly periods

Evaluated. An individual who will evaluate the individual in different areas for the development of IEP, a team that will make the best use of special and support services and make decisions

Created. In this team, institution manager, special education teacher, classroom teacher, institution psychologist or guide teacher, language and speech therapist, audiologist according to need,

There are different specialists such as physiotherapists, social workers, medical and healthcare professionals. BEP

The key member of his team is the individual's family. According to the situation, the individual himself

Can participate.

### **B. Teaching Methods and Techniques**

Today, it is very important to practitioners about the education of individuals with mental disabilities.

A number of effective and efficient systematic teaching methods can be offered. Systematic teaching is that teaching is carried out consistently by adhering to a plan and is

It was developed based on the principles and concepts of behavior analysis. Applied behavior

The basic principle of its analysis is that every behavior has a premise and result. The premise of behavior

the event that takes place before the behavior and ensures the behavior or prepares the ground

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are also situations. The result of the behavior is that what happens after the behavior and These are stimuli that increase the probability of recurrence or eliminate behavior. Of this principle adapted to the topic of learning, the stimulus's premise, the reaction's behavior, reinforcement and punishment is known to be used synonymously with the result. Offered to any individual

As in teaching, teaching offered to an individual with mental disability is systematic.

has to be. Systematic teaching with various stages should be considered as a process.

The stages of systematic teaching are: (a) determining the program, (b) continuous based on the program

evaluating, (c) planning and implementing the program, (d) individualized education plan

(BEP) preparation, (e) implementation of the program and monitoring and (f) evaluation of the individual's development

It can be handled in six groups.

Not much in the plan to be prepared to offer instruction to individuals with intellectual disabilities.

many variables should be included. When planning an education, the type of behavior to be taught, attention provider tips, tools, trial presentation format, environment, teaching arrangements (one-to-one or group teaching arrangement), tips, stimuli to be presented after behavior should be determined, the registration system should be determined and in addition to all these, learning in the plan stages should be included.

### **Points to Consider Before Teaching**

#### ***The type of behavior***

Behaviors are handled in two groups as single-step and chain behavior. Single-cascading behaviors are behaviors that are easily distinguishable from beginning and ending, and the behavior occurred or not (exhibited or not exhibited) Recorded. Examples include pushing the button, reading the word, knocking on the door. Conveyer behaviors are more than one single-step behavior in a certain sequence is a complex behavior. Behaviors in chaining and their order by displaying target behavior in person or by observing a person who exhibits target behavior determines. Whether each step involved in the target behavior has taken place the record is kept and when the criteria set in each step in the target behavior are met learning happens. Treat a behavior as a single-step or chain behavior The level of the individual's functioning is an important factor. For example, mild Saying home address for an individual with mental disability is a one-step behavior While it can be addressed, for an individual with moderate mental disability, the neighborhood where he / she first lived, followed by the street, then as a chain behavior in the form of saying street name receivable.

The teaching of one-step behaviors is usually taught through discrete experiments. Teaching with discrete experiments, the target behavior desired to be taught and the individual's receiving its response and presenting a post-behavioral stimulus to this response, such as

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includes reinforcement. Each question of the target behavior in the teaching process with discrete experiments No trial. The concept of trial in more detail in the subtitle of trial presentation form It is disclosed. For a chained behavior, chained teaching is done. Chained one instead of the steps that make up that skill, in a certain order. is to be taught. The ability to assemble behaviors in a certain order called analysis and skill analysis is used during chained teaching. In skill analysis, a According to each teachable step formation hierarchy that constitutes behavior or skill It ranked. After the skill analysis is developed, it is decided how to teach the behavior. A chain behavior can be taught in three ways; (a) forward chaining, (b) back chaining and (c) teaching all steps together. The first in forward chaining skill analysis Teaching begins with teaching the step and teaching only one step in each attempt Targeted. As learning takes place in steps or the criteria are met, the next teaching of the step is started. Backward chaining is the last step in skill analysis. Starting teaching with the teaching of teaching only one step in each trial It is carried out. As the criterion is met in the step that works on it or learning As it happens, teaching of the previous step is started. Backward chained forward is the opposite of chaining, and in both The teaching continues until the criteria are met in the steps. All your steps together teaching, all steps in skill analysis in each trial

teach. The target behavior of the individual in an experiment in teaching all steps together a chance to react at each step in the skill analysis is given and only criteria

Instruction is provided in the steps that are not provided or in need of instruction. This process is the goal

the behavior continues in the same way every time the criterion is met. Types of chaining

is not a teaching method only when teaching with any teaching method

is the approach to determine the teaching according to which principle and order. With mental disability

the opportunity to complete the steps that the individual has already learned while working with individuals

It is known that it is recommended to teach all steps together.

#### ***Ensuring attention***

Immediately before you start teaching any behavior in a systematic teaching process

First, it should be ensured that the individual directs his interest in the stimulus. Orientation of the individual to the stimulus,

establishing eye contact can be defined as looking at or stimulating. The interest of the individual

In order to be directed to teaching, attention tip should be provided. General and special attention

There are two types of hint: provider hint. "Look" in the tip of the general attention provider,

It is aimed to direct the attention of the child to the study by using a verbal expression such as "Ayşe".

It may not be enough to use general attention tip for some individuals.

special attention tip should be used. Individual in special attention tip

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It is aimed to express that it is ready to learn. "Ayşe,

are you ready?" or "Shall we start now?" by providing an instruction like this

proper response is an example of a special attention tip presentation

mentioned.

#### ***Tools and supplies***

The importance of using tools during teaching is very important. Toys, books-notebooks,

any object that can be given to the child as a reinforcer, data collection (registration) forms, or

Other objects can be given as examples of tools and equipment used during teaching. Teaching

equipment used during the presentation, (a) equipment used in the presentation of the target stimulus, (b)

the need for target behavior in the individual or to facilitate the display of target behavior

creating tools, (c) helping the individual to perform target behavior independently

equipment and (d) equipment used to be presented as reinforcers

It can be classified.

#### ***Trial presentation formats***

A teaching experiment aimed at stimulating the target, the clue, the individual's response, and this response

includes post-behavior stimulus. One-step behavior or chained one

The teaching of a step in behavior is defined as an experiment. Teacher or

"What's the name of this?" by showing the pen in the practitioner's hand. the individual asked, "pencil"

and the teacher or practitioner said, "Well done, you got it right!"

form an experiment that stimulates post-behavior. During teaching

trials are offered in succession, intermittent or scattered trial presentation format. Successive trial

target stimulus or stimuli intended to be taught to the individual in the form of presentation

presented in successive session. 1 minute between trials in the form of intermittent trial presentation

a short rest period is left. Teaching in the form of a scattered experiment presentation

The targeted target is given to the warning by distributing it to different times during the day.

#### ***Environment***

Just as in other individuals, learning in individuals with intellectual disabilities

It can take place both inside and outside the classroom. All open and closed spaces of the school

should be used as a teaching environment. Individuals are in primary education and high school age.

As it comes, general educational environments are not suitable environments for teaching many skills. It stands out. During these periods, mostly functional academic skills, professional skills, emphasis should be placed on teaching skills that enable them to function in social spaces, and suitable environments should be used. Teaching environments are either

The individual can also be edited out of the natural environment. Complying with the principle of inclusion environmental regulation is the provision of teaching without removing the individual from the natural environment. However, medium and from time to time from the natural environment for children and adolescents with advanced mental disabilities

education may be more appropriate. Moderate and advanced mental one-on-one instruction to an important part of individuals with disabilities

It is carried out with or without removal. Which one is more suitable for the individual taking into consideration the individual's learning characteristics, learning needs and the skill to be taught decision must be made.

#### ***Instructional arrangements***

Teaching arrangements one-to-one (1: 1, individual) teaching arrangement and group teaching

It is divided into two as regulations. 1: 1 teaching arrangement, in a corner of the class or individual education in which the individual and the teacher or the practitioner work directly out of the classroom

It is editing. An alternative to one-to-one teaching arrangement is group teaching arrangement. There is no strict rule about the size of the group. However, it is ideal that it consists of 2-6 individuals.

#### ***Tips***

The tip is to ensure that the child has the right reaction before the individual reacts, or is also the stimulus presented to facilitate. Use of hint while teaching new behaviors

There are many studies that have proved effective. Therefore, the individual during teaching use of hints as a teacher or practitioner aid before reacting

It is preferable. The clues of the child's reaction before the individual reacts

It is known to be presented in two forms, either as a stimulus or as a stimulus. In both approaches different hint techniques depending on how the hint is presented according to certain principles developed. Tips that natural clues are insufficient in learning a new behavior used in cases. Tips can be classified in different ways. Physical tip, model hint, verbal hint, visual hint and gesture hint are the most basic types of hint. Teaching sometimes only one hint is used, for example physical hint, sometimes

It can be used by combining multiple tips.

***Physical clue:*** To show the skill that is being studied to the individual, physically is the hint offered. To teach writing by holding the individual's hand as an example mentioned. Physical tip help individual by just touching without giving full physical tip

It can be done in different ways towards presentation.

***Model hint:*** The behavior expected from the individual or to be said by the teacher or The practitioner is presented in the form of a peer or someone else's display. Early in the teaching the teacher or the practitioner himself modeling this behavior, exhibiting the behavior suitable. Individual having the ability to imitate the model hint to be effective must. Otherwise, teaching simple imitation skills should be studied first.

***Visual clue:*** It will make it easier for the individual to exhibit the behavior expected from him

The presentation of written or illustrated explanations. Teaching more of a range of behaviors in the teaching of skills such as self-care and daily life skills

It is used. Visual cues are often supplementary, such as verbal cues or video modeling.

It is used in combination with tips.

**Verbal hint:** Verbal hint to increase the likelihood that the individual will react correctly.

The word, phrase, or question added to the stimulus. "Take the glass to your mouth." verbal clue example can be given as.

**Gesture hint:** Gesture hint reminds the reaction expected from the individual pointing, moving your body, head towards the individual, tool-device or activity includes orientation. Gesture hint is often used in conjunction with other hints.

When using clues is an option during teaching, two points become important: (a)

The hint is a hint only when it is effective. Otherwise with a hint that is effective should be replaced, (b) the tip should be planned to be removed by fading, so that the individual should be aimed at reacting to the natural stimulus.

Tip addiction is that the individual reacts to the stimulus that is naturally in the environment instead, it is defined as having the correct reaction when the hint is presented. Tip to

It is suggested that addiction results from excessive selectivity of the individual to the stimulus. This

Therefore, hints should be dimmed as learning takes place. Development in silicification teaching

As it is recorded, the hint used during teaching is

is carried out by withdrawing. It is known that there are two types of silication in the tips: (a)

Wiping in the context of time, (b) Wiping in the context of the hint density. Time

the type and intensity of the hint used during teaching in the context of silicification

no change in intensity and / or intensity is planned. The same hint is always used during teaching.

Only after giving hint to the individual is given a time, independent of the individual to the target stimulus

It is aimed to make the clue fade by waiting for a reaction. In the context of density

In the flushing done, the type and severity of the hint used during teaching is slow.

slow wiping is planned. For example, an individual who was previously taught with a model hint

switching to the verbal hint after the criterion is met in the model hint, then the target stimulus

It can be planned to be presented alone. A rule when planning flushing in the context of density

They do not. Wiping in the individual, the behavior taught and the clue of the teacher or practitioner

according to its mastery in use.

Systematic teaching is correct and accurate, regardless of which hint type and technique is used.

should be applied consistently. However, in this case, the clues can be effective.

Principles of effective hint use:

1. The mildest hint should be chosen.
2. Tip types should be combined where necessary.
3. The most natural clue directly related to behavior should be chosen.

Tip 4 should be presented only when the individual is attentive.

5. The hint should be presented in a supportive manner and in the teaching atmosphere.

6. The tip should be wiped as early as possible.

7. The hint should not be presented arbitrarily.

**Stimuli to be presented after the behavior**

It is extremely important to determine post-behavioral stimuli in systematic teaching. Very

As is well known, post-behavioral stimuli increase and continue behavior or

leads to its reduction and disappearance. The frequency of occurrence of his behavior

adding a pleasant stimulus to the environment to increase the

The removal of the stimulus is called reinforcement. Presented after correctly displayed behavior stimulus is called reinforcer and increases the probability of repetition of behavior. reinforcement shows individuality feature. For example, reading a book with a reinforcing feature for an individual its effectiveness may not be an enhancer for another individual. Primary and secondary

There are two types of reinforcers, reinforcers. Reinforcers such as food and sleep are primary They are reinforcers and are intended to meet our internal or biological needs. Primary reinforcers are often used in preschool period and as the level of education and age increases availability and effectiveness are decreasing. When primary reinforcers are presented too much or when it is never presented, the individual will experience excessive saturation or deprivation regarding that reinforcement.

why could it be. If primary reinforcers are intended to be used systematically, few should be used in quantities and easy access of the individual outside of teaching times It should be avoided. Secondary reinforcers, on the other hand, are a result of the individual's are reinforcers that have gained reinforcement. Secondary reinforcer types, objective reinforcers (eg toy), activity reinforcers (eg painting), social reinforcers (for example, if the teacher or practitioner says well) and symbol enhancers (for example, to present items such as coins, coupons that he can trade later).

meets in the group.

### ***Stages of learning***

The stages of learning will be taken into account when planning in teaching.

It is the element. When learning is mentioned, the first thing that comes to mind is to do a behavior that cannot be done before, it comes to know or discuss an issue that cannot be known or discussed. But, learning is not just acquiring new behavior (acquisition); also acquired easy and skillful execution of behavior (fluency), also in other environments (generalization) and after a while, the behavior is still

It is defined as (permanent). In summary, there are four stages of learning

It said.

### ***Writing Behavioral Purposes for Stages of Learning***

**Behavioral goal of** teacher or practitioner when planning teaching as known should write. In a behavioral purpose, four elements must be present: (a) individual, (b) behavior, (c) conditions, (d) criterion. Learning by giving place to the individual in behavioral purpose

It is emphasized who is expected to change the behavior in. Place in behavior what it does from the individual by writing in a measurable and observable way while giving it, It is stated that it is expected to exhibit. Learning or behavior by including the condition Under what conditions the behavior that will occur as a result of the change it is targeted. In the criterion, how well the individual is expected to exhibit the behavior It indicated. To teach hand washing behavior at all stages of learning

The objectives that could be planned could be:

**The acquisition phase:** "Ayşe, wash your hands." by saying skill steps washes his hands with 100% accuracy.

**Fluency stage:** " Ayşe wash your hands." When it is said, it washes its hands in 1 minute.

**Generalization stage:** "Ayşe, wash your hands at the guesthouse, at dinner." when called washes his hands.

**Persistence phase:** "Ayşe, wash your hands 15 days after the teaching ends." When it is said, it washes hands.

### **Response tips**

Response tips are provided before the individual responds, and the child responds correctly. methods are provided. The tip is faded based on certain principles, the individual is only intended to respond to the target stimulus presented to him. Thus, stimulus control is provided. For example, an individual with a mental disability when the teaching of the speaking behavior is targeted, either the teacher or the practitioner will "What is the name of this vehicle?" and the individual's response "Truck" can offer verbal clues without waiting. Then the individual's reaction It waits and presents a post-behavior stimulus in accordance with its response. Progress in teaching If the individual says the name of the vehicle when he sees the truck picture or model as recorded the process is called "stimulus control transfer". Switches from stimulus to stimulus. fading If it is not successful, the individual responds according to the hint of the teacher or practitioner. learns to give. The situation that controls the behavior in this case is the clue itself, and develops dependence on child clue.

### ***Response Tips Methods***

**1. Simultaneous hint teaching (EAP):** Target stimulus in teaching with simultaneous *hint* (for example, "What does this sign mean?") immediately after the checker tip (for example, "Hospital") is presented and is intended to model the child's controlling tip. Every individual in EIO the controller hint is presented in the experiment; hence the individual responds independently during teaching

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no chance to be found. Therefore, whether the stimulus control is taking place or not. it is tested in polling sessions. Attendance sessions are usually from teaching sessions is arranged just before. However, the probe session before the primary school session not regulated. It is possible to group the possible individual reactions that can be encountered in the EES in three groups: (a) right reactions, (b) wrong reactions, and (c) lack of response. The right reaction is attempt to perform the behavior within the specified time and within a specified time defined as the completion of the behavior. For example, the sign shown to him in 3 seconds to say "Hospital". Wrong responses, the behavior of the individual within the specified time not to attempt, complete the behavior within a certain period of time, or It is defined as behaving. If there is no reaction, the individual cannot is not to respond to the presented directive. Accepted as a wrong reaction to my reaction It should be.

**2. Fixed waiting period education (SBSÖ) :** After the target stimulus in SBSÖ, the individual the controller hint is provided to ensure that it responds. Target stimulus and controller The time between the tips is 3-5 seconds. It is increased to a fixed time like; control during this waiting time the hint is ensured to be wiped out. Application of SPSÖ is an easy and inexpensive method. It helps to develop positive interaction between the teacher or the practitioner and the individual. Waiting period education consists of two stages: (a) 0 sec. waiting period trials, (b) trials with fixed waiting periods. In the trials with a certain number of 0 seconds waiting time, checker tip to ensure that the individual responds correctly after the target stimulus It presented. In the remaining trials, the presentation of the hint is waited for a fixed time. Delayed. After a certain number of 0 sec waiting sessions the practitioner determines the time elapsed between the target stimulus and the controller hint, and all In applications, it waits for a fixed time. Trial sessions with a fixed waiting period for this process is called, and in this range, the tip is wiped out. The hint target stimulus in SBSS hint in context of time since it is served a certain time after its submission It is obscured. In other words, to delete the hint, type of hint or any changes in its properties (such as the transition from model hint to verbal hint)



It is not done. The same hint is used throughout the teaching. There are five types of reactions in SBSS:

(a) Correct responses before hint: the correct before the individual is presented with the controller hint is the reaction. (b) Correct responses after hint: the controlling hint of the individual correct response after presentation. (c) Wrong reactions before the clue: the individual The hint is that the controller hesitates before it is presented. (d) Wrong after the hint Reactions: It is the wrong reaction of the individual after presenting the controlling hint. (to) No reaction: no reaction after the individual's controlling clue is presented It is absent.

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**3. Reducing the clue gradually : Teaching the** most effective response of the individual

With the introduction of a high level of hint (least moderate), teaching begins over time.

is to be eliminated. Practitioner in teaching practices by gradually reducing the clue

According to the moderation principle, from the tip that requires the most control to the tip that requires the least control

a correct hierarchy of tips is used. The least moderate hint at the beginning with the target stimulus

together until the criterion is met at that level and then a more moderate hint is passed.

This process is continued until the individual displays that behavior independently (if this is the criterion).

With the gradual reduction of the clue, there are three methodological features in teaching: (a)

Target stimulus and tips are determined. A hint of at least two hints, from low to very moderate

hierarchy is created. The controller hint is always the first hint in the hierarchy. (B)

The criteria for transition from one hint level to another in the hierarchy should be determined. Individual successively

the number of correct behaviors, the number of sessions to allocate to that hint level, etc. transition criterion

can be adopted. (c) Individual's moderate clue-level performance

polling sessions should be organized to evaluate and polling data should be collected.

However, as the number of clue levels increases, the clues take longer to clear.

Therefore, good planning is important. There are three types of individual responses: (a) correct responses,

(b) wrong reactions and (c) no reaction.

#### **Direct instruction**

Direct education (DO) such as systematic education, open education, effective education

teacher named with different names and directly conducted by teacher or practitioner

or a practitioner-centered teaching model. Model literacy, mathematics, science

It is used in the teaching of related topics and concepts. Direct instruction, small

teaching with steps, practicing individuals after each step, individuals in the first exercise

guiding and enabling all individuals to do a high level of successful exercises

Includes teaching functions. Teachers or practitioners will be able to

Using the learning materials that are presented, the correct responses of individuals with social reinforcers

and / or reinforced with the symbol consolidation system, false responses corrective feedback

corrected using. Corrective feedback should be presented in a way that does not scare the individual.

Error while providing corrective feedback - modeling, redirection, test re-testing

correction processes are used.

Direct teaching plans, teaching objectives, content analysis, teaching

the arrangement of the class to be made, the equipment and the materials to be used in teaching

How and when to give feedback and how

requires planning to be evaluated. Conducted using direct instruction

“teaching-evaluation-if necessary re-teaching-evaluation” in all courses,

new and / or problematic issues repeatedly throughout the course or at the end of the course

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It contains. Therefore, with this continuous cycle, the skills / knowledge that individuals want to be taught

It is not possible to learn in a way. Your positive reinforcement and direct feedback

its use are key elements of this method.

The design of the program in direct teaching includes the following elements:

- (a) content analysis that encourages generalization (cascading the concept or subject; and positive and / or revealing the related and unrelated qualities of the subject or concept to be taught identification of negative examples),
- (b) the instructional guidelines, as well as the order in which instruction was carried out, and how the examples explanation (teaching "This red" with positive examples, positive and negative examples together, "This is red, this is not red." like presenting,
- (c) what teachers or practitioners should / should say ("Which is red?" "Which is not red?" and how individuals react (do, show, say, or explicit identification of the individual's responses, such as writing),
- (d) prerequisites must be taught before a concept, subject or rule is taught. Hard easy skills to be taught, confused concept, subject or presenting the rules separately, before the examples that are consistent with a rule may be exceptions (first, one tone of red is used in all vehicles and after teaching the concept, putting skills in the form of teaching)
- (e) consolidation and use to ensure correct answers identification of corrective feedback,
- (f) planning the appropriate data collection (recording) format for evaluation,

Storing

#### **Cascading Interaction Between Teacher or Practitioner and Individual**

The cascaded teaching process is more prominent in mathematics teaching. is a teaching strategy based directly on instruction. The cascaded teaching process "do", It includes activities related to the "show", "say" and "write" steps. Do, show, say and write Each movement of the teacher or practitioner in the steps requires a counter action by. Individuals, while doing the teacher or practitioner skill they follow, listen to the explanation of the skill. Then individuals do the skill themselves, they show, tell what they are doing and write. Teaching by cascaded method making a reaction from the individual by doing, showing, using verbal and written language Expected. When the individual reacts correctly, his behavior is reinforced. correction is included.

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**Do Step: In the "Do" step,** the teacher or practitioner will and the individual responds using real objects. The "do" step means that individuals It helps to establish intimacy with each other and with the teacher or practitioner. It is an effective way of interaction used to ensure the individual's participation in the group. This step It consists of the sub-steps of "do-do", "do-show", "do-say", "do-write".

**Show Step: In the "Show" step,** the teacher or practitioner is a visual gives stimulus and reacts from the individual in accordance with the current lower step

Expected. The teacher or practitioner presents the stimuli so that the individual can see them. This digits from "show-do", "show-show", "show-say", "show-write" sub-steps  
It is formed.

**Say Step: In the "Say" step,** the teacher or practitioner is symbolic to the individual. gives the stimulus verbally and from the individual in accordance with the current lower step  
It is expected to be in the reaction. This step is "say-do", "say-show", "say-say", "say-summer" sub-steps.

**Summer Step: In the "Summer" level,** the teacher or practitioner is symbolic to the individual. It gives the stimulus in writing and from the individual in accordance with the current lower step  
It is expected to be in the reaction. This step is "write-do", "write-show", "write-say", "write-write" sub  
It consists of steps.

### **C. Organizing Educational Environments**

Educational environment, the interaction of the individual and the learning and teaching 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.

Support education institutions serving individuals who require special education  
The standards specified in the relevant regulations of the General Directorate of Educational Institutions  
Education environments should be arranged in line with.

One of the most important factors in the regulation of educational environments  
It is arranged. In this respect, corridors, sinks, dining halls, classrooms and common areas such as a garden to allow wheelchair access should be arranged; Additional measures such as ramps and handles should be taken where necessary. also  
The floor of the classroom should be covered with a soft and easy-to-clean material.  
it should be ensured that it gets enough air, heat and light.

It is the special education teacher who determines the educational environments.  
The arrangement will enable individuals in the classroom to achieve each teaching objective.  
The opinions and suggestions of the special education teacher should be taken into consideration in the way it is done.

In the classroom environment for the implementation of educational teaching objectives writing boards and boards should be mobile and portable. Cabinets should be closed so that training  
Various elements that will distract individuals during  
It must be provided.

Classroom environment should be arranged to allow group and one-to-one working.  
For this, tables and desks should not be fixed. Serving desk and ground activities in the classroom items to be found. Auditory and visual environments suitable for the processing of the subjects arrangement, three-dimensional models, film, television, computer package programs CD, etc. vehicle tools should be used. As the place is involved in the processing of the subjects, sightseeing and observations are included.  
It should be given.

### **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 trial process

and comparing the measurement result to 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:

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

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

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#### **Page 26**

The objectives of assessment and evaluation in special education are:

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

audit

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

Measurement in Support Education Program for Individuals with Mental Disabilities and

evaluation process; rough evaluation, pre-teaching evaluation, teaching process

(course hour) evaluation, final evaluation and after teaching (end of term)

consists of evaluation stages.

The physical needs of the individual (meal,

toilet etc.) must be removed.

#### **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 notifications 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.

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- During the evaluation, the teacher or the practitioner It must remain unresponsive. However, the individual's compliance with the rules in the evaluation process, show to show when it is said, to say when it is said, to look at the vehicles, to arrange the vehicles and helping to lift, sitting fit for work and acting appropriately their positive behavior should be reinforced.

- During the evaluation, question instructions should be given consistently and the tone of voice It should be distinguished from the tone of sound it uses when reinforcing.

**Pre-Teaching Evaluation**

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

- teaching objectives; with a measurable, observable performance or concrete product It should be evaluated.

- Which instructions should the teacher or practitioner give what restrictions are effective and applicable when evaluating materials should be specified.

- 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.

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- The teacher or practitioner responds to all the individual's responses during the assessment.

It must remain unresponsive. However, the individual; follow the rules during the evaluation process, show to show when it is said, to say when it is said, to look at the vehicles, to arrange the vehicles and helping to lift, sitting fit for work and acting appropriately be reinforced for their positive behavior.

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

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

**Evaluation of Teaching Process (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

Teacher or practitioner in the "Evaluation of the Teaching Process" column in the Table marked by.

- 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"

evaluate if it is done by heart with different questions and materials when marked

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 does not make the individual's acquisition,

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

- During the final evaluation, the teacher or the practitioner

It must remain unresponsive.

- 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** "Washes 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.

**Example 2** "It 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)

"-" is put in the box and "+" sign is put in the relevant box in the second month.

- Gaining in the teaching process determined by the Special Education Evaluation Board

acquisition (s) from targeted (acquired BEP) achievements that never started teaching

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

It is written in detail in the information section.

**1. Example** "Buttonholes due to lack of time." The acquisition could not be started.

**Example 2** "Recognizes numbers 1-12, which is the prerequisite acquisition." 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** "Cut 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; teacher teaching  
 or signed by practitioners and parents. 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 are presented in the annex. the module  
 Forms prepared for the samples and necessary explanations about the samples  
 It is given in the measurement and evaluation section.

Annex - Measurement and Evaluation Forms

**Rough Evaluation Form**

Yes No

**Descriptions**



Individual Name:  
Earnings :

**PERFORMANCE REGISTRATION TABLE**

Month of O

**NOTICES**

QUESTIONS / INSTRUCTIONS

to

EVALUATION OF THE TEACHING PROCESS  
**INDIVIDUAL**

**CRITERIA**

**Main Instruction**

Before Education HE Assessment	I H	I H	I H	I H	I H	I H	I H	I H	I H
COURSE HOUR	COURSE HOUR	COURSE HOUR	COURSE HOUR	COURSE HOUR	COURSE HOUR	COURSE HOUR	COURSE HOUR	SSON HOUR	COURSE HOUR
+ - B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B	SI B.C FYI B

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

**FAMILY INFORMATION**

**DESCRIPTIONS**

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

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual Name Surname:

Training Start Date:

Individual's Age:

Training End Date:

**MONTHS**

**GAINS**

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

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

**RAM INFORMATION**

History	History	History
Guardian	Teacher or Practitioner	Teacher or Practitioner
Signature	Signature	Signature

**LAST EVALUATION FORM**

**Individual Name :** ..... / ..... / .....

**QUESTIONS / INSTRUCTIONS  
MAIN DIRECTIVE**

**Irma**

**NOTICES**

**CRITERIA**

**ASSESSMENT  
G**

**LAST**

Teacher or Practitioner  
Signature

#### DESCRIPTIONS

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

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#### PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY

Environments that will accelerate the development of individuals with mental disabilities in different areas  
The role of the family in the regulation is important. Individuals' success depends only on the education they receive at school.  
the support they receive is not dependent on education and the active participation of families in education.

Education of families of individuals with intellectual disabilities; parents and their children  
knowing them well and interacting more with their children, eliminating one-to-one education deficiencies,  
to ensure that individuals undertake education in subjects that cannot be realized in the educational environment  
is important in terms of.

In family education programs, child-rearing approaches help the child's language development, social and  
contributing to the emotional development, various behavior and independent life skills to the child  
qualifications should be given to families regarding their teaching.

Family education means that what children learn from school or the environment is permanent  
It provides. Frequent repetitions to ensure that the learning of individuals with mental disabilities is permanent.  
Considering that it should be done and training should be done by using different environments,  
The benefits of educating families are clearly visible.

Learning about the education of families, education of their children with mental disabilities  
to use all kinds of knowledge and skills they have in solving their children's new problems.  
It will provide.

#### Aims of Family Education

The objectives of family education can be listed as follows:

- a) To ensure that the family accepts the disabled child
- b) To ensure that the family understands its rights and responsibilities
- c) Cooperation with the family

c) To ensure that the family applies programs related to the child at home

d) Informing the family about other sources

Family education should be implemented taking into account the following principles:

1. Family education services, taking into account the needs and preferences of each family

It should be individualized. Different family service type and level options should be created.

2. Every family and every child has strengths. These strengths are uncovered

It should be studied.

3. Empathy and service with the family in trainings for individuals with mental disabilities

When given, family education is more efficient.

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4. Families with children with mental disabilities, regardless of their developmental period they need service.

5. Family services, as part of the special education system, long-term and systematically

It should be organized.

#### **Considerations in Family Education in Support Education Centers**

In the support education centers, the family and

The determination of the individual's needs should be handled first. Family education, the needs of individuals

to inform about the methods to be used while teaching the skills and behaviors

It should contain.

Family education programs are organized within the time periods to be determined with the families and every year. should be developed and re-applied. Family education programs, individual needs or as a group work.

Family education programs include the parents, siblings and child of the individual with intellectual disability. education or training programs of other individuals responsible for their care and education.

It is maintained by ensuring that they are educated and informed. Family education programs, conferences, workshops, homework assignments, and transferring home applications to the group.

Family education programs should be organized to cover both home and institutions. Home

The environment of the disabled people should be observed with their visits and the home programs prepared in the home environment

It should be created by considering. These programs include special education teachers, counselors, psychologists,

It should be carried out in cooperation with the child development teacher and other staff involved in the child's education.

It is similar by giving information about the problems that children and families may encounter.

Communication between families by ensuring that families with the same feelings are also experiencing problems installation should be helped. Supporting families who have gone through the same stage before should be ensured.

Oral and dental health of individuals with mental disability who continue to support education centers, infectious diseases, chronic diseases, etc. orientation and follow-up of families and individuals on issues It should be done.

Some achievements that cannot be trained in supportive education institutions but are important for the individual Family education programs should be organized. For example, in the Self-care Skills module

"Baths, hair washes, etc." The acquisition must be taught at home. This

The family should be educated on how to teach the gains, the education prepared

program should be applied to the individual at home by the family, monitoring and evaluation with control charts

It should be done.

**PREPARATION MODULE FOR COGNITIVE SKILLS****AIM OF THE MODULE**

To develop cognitive skills

**GAINS**

1. Make eye contact.
2. When the visual stimulus is given, it looks in the direction the stimulus comes from.
3. When an auditory stimulus is given, it looks in the direction the stimulus is coming from.
4. Matches objects by color.
5. Displays the picture of the said object.
6. Matches the played sound to the appropriate picture.
7. It fulfills the directive that states the only action.
8. It fulfills the directive that states two actions.
9. Follows the directive that states three or more actions.
10. Finds the hidden object.
11. Paints limited areas.
12. Paints shapes randomly.
13. While playing, he takes turns.
14. He fulfills his responsibility in the game.
15. Imitates the movement.
16. Imitates sounds.
17. Distinguishes objects according to their opposition.
18. Recognizes the primary colors.
19. Recognizes intermediate colors.
20. Uses writing tools.

**DURATION OF THE MODULE**

The prescribed time for this module is 100 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE:**

1. "Preparing for Cognitive Skills" module provides support education for individuals with mental disabilities.  
they will be suggested to make their learning meaningful and permanent when they start.  
It was developed in order to prepare the individual for the acquisitions in the modules.
2. The prepared module has severe and moderate mental disability and previously special education service.  
not able to take any of the modules that have not taken or have academic skills  
and children with mental disabilities in the 36–72 month group  
covers.
3. Attention for the acquisition of skills in the "Preparation for Cognitive Skills" module,  
visual, auditory perception and hand-eye coordination should be improved.
4. Attention, to the desired behavior to be done within the time required to do a job exactly  
It is to focus. The improvement of attention in individuals occurs by attracting attention. individuals  
keeping the attention alive during the continuation of the work after their interest in the work done  
is required. Materials that are suitable for the attention, need and age development of the individual and attract attention  
It should be used.
5. If the concept of color is to be taught, teaching should be done starting from the main colors. Mental  
the positive and negative qualities of the given color when the individual with disability gains the concept of color  
it must distinguish between. For example, negative examples of the concept of "red" are  
presented with non-objects. Showing a yellow pencil next to a red pencil  
"This is red." "It's not red." It is taught in the form.
6. Providing mixed and positive examples of the concept mixed qualities complementing the concept  
makes it clear. Positive and negative examples of the concept as much as possible  
Embodying will make learning easier. For example, hand-held beads, beans, etc.  
Teaching of the concept of red with objects can be embodied.
7. While teaching the objects that report opposition, they are presented to the individual by presenting these objects.  
touch and see through images. For example, if it is going to be told cold  
individuals should be provided with ice to feel cold. Likewise clean and dirty  
clothes, goods, etc., which are clean and dirty while being told. object or object pictures should be shown.
8. Addressing various sensory organs of the materials used when studying about each acquisition  
care should be taken. Visual and auditory that can affect more than one sense organ  
materials (sound cards, storytelling picture cards etc.) can be used.

9. The materials to be used in each activity in order to increase attention control are  
It must be submitted.
10. The teacher or practitioner should be a model for the game rules by participating in the game activity.  
The teacher or practitioner should step out of the game gradually. Verbal  
give hints and warn about the rules.
11. Painting the object pictures of the individual in the home environment during the painting activities,  
painting of various animal pictures and if the individual can draw it,  
painting works should be done.
12. Teacher or practitioner, with palms and fingers in order to gain writing skills  
free dyeing, various writing practices should be done in the air, water and sandbox.
13. In the teaching environment, individuals' toys, educational equipment and so on. your objects first  
games where you can see half and then find all the hidden objects  
It should be organized.

14. The teacher or the practitioner, what acquisition they are trying to families, in the home environment of this acquisition should inform how it should be supported. Thus, education is permanent

family will be encouraged.

## CONTENT OF THE MODULE

### A. PERCEPTION WORKS

1. Auditory Perception
2. Visual Perception

### B. DIRECTIVE WORKS

1. Single Action
2. Two Actions
3. Three Actions

### C. PAINTING WORKS

1. Random
2. Limited

### CHINA. GAME PLAY

- 1st Place
2. In-Game Responsibility

### D. MATCHING STUDIES

- Object 1
- Picture 2
3. Voice

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### E. IMITATION SKILLS

1. Movement
2. Voice

### F. COLORS

1. Primary Colors
2. Intermediate Colors

### G. RESPONSE

1. Hot-Cold
2. Open-Closed
3. Clean-Dirty
4. Soft-Hard

### É. OBJECT FINDING WORKS

1. Hidden Object

## MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the module; rough evaluation, pre-teaching evaluation, evaluation of the teaching process (course hours), final evaluation and after teaching (end of term) consists of evaluation stages. For sample forms prepared about these stages explanations are given below.

### A. Rough Evaluation

- a. "Preparation for Cognitive Skills" module acquisitions in the Rough Assessment Form

Skills performed independently in the evaluation of "+", which cannot be done independently skills should be marked as "-". In the explanation section, during the evaluation observations should be written.

b. Individuals' 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.

#### **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, the acquisition of "imitating sounds" is inadequate and An example was prepared, assuming that it could not be done independently.

c. "Imitate Voices," which was primarily addressed in pre-teaching assessment. gain It is divided into steps: 1. Repeat the human voice you hear. 2. Repeat the animal sound you heard meat. 3. Repeat the voice of the vehicle you heard.

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d. "Imitate sounds" in the "Pre-Teaching Assessment" column. When marking about each an instruction is given to the individual for a lower step and whether the individual can do this or not. "+" Will be marked for what they can, and "-" for what they cannot.

#### **C. Evaluation of Teaching Process (Course Hours)**

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 said, "Imitate sounds." bottom of the gain Teaching will be done on what they cannot do regardless of their steps.

c. At which level the individual's skill stays at the end of each class hour instruction. Process is evaluated on the Evaluation Form.

d. In the family information section at the end of the performance record table, "Imitate sounds." with the repetitions to be made both to be taught and permanent related explanations will also be available.

#### **CHINA. Final Evaluation**

a. Example acquisition was made during the teaching process because it has the ability to "imitate sounds". 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. Matching studies in the preparation module for cognitive skills, colors, etc. about Teaching process evaluation steps in Performance Registration Chart for achievements when realized (marked as "+" or "B") with different questions and materials A Final Evaluation Form should be prepared in order to evaluate whether it has been performed.

c. When all sub-digits are marked as "+" or "B" as a result of the final evaluation when the gain is realized, when "-" or "SI, MO or FY" is marked, it was decided that it did not happen and that teaching should be repeated.

#### **D. Post-Teaching (End of Term) Assessment**

a. Individual development, at the end of each month in accordance with the results of the teaching process evaluation It will be processed in the Individual Performance Evaluation Form at the end of the period.

b. When filling out the Term Performance Evaluation Form, in which month If it has been started, it will be marked as "+" in the column related to that month, if the gain has been made within a month. If the gain continues in the months after the start (if the gain did not occur) "-" is marked as. A "+" is placed on the month of the acquisition.

c. Achievements that cannot be taught or completed at the end of the term "Semester The end will be recorded in the Individual Performance Evaluation Form.



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

in detail, if teaching has never been started, the reasons for this; teaching started

If the acquisition could not be achieved, the sub-step "RAM Information"

Department " will be explained in n.

#### PREPARATION FOR COGNITIVE SKILLS ROUGH EVALUATION FORM

Name and surname:

Application Date:

Date of birth:

NOTICES	Yes	No	DESCRIPTIONS
<b>A. PERCEPTION WORKS</b>			
1 Establishes eye contact.		+	
2 When the visual stimulus is given, the direction in which the stimulus comes Look at it.			
3 When the auditory stimulus is given, the direction of the stimulus is Look at it.		+	
<b>B. MATCHING STUDIES</b>			
1 Matches objects by color.		+	
2 Shows the picture of the said object.		-	
3 Matches the played sound to the appropriate picture.		-	
<b>C. DIRECTIVE WORKS</b>			
1 Follows the directive that states the single action.		+	
2 Fulfills the directive that states two actions.		+	
3 Replace the directive that states three or more actions. It brings.		-	
<b>CHINA. OBJECT FINDING WORKS</b>			
1 Finds the hidden object.		+	
<b>D. PAINTING WORKS</b>			
1 Paints limited areas.		-	
2 Paints shapes randomly.		-	
<b>E. GAME PLAY</b>			
1 Takes turns while playing games.		+	
2 He fulfills his responsibility in the game.		-	
<b>F. IMITATION SKILLS</b>			
1 Imitates movement.		+	
2 Imitates sounds.		-	
<b>G. RESPONSE</b>			
1 Distinguishes objects according to their opposition.		-	
<b>É. COLORS</b>			
1 Distinguishes the main colors.		+	
2 Distinguishes intermediate colors.		-	

INDIVIDUAL NAME AND SURNAME:

MONTH OF:

WIN: Imitates sounds.

EVALUATION OF THE TEACHING PROCESS

NOTICES	INSTRUCTIONS QUESTIONS	I	INDIVIDUAL										G	
			I	I	I	I	I	I	I	I	I	I		
	<b>MAIN DIRECTIVE</b> Repeat the sounds you listen to.													
	<b>CRITERIA</b>													
	1. Human being played through voices imitates your voice.	1. The human voice you hear repeat.	-	X	X	XXI			XXI					
	2. The voices played imitates animal voice.	2. The animal you hear Repeat your voice.	-	X	X	XXI			XXI					
	3. The voices played in the vehicle imitates your voice.	3. The sound of the vehicle you hear repeat.		X	X	XXI		X	X					

ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP  
FAMILY INFORMATION  
Repeat the sounds of people, animals and vehicles with your child at home.

EXPLANATIONS ON FORM

- The form will be filled in by the teacher or practitioner teaching in the relevant month.
- A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
- In the form, a review of the level reached, the contribution of parent-teacher or practitioner collaboration in all teaching activities carried out with the individual in the relevant month, the points missing in the teaching process and the next month information about the study content and the path to be followed should be included.

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date:

Individual's Age:

Training End Date:

Educational Diagnosis:

MONTHS

GAINS

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

COGNITIVE SKILLS MODULE

- |   |          |
|---|----------|
| 1. Displays the picture of the said object.                     | ++++     |
| 2. It fulfills the directive that states three or more actions. | ---+++   |
| 3. Paints limited areas.  | -----+++ |
| 4. He fulfills his responsibility in the game.                  | -----+++ |
| 5. Simulates sounds.  | ++       |
| 6. Distinguishes intermediate colors.                           | -----    |

**DESCRIPTION** Earning in the period proposed by the Special Education Evaluation Board the intended gains are processed into the form in the form of items. In which month my earning started, column on the moon; If it took place within a month, as "+"; if it continues in the following months (if no gain has been achieved) will be marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

In the teaching of intermediate colors, the gains are successful because the individual cannot learn all the colors. not accepted.

History	History	History
Guardian	Teacher or Practitioner Teacher of Practitioner	
Signature	Signature	Signature

### SELF CARE SKILLS MODULE

#### AIM OF THE MODULE

To develop self-care skills

#### GAINS

1. Washes his hands.
2. It washes your face.
3. They dry their hands.
4. It dries your face.
5. Cleans his nose with a tissue.
6. Washes your foot.
7. Dries your feet.
8. Washes your hair.
9. It dries your hair.
10. Combs your hair.
11. Takes a bath.
12. Brushes your teeth.
13. Cuts your nail.
14. Shaves a beard.
15. Makes ear cleaning.
16. The pad changes.
17. It meets the need for toilet.
18. Take off the hat.
19. He takes off the beret.
20. Take off gloves.
21. He takes off the scarf.
22. Removes socks.
23. Take off the skirt.
24. Take off the trousers.
25. Take off pantyhose.
26. Removes shoes.
27. Take off the jacket.
28. Take off the sweater.
29. Take off the shirt.

30. Wears a hat.

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31. He wears a beret.
32. Wraps around neck.
33. Wears socks.
34. Wears a skirt.
35. Wears trousers.
36. Wears pantyhose.
37. Wears gloves.
38. Wears a sweater.
39. Wears a shirt.
40. Wears a jacket.
41. Wears shoes.
42. Snaps snaps.
43. Zipper opens.
44. Button opens.
45. Removes the belt.
46. Snap snap closes.
47. Zipper closes.
48. Buttonholes.
49. Wears a belt.
50. Eat by using spoon and fork.

#### **DURATION OF THE MODULE**

The prescribed time for the module is 240 lessons.

#### **EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. In different settings for individuals with mental disabilities to sustain their lives.  
They need to be prepared for life on self-care skills. "Self Care Skills" module is aimed to gain these knowledge and skills. Self-care skills to meet the needs of the individual, without being dependent on others includes the skills required.
2. To gain self-care skills; depending on the child's motor, language, mind and emotional development  
Because there is a mental disability in teaching studies, every development of individuals area should be considered as a whole. To gain self-care skills the individual has prerequisite skills that he / she must realize beforehand. These; big and skills that require the use of small muscles, hand-eye coordination, movements

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Imitation is visual attention, understanding simple instructions. Those who perform these skills it will be easier for individuals to learn their self-care and skills. This of individuals

In addition to determining the level of achieving skills, pre condition skills should also be evaluated. Also, if any, the individual deficiencies (physical, visual, etc.) and problem behaviors should also be taken into account. planning and teaching should be done according to

3. In teaching self-care skills; forward chaining, reverse chaining and all skill methods should be used. The common feature of these methods is; types of aid in teaching the behavior of the individual at the end of the use, gradually reducing the level of aid to be able to do independently and apply what they have learned in different environments.
4. The ability of individuals with mental disabilities to obtain information from their own environment and they have difficulties in generalizing information. More in gaining skills need more guidance, support, continuous and systematic education they require. Therefore, the process of acquiring skills; long-term training and frequent repetition It requires.
5. In teaching self-care skills; verbal cue, cue clue, modeling and physical help tips should be used.
6. Verbal clue, modeling and physical aid clues and each of them Individual's characteristics are taken into account when retreating clues about their steps. should be taken and tips should be drawn systematically.
7. Individuals with mental disabilities are more frequent than individuals with normal development. they face failure. For this reason, in their education; successful them The teaching methods that will make them should be chosen.
8. To support and reinforce the individual's attempts to succeed, items such as increasing their confidence, ensuring their motivation sufficiently It must be taken into attention. Thus, to the level that these individuals can actually achieve will be provided.
9. In teaching multi-step skills, the skill should be devoted to subprocessing steps. One detailed listing of each notification required to perform the skill is necessary. Individual differences (development, age, degree of effectiveness, etc.) should be taken into consideration. Material when needed adaptation should be made.
10. It will not be possible to teach directly from personal care and cleaning skills in the institution. that; bathing, shaving skills other than beard shaving, pad changing skills

education and training of the family on skill teaching by ensuring the active participation of the family Consultancy service should be provided when necessary.

11. Individuals in teaching toilet skills; self-go to toilet, basic have the necessary hand skills to learn dressing and dressing skills, expressing the need for toilet with facial expression, posture and verbal, wet and dissatisfaction with being dirty, sitting for at least 5 minutes to remain simple, understand simple orders about toilet skills, problem behavior Lack of toilet will greatly facilitate teaching.
12. Toilet skills should be carried out with the family, first of all, keeping a record of dryness. time should be determined, then toilet control should be gained during the day. Daytime toilet After gaining control, night toilet control should be started.
13. The type of clothing that an individual wears in toilet instruction can be easily taken off and worn

- the toilet is handy for every individual and is suitable for the body attention should be paid. Except those; the type of toilet, the length of the siphon chain, the toilet The location of the paper, etc. should be adjusted according to the characteristics of the individuals.
14. While teaching dressing skills, each skill should be studied separately.  
For example; the ability to wear and remove trousers, shoes, shirts, jackets; button such as buttonhole, zipper closure, snap closure, lacing shoes  
It should be handled separately from skills. Always take off in your dressing skills  
The skill should be taught first, then the dressing skill should be taught.
15. Teaching environment, the interaction of the individual and the teaching-learning activities is the environment in which it occurs. This environment, which has psychological, social and physical dimensions, It should be arranged in accordance with educational activities.
16. In the teaching of some self-care skills (such as nail cutting, toilet skill) more teaching may be required.
17. Teaching of self-care skills includes tools and equipment (sink, kitchen tools, personal cleaning supplies, skill cube, wardrobes etc. materials).
18. By constantly evaluating individuals with mental disabilities in the education process according to the requirements of the necessary program changes and environmental arrangements must go.
19. Self-care skills of individuals with intellectual disabilities at home and in other settings  
In order to consolidate, the family should be involved in the studies during the teaching process and training program should be prepared.

20. Have some prerequisite skills for the individual to gain eating skills must be. These; keeping balance when sitting on chair, mouth fulfilling its functions (sucking, tongue movements, biting, mouth closing, swallowing), Understanding simple guidelines about eating, imitating movements, objects holding and releasing, head control and hand eye coordination etc. have qualifications  
It did not happen. After determining to what extent these prerequisites have the skills, the prerequisite Starting from skills, firstly deciding which skill to teach is required.
21. Eating as teaching in the natural environment is more permanent and can be generalized  
It is more appropriate to teach eating skills in the cafeteria / kitchen.  
In order for the teaching to be more effective, teaching the eating skills  
Attention should be paid to the meal times.
22. The table and chair that will be used in the teaching of eating skills  
its physical properties; spoon, fork, cup etc. vehicles  
Care should be taken to ensure that their size is suitable for the individual's hand and mouth. also  
if the individual has other deficiencies, what do these deficiencies affect his eating behavior?  
The education plan should be prepared by determining that it prevents the degree, environment and equipment arrangement should be made accordingly.

## 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 Washing and Drying
6. Hair Combing
7. Tooth Brushing
8. Nail Cutting and Care
9. Becoming a Beard Shaver
10. Ear Cleaning
11. Pad Replacement
12. Taking a Bath
13. Requirement of Toilet Need

**B. REMOVING AND WEARING CLOTHING**

1. Hat / Beanie Removal and Wear
2. Removing and Wearing Gloves
3. Weft Removal and Wear
4. Removing and Wearing Socks
5. Skirt Removal and Wear
6. Removing and Wearing Trousers
7. Pantyhose Removal and Wear
8. Removing and Wearing Shoes
9. Shirt Removal and Wearing
10. Pullover Removal and Wear
11. Jacket Removal and Wear
12. Snap Fastener Opening and Closing
13. Zipper Opening and Closing
14. Button Opening and Closing
15. Belt Opening and Closing

**C. EATING**

1. Preparing to Eat
2. Using Nutritional Tools
3. Eating Rules
4. Post-meal Cleaning

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), final evaluation and consists of post-teaching (end of term) evaluation stages. This

Explanations about the sample forms prepared for the stages are given below.

**A. Rough Evaluation**

- a. In assessment of self-care skills in the Rough Assessment Form independently performed skills “+”, skills that cannot be done independently “-” should be marked as. In the explanation 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 and the individual should not be helped.

- c. As a result of the rough assessment, IEP in collaboration with family and teacher or practitioner It should be prepared.

#### **B. Pre-Teaching Evaluation**

- a. Pre-teaching evaluation results can be found in the Performance Registration Table. should be marked in the pre-teaching evaluation column.
- b. As a result of the rough evaluation, the ability to take off clothes and dress "Buttonholes." the acquisition is insufficient and cannot be done independently Assuming an example was prepared.
- c. In the pre-teaching evaluation, the *buttonhole* skill It is divided into sub-steps after analysis: 1. Holds the button. 2. With the other hand holds it all over. 3. Puts the button in the buttonhole.
- d. Marking about the ability to button button on the "Pre-Teaching Evaluation" column While doing, an instruction is given to the individual for each sub-step and it is checked that it cannot. **B** performs independently for each sub-digit **B** , verbal clue is performed by **SI** , modeling is performed by **MO** , physical **FY** is written with the help .

#### **C. Evaluation of Teaching Process (Course Hours)**

- 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 has Teaching will be done on the independence of the steps.
- c. At the end of each lesson, at which step the skill of the individual remains It is entered in the relevant lines in the column "Evaluation of the Teaching Process".
- d. Button buttoning instruction in the Family Information section at the end of the form will be done to ensure both the teaching and the permanence of the acquisition Explanations about repetitions will also be available.

#### **CHINA. Final Evaluation**

- a. As the exemplary achievement is the "button buttoning" skill, the last lesson evaluation that we have done at the same time, will be the final assessment. Therefore, a separate form has not been prepared .

#### **D. Post-Teaching (End of Term) Assessment**

- 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 form, in which month the acquisition started, in the column related to that month,



If it occurred within one month, it will be marked as "+". Earnings after the month in which it was started

If it continues in months (if no gain), it will be marked as "-". the gain

"+" is placed on the month of occurrence.

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

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

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

among the achievements that are aimed to be realized; unrealized or taught

the achievements that cannot be made are detailed, if teaching has never started.

reasons; if teaching has been started but the acquisition has not been achieved

which sub-step will be explained in the "RAM Information Section " .

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Self Care Skills Rough Assessment Form

Name and surname:

Application Date:

Date of birth:

A. Personal care and cleaning	Yes	No	Descriptions
1 Washes his hands.		+	
2 Washes her face.		+	
3 Dry their hands.		+	
4 Dry your face.		+	
5 Cleans his nose with a tissue.		+	
6 Washes his feet.		+	
7 Dries your feet.		+	
8 She washes her hair.		-	
9 Dries your hair.		-	
10 Combs your hair.		-	

11 Takes a bath.	-	
12 Brushes your teeth.	-	
13 Cuts your fingernail.	-	
14 Shaves a beard.	-	
15 It cleans your ears.	-	
Replaces 16 pads.	-	The skill is not suitable for the individual.
17 It meets the need for toilet.	-	
<b>B. Removing and dressing clothes</b>		
1 Take off the hat.	+	
Makes 2 berets.	+	
3 Take off gloves.	+	
Removes 4 Wefts.	+	
5 Take off socks.	+	
6 Take off the skirt.	-	The skill is not suitable for the individual.
7 Take off the trousers.	+	
8 Take off pantyhose.	-	The skill is not suitable for the individual.
9 Take off the shoes.	-	
10 Take off the jacket.	-	
11 Take off the sweater.	-	
12 Take off the shirt.	-	
12 He wears a hat.	+	
He wears 13 berets.	+	
14 Wraps a scarf around his neck.	+	
15 He wears socks.	+	
16 He wears a skirt.	-	The skill is not suitable for the individual.
17 He wears trousers.	-	
18 Wears pantyhose.	-	The skill is not suitable for the individual.
19 He wears gloves.	+	
20 Wears a sweater.	-	
21 He wears a shirt.	-	
22 Wears a jacket.	-	
23 He wears shoes.	-	
24 Clicks to open.	+	
Opens 25 Zippers.	+	

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26 Button opens.	+
27 Removes the belt.	+
28 Snap closes.	+
29 Zipper closes.	+
30 Buttonholes.	-
31 Wears a belt.	-
<b>C. Eating</b>	
1 Preparing to eat fulfills his skills.	+
2 Nutrition equipment Uses.	-
3 Gains the rules of eating.	-
4 Post-meal cleaning fulfills his skills.	-

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

**PERFORMANCE REGISTRATION TABLE**

**INDIVIDUAL NAME AND SURNAME:**

**MONTH OF:**

**GAIN:** Button buttonholes.

NOTICES	INSTRUCTIONS QUESTIONS	EVALUATION OF THE TEACHING PROCESS									
		INDIVIDUAL									
	MAIN DIRECTIVE	1	2	3	4	5	6	7	8	9	10
	Button up.	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT
	CRITERIA										
1.Keeps the button.											
2.Other side of the marrow amount.	2.With your other hand										
3. Button makes buttonhole.	3.Put the buttonhole.										

**ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP**

**FAMILY INFORMATION**

\* This month, the ability to button buttons with your child was studied. In this skill, your child can independently hold the button and hold it from the marrow with the other hand, but It is able to do the button insertion step with physical help. To be able to acquire the buttonhole skill, repeat in accordance with the above-mentioned instructions at home. is required.

**EXPLANATIONS ON FORM**

1. The form will be filled in by the teacher or practitioner who teaches during the month to which it belongs.
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. After each class hour, verbal or written information will be given to the family about the activities and activities that can be done at home.
4. Reviewing the contributions of the level, parent teacher or practitioner collaboration reached in all teaching activities carried out with the individual in the relevant month in the form, teach The process should include information about missing points, the content of the next month and the path to be followed.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**

**Training Start Date:**

**Individual's Age:**

**Training End Date:**

**Educational Diagnosis:**

**MONTHS**

**GAINS**

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 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.

-- +

**LANGUAGE AND SPEAKING SKILLS MODULE**

Acquires lip elasticity.

--- +

Distinguishes sounds.

--- +

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

**RAM INFORMATION**

1. The individual mentioned above, in the acquisition of "buttonhole"; can hold the button independently, with the other hand It can be used as a model to hold the button next to the buttonhole and the step of passing the button through the buttonhole with physical aid.
2. The lack of time for teaching the "wearing gloves" acquisition (since the skill is not suitable for the individual, the individual since he gained the skill spontaneously during the teaching period, etc. ) could not be started.

History

History

History

Guardian

Teacher or Practitioner

Teacher or Practitioner

Signature

Signature

Signature

**DAILY LIFE SKILLS MODULE**

**AIM OF THE MODULE**

To develop daily life skills

**GAINS**

1. It uses hair dryer.
2. Uses phone.
3. Sets the alarm clock.
4. Uses elevator.
5. Uses computer.
6. The curtain opens.

7. Curtain closes.
8. Opens the window.
9. Closes the window.
10. The door opens.
11. The door closes.
12. Collects garbage.
13. Deletes a table.
14. Deletes the location.
15. Collects dust.
16. Sweeps the floor.
17. Deletes glass.
18. Cabinet corrects.
19. Sink cleans.
20. Refrigerator cleans.
21. Uses vacuum cleaner.
22. Cleans the vacuum cleaner.
23. Bed corrects.
24. She wears linens.
25. Clothes folds.
26. Garment brushes.
27. Washing clothes by hand.
28. Washing clothes in the washing machine.

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29. Laundry hangs.
30. Makes ironing.
31. Threads the needle.
32. Sew a button.
33. Knit.
34. Shoe paints.
35. Explains the security measures to be taken in the kitchen.
36. Burn matches.
37. Uses a lighter.
38. Opens the bottle cap with the one open.
- Uses January 39.
40. Uses oven.
41. Uses a mixer.
42. Uses refrigerator.
43. Uses toaster.
44. Soft food is applied to the bread.
45. Food chops.
46. Food slices.
47. Grated food.
48. Peels food with a knife.
49. Food boils.

50. Makes a salad.
51. Prepare sandwiches.
52. Makes toast.
53. Cook ready soup.
54. Cook eggs in the pan.
55. Prepares tomato sauce.
56. Cook pasta.
57. Cook rice.
58. Vegetables roast.
59. Prepares powdered beverage.
60. Ayran makes it.
61. Milk heats.
62. Tea brews.

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63. Prepares the dining table.
64. The dining table collects.
65. Serves tea.
66. Washes dishes by hand.
67. Washes dishes in the dishwasher.

#### **DURATION OF THE MODULE**

The prescribed time for this module is 120 lessons.

#### **EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. The "Daily Life Skills" module can be used independently of individuals with mental disabilities.  
the in-house skills (house cleaning, kitchen necessary for them to survive skills, clothing care).
2. Environment in the teaching of the skills necessary to sustain daily life arrangement is of great importance. For this purpose, and it should be ensured that individuals actively benefit from this environment. Selecting the workplace suitable for the skill to be taught will make learning easier. Care should be taken to ensure that the studies are carried out in completely natural environments. For example; sitting skills in the bedroom in the living room, skills in the bedroom in the bedroom, culinary skills should be studied in the kitchen. Thus, individuals it becomes easier to generalize the skills they have learned. However, the natural environment within the institution When it is not possible, the related skill should be studied in the structured environment. In addition, the absence of stimuli to distract the individual in the educational environment, the environment's heat, the level of light and sound to be at a level that will not hinder education and training activities. attention should be paid.
3. Some limitations in the institutional environment are necessary to sustain daily life. ensuring the transfer and retention of skills to other settings It can be difficult. The time period spent by families with their children is longer, Because learning is easier and permanent in the natural environment, Work with the family to reinforce the knowledge and skills they have learned and gain continuity unity and family education programs should be developed and implemented.

4. To gain daily life skills; time to start education, the individual's motor, language, mind and emotional development. In order to acquire these skills, the individual

There are prerequisite skills to realize. These; big and small muscles

skills that require its use, hand-eye coordination, imitation of movements, visual is to understand attention and simple orders (give, take, hold, do etc.). Those who perform these skills it will be easier for individuals to learn their daily life skills.

5. In teaching daily life skills; forward chaining, all skill and reverse chain methods are used. The common feature of these methods is; help in teaching of the individual, gradually reducing the level of aid, be able to conduct the behavior independently and learn what they learn in different environments. It can be performed. The skills necessary to sustain daily life In the teaching of the individual's developmental characteristics and individual competencies and skills to be taught Attention should be paid to choosing a teaching method that is suitable for its characteristics.
6. Individuals with mental disabilities who need supportive education, skills to be guided more, to be supported, to be a continuous and systematic they need education. Therefore, the process of acquiring skills; long-term education, frequent teaching such as verbal cues, modeling and physical aid requires the use of processes.
7. The home that an individual can use in his / her daily life in teaching the skill of using telephone or mobile phone, payphone phone types are different. should be. Which phone should be used primarily by individuals in their daily life if necessary, teaching should be started on that phone.
8. Before starting the teaching, the tools related to the skills to be taught are determined in advance. it must be available during operation, complete and robust. Eg kitchen teapot, which is necessary to gain the ability to brew tea, teapot, tea, etc. tools and equipment should be provided. In addition, tools and equipment to be used Attention should be paid to ensure that the individual is suitable for individual development characteristics.
9. Individuals will be able to improve their daily life skills after providing appropriate environment and equipment. education is taken into consideration by taking into consideration the previous evaluations. The skills to be acquired at this stage are clear and simple to the individual from start to finish must be explained and / or displayed. Using expressions stating that the individual will be successful the individual should be encouraged to learn the skill. Then each individual skill While the step is explained and shown one by one, the individual should be repeated. At the end of this stage, the individual gives the instruction on skill and gives the skill from the individual, respectively. is asked to do. Sufficient time should be given to the individual to do the skill. Personalized hint at the step he could not do while not interfering in the step he did independently or by providing assistance, the individual is provided to do the skill. Individual skill steps

is reinforced when it is done correctly. This reinforcement is "Well done, very nice." etc. verbal  
There may be reinforcers or concrete reinforcers. General during teaching

Specific expressions rather than expressions, concrete concepts rather than abstract concepts should be used.

Asking the subject and skills that the individual does not understand, expressing his feelings and thoughts

It must be provided.

While working on all skills in Module 10, it is easy to difficult

the path must be followed. Also, in the teaching of each skill, prerequisite skills are

attention should be paid to teaching. For example, before the ability to make a salad, with a knife

food chopping skills should be gained. Such cutting tools will be used

Care should be taken to take all safety precautions in skills.

11. The tool to be used in personal life while teaching the use of home appliances

Teaching of materials should be given priority. For example, dishwasher in the individual's home

otherwise, the ability to use a dishwasher should be left later than other skills.

12. Skills desired to be gained through support education must be repeated in the individual's home.

It should be. Therefore, the family should be educated on how to teach the skill.

In this context, the desired acquisition and education program related to the individual

(BEP) should be explained by regular meetings and interviews with the family.

## **CONTENT OF THE MODULE**

### **A. USING VARIOUS TOOLS**

1. Hair Dryer
2. Home Phone-Mobile Phone-Payphone
3. Setting Up an Alarm Clock
4. Elevator
5. Computer

### **B. HOME CLEANING AND LAYOUT**

1. Opening and Closing Curtains
2. Opening and Closing Windows
3. Door Opening and Closing
4. Garbage Collection
5. Table and Place Deletion
6. Dusting
7. Sweeping the Floor
8. Glass Cleaning

9. Cabinet Correction
10. Refrigerator and Sink Cleaning
11. Vacuum Cleaner Using and Cleaning
12. Bed Correction
13. Bedding

### **C. CARE OF CLOTHING**

1. Folding Clothes
2. Garment Brushing
3. Hand and Machine Laundry
4. Laundry Hanging



5. Ironing
6. Threading the Needle
7. Button Sewing
8. Knitting Knitting
9. Shoe Painting

#### **D. KITCHEN SKILLS**

1. Safety Precautions To Be Taken In The Kitchen
2. Kitchen Appliances
  - a. Match
  - b. Lighter
  - c. Opener
  - d. January
  - D. Oven
  - to. Mixer
  - f. A refrigerator
  - g. Toast machine
3. Food Preparation
  - a. Applying soft food to bread
  - b. Chopping food
  - c. Food slicer
  - d. Food grating
  - D. Peeling food with knife
  - to. Food stew
  - f. Making a salad

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- g. Preparing sandwiches
  - ğ. Cooking instant soup
  - h. Making toast
  - I. Cooking instant soup
  - I. Cooking eggs in the pan
  - j. Preparing tomato sauce
  - k. Cooking pasta
  - l. Cooking rice
  - m. Vegetable roast
4. Beverage Preparation
    - a. Powder drink preparation
    - b. Making buttermilk
    - c. Milk heating
    - d. Brewing tea
  5. Cleaning and Order
    - a. Preparing a dining table
    - b. Tea serving
    - c. Hand dishwashing
    - d. Dishwashing in the dishwasher

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. About these stages Explanations for the sample forms prepared are given below.

#### A. Rough Evaluation

- a. While evaluating daily life skills, in the Rough Evaluation Form independently performed skills "+", skills that cannot be done independently "-" should be marked as. In the explanation part, observations during the evaluation articles must.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given and the individual should not be helped.
- c. As a result of the rough evaluation, by cooperating with the family and teacher or practitioner BEP should be prepared.

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- d. This is about the individual with a mental disability and the family before starting the rough assessment. be informed about the purpose and for what purpose the assessment is made. Thus, the opinions of the family were taken before starting the evaluation, the individual The hesitations about the application to be made will be eliminated.

#### B. Pre-Teaching Evaluation

- a. Physical needs of the individual before starting pre-teaching evaluation (food, toilet, etc.) must be eliminated.
  - b. Analysis of the stage to be studied in the pre-teaching evaluation It should be done. (The lower steps of the acquisition to be studied should be determined.)
  - c. Pre-teaching evaluation results can be found in the Performance Registration Table. should be marked in the pre-teaching evaluation column.
  - d. As a result of the rough evaluation, "It uses a toaster." of gains an example assuming it is inadequate and unable to do independently It was prepared.
- D. In the pre-teaching evaluation, "Toaster is used." gain is divided into sub-steps: 1. Plug the plug into the socket. 2. Sets the heat button. 3. Roves the top cover of the top machine. 4. Places food on the lower grill. 5. Closes the top cover. 6. Waits until food is cooked. 7. Food from top machine gets. 8. Unplugs the plug.
- to. Related to using toaster in "Pre-Teaching Evaluation" column While marking, the individual is given instructions for each sub-digit and the individual it is checked if it can do it. Independently for each sub-digit while performing a **B**, while performing with the verbal cue **SIDE**, by being a model while performing a **MO**, while performing with physical assistance **FY** written.

#### C. Evaluation of Teaching Process (Course Hours)

- a. Evaluation results of the teaching process, Performance at the end of each class hour In the "Evaluation of the Teaching Process" column in the Registration Table It marked. Each lesson is performed independently for the lower steps **B** performs with verbal clue **SI**, if he performs with model **MO**, **MO** while performing with physical assistance **FYI**. (**X**) is put in the columns.

- b. As a result of the pre-teaching evaluation, “using a toaster”  
teaching on what they could not do independently of the lower steps of their acquisition  
It will be made.

- c. At the end of each lesson, at which step the skill of the individual remains  
It is entered in the relevant lines in the column "Evaluation of the Teaching Process".
- d. Toast at the Family Information Section at the end of the performance record table  
repetitions to be made at home for the teaching of using the machine to be permanent  
related explanations will also be available.

#### **CHINA. Final Evaluation**

- a. In the teaching process, as the example gained is using a toaster  
the last lesson evaluation we have done, also the individual's  
it will be the final assessment for the acquisition. So for the final evaluation  
a separate form will not 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 term, Individual Performance Evaluation Form will be processed.
- b. When filling out the performance evaluation form at the end of the period, in which month  
If it has been started, the column related to that month, if the gain was ended within one month (gain  
if it has occurred) is marked as "+". In the months after the earning started  
if it continues (no gain), it will be marked as "-". the gain  
"+" is placed on the month of occurrence.
- c. Achievements that cannot be taught or completed at the end of the semester  
It will be recorded in the “End of Term Individual Performance Evaluation Form”.
- d. For the individual at the end of the period recommended by the Special Education Evaluation Board  
among the achievements that are aimed to be realized; unrealized or taught  
the achievements that cannot be made are detailed, if teaching has never started.  
reasons; if teaching has been started but the acquisition has not been achieved  
which sub-step will be explained in the “RAM Information Section ” .

## MEASUREMENT AND EVALUATION FORM EXAMPLES

Name and surname:

Application Date:

Date of birth:

## DAILY LIFE SKILLS ROUGH EVALUATION FORM

achievements	Yes	No	Explanation
<b>A. USING VARIOUS TOOLS</b>			
one. It uses hair dryer.		+	
2nd. Uses phone.		+	
3. Sets up an alarm clock.		+	
4. Uses elevator.		+	
5. Uses a computer.		+	
<b>B. HOME CLEANING AND LAYOUT</b>			
6. The curtain opens.		+	
7. The curtain closes.		+	
8. Opens a window.		+	
9. Closes the window.		+	
10. The door opens.		+	
11. The door closes.		+	
12. Collects garbage.		+	
13. Deletes a table.		+	
14. Deletes the location.		+	
15. Collects dust.		+	
16. Sweeps the floor.		+	
17. Deletes glass.		+	
18. Cabinet corrects.		+	
19. Sink cleans.		+	
20. Refrigerator cleans.		+	
21. Uses vacuum cleaner.		+	
22. Cleans the vacuum cleaner.		+	
23. Bed corrects.		+	
24. She wears linens.		+	
<b>C. CARE OF CLOTHING</b>			
25. Clothes folds.		+	
26. Garment brushes.		+	
27. Washing clothes by hand.		+	
28. Washing clothes in the washing machine.		+	
29. Laundry hangs.		+	
30. Makes ironing.		+	
31. Threads the needle.		+	
32. Sew a button.		+	
33. Knit.		+	
34. Shoe paints.		+	
35. Safety to be taken in the kitchen explains the precautions.		+	
<b>D. KITCHEN SKILLS</b>			
36. Burn matches.		+	
37. Uses a lighter.		+	
38. Opens the bottle cap with the one open.		+	

Uses January 39.	-
40. Uses oven.	-
41. Uses a mixer.	-
42. Uses refrigerator.	-
43. Uses toaster.	-
44. Soft food is applied to the bread.	-
45. Food chops.	-
46. Food slices.	-
47. Grated food.	-
48. Peels food with a knife.	-
49. Food boils.	-
50. Makes a salad.	-

51. Prepare sandwiches.	=
52. Makes toast.	=
53. Cook ready soup.	-
54. Cook eggs in the pan.	-
55. Prepares tomato sauce.	-
56. Cook pasta.	-
57. Cook rice.	-
58. Vegetables roast.	-
59. Prepares powdered beverage.	-
60. Ayran makes it.	-
61. Milk heats.	+
62. Tea brews.	+
63. Prepares a dining table.	+
64. The dining table collects.	+
65. Serves tea.	+
66. Washes dishes by hand.	+
67. Washes dishes in the dishwasher.	-

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

PERFORMANCE REGISTRATION TABLE

INDIVIDUAL NAME AND SURNAME:

MONTH OF:

GAIN: Uses a toaster.

EVALUATION OF THE TEACHING PROCESS

NOTICES	INSTRUCTIONS QUESTIONS MAIN DIRECTIVE	INDIVIDUAL										GROU
		1	2	3	4	5	6	7	8	9	10	
1. Plugs the plug into the socket.	Put the plug in the socket.	SI	XXX									XXX
2. Sets the heat button.	Set heat button.	FYI		XXX								XXX
3. Removes the top cover of the top machine.	Top of the toaster remove the cover.	FYI		XXX								XXX
4. Places food on the lower grill.	The lower grill it will eat place on top.	FYI		XXX								XXX
5. Closes the top cover.	Close the top cover.	FYI		XXX								XXX
6. Waits until food is cooked.	Wait until the food is cooked.	FYI		XXX								XXX
7. Take the food from the toaster.	Food from toaster get.	FYI		XXI			X					XXX
8. Unplugs the plug.	Unplug the plug.	FYI		XXI			X					XXX

ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP

**FAMILY INFORMATION**

This month, your child was trained on the ability to use toasters. After 6 lessons, your child can use the toaster independently. You too try to use a toaster with your child at home. If you do, we can be more successful in generalizing the skill we have gained.

**EXPLANATIONS ON FORM**

1. This form will be filled in by the teacher or practitioner who teaches in the relevant month.
2. A copy of this form will be handed over to the parent at the end of the month. The original form will be stored in the individual's file.
3. After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
4. In this form, a review of the level, the contribution of parent-teacher or practitioner collaboration in all teaching activities carried out with the individual in the relevant month, the missing points in the teaching process and the next There should be informations about the content of the month and the path to be followed.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual Name Surname:  
Individual's Age:  
Educational Diagnosis:

Training Start Date:  
Training End Date:

**MONTHS**

**GAINS**

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

**DAILY LIFE SKILLS MODULE**

Uses 1st January.	-- +											
2. Uses the oven.	-- +											
3. Uses a mixer.	-- +											
4. Uses refrigerator.	-- +											
5. It uses toaster.							-- +					
6. Puts soft food on the bread.	- +											
7. Food chops.							---	+				
8. Food slices.											----	
9. Grated food.												
10. Peels food with a knife.												
11. Boils the food.										-- +		
12. Makes a salad.												
13. Prepare sandwiches.							---	+				

**SELF CARE SKILLS MODULE**

1. Wears shoes.	-- +											
2. Zipper opens.							-- +					
3. Buttonholes.							---	+				
4. Eat food.	----	+										

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

**RAM INFORMATION**

1. The individual mentioned above, in the slicing of food; It is able to independently carry out the step of holding the food to be sliced. When given verbal clue, the knife can perform the step of approaching the food with the tip of the cutter. Convenient to eat It can do the cutting step with physical help.
2. "Grated food." and "He peels food with a knife." and "Makes a salad." the lack of time to teach the acquisitions (skill for the individual because it is not appropriate, the individual gains the skill spontaneously during the teaching period, etc. situations) could not be started.

History

History

History

Guardian  
Signature

Teacher or Practitioner  
Signature

Teacher or Practitioner  
Signature

**SOCIAL LIFE SKILLS MODULE****AIM OF THE MODULE**

To be able to acquire social life skills

**GAINS**

1. Uses word patterns suitable for different situations required by daily work.
2. It shows rejection behavior when required.
3. Reacts appropriately to the emotions expressed by the people opposite.
4. It pays attention to be tolerant and understanding towards the people with whom it communicates.
5. Ask questions for information.
6. Evaluates free time according to their interests.
7. It follows the rules to be followed in places such as cinema and theater.
8. It complies with the rules to be followed in the restaurant.
9. It complies with the rules to be followed in shopping places.
10. Complies with the rules to be followed in public transport.
11. Follows the rules to be followed in the school service.
12. Prepare a travel bag.
13. Indicates the precautions to be taken at home before the trip.
14. Recognizes the main professions.
15. Recognizes documents that substitute money according to the places they are used
16. Prepares monthly personal budget.
17. Explains the benefits of saving.
18. Withdraws money from the automated teller machine (ATM).
19. He deposits an invoice.
20. Distinguishes shopping places.
21. Makes shopping.
22. Explains consumer rights.

**DURATION OF THE MODULE**

The prescribed time for the module is 100 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. The main purpose of the education of individuals with intellectual disabilities is that these individuals the skills necessary to sustain their lives independently to gain. "Social Life Skills" module for those with mental disabilities, to gain safe and independent life skills starting from pre-school period aims.

2. Individuals with intellectual disabilities can live their lives without being dependent on others. their self-efficacy and integration into society

It intended. Achieving this goal is what an individual can do with his individual differences.

taking into consideration the training needs and appropriate to their needs

It is possible with the presentation of educational environments.

3. Educational needs of individuals with intellectual disabilities

may differ according to. Individuals with mental learning disabilities are homogeneous.

Since there is no group, they are important individuals within themselves depending on their various characteristics.

they differ. These differences affect their community life.

helping others to learn many of the skills needed to prepare them

may cause excessive need. In particular, other individuals own

mental learning of many skills they have learned on their own or with little help

individuals with disabilities are able to overcome in learning on their own or with little help

they may have difficulty in coming. So individuals with mental disability

they need support training in gaining independent life skills.

4. The social life skills of individuals with intellectual disabilities at home and other

families participate in the studies in the teaching process in order to consolidate them in environments.

family education program should be prepared.

5. Communication skills are provided to individuals with intellectual disabilities while individual education

besides, group training should be done. In these trainings,

plantings should be prepared. Mental learning in acquiring communication skills

The contribution of families when individuals with disabilities are with the society

It is very important. Therefore, families with mental disabilities in family education

what they need to do in order to gain communication skills to individuals

It is explained.

6. Game in acquiring communication skills, education of individuals with mental disabilities

is important in terms of. Individuals with mental disabilities are observed during the game and the game

How are their individual characteristics from their behavior towards and against the game

an idea can be obtained. The problem of individuals with mental disabilities

possibility of correcting behaviors such as aggression within game activities and this

the ability to properly reduce or eliminate behavioral problems

It can be found. Collaboration of teachers or practitioners, parents and experts

to increase the positive behavior of the individual or negative behavior

provides reduction. Therefore, it is a game to gain social communication skills.

events should also be included. However, the behavior change process only

No meaning should be made as it is sustained through games and activities. Because

behavioral treatment is an important process with its own unique methods and techniques.

covers.

7. On the subject of "daily patterns in communication skills"

some phrases required by daily affairs to individuals in accordance with different situations

they should be taught how to use it. For example; the individual should apologize when he makes a mistake,

he must thank him for his help, he will ask for anything

should request time. Group activities should be held for this.

8. Individuals with intellectual disabilities frequently teach the rules of social life.



cinema, theater, restaurant, shopping center, public transportation  
their vehicles and how they should behave practically

It should be taught. In this regard, family education should be made, the skills taught are personal.  
it should be continued in its life.

9. Money for individuals with intellectual disabilities to lead independent lives

use is a very important and necessary skill. These skills are  
should be gained. Therefore, individuals who benefit from support education  
shopping malls, markets, markets, etc. use money by taking it to places  
It must be provided.

10. While teaching the subject of "documents replacing money" under "Conscious Consumerism"

environments where individuals can use these documents should be provided. Documents credit card,  
gift voucher etc. As it may be, the ticket, card, etc. used when getting on the bus, the metro.  
it can also For example, you can take a credit card to the shopping center (store, market etc.)  
It can be disbursed. Cooperation with the family is very important in this regard. This is the individual of the family

it should be asked to take the documents to places they can use (bus, market etc.). Credit

The security measures required during the use of the card should also be explained with great importance.

11. Savings besides how to use money for individuals with intellectual disabilities

skills such as making and budgeting should also be gained. Because  
seriously for individuals to live in different environments  
they must be prepared. Family members, workers, leisure time activities of these individuals  
to take on social roles such as participation, consumerism and citizenship  
it is important that they gain full independence. For these reasons, people with mental disability  
individuals should be taught the skills of budgeting and saving. For this  
individuals to give money from their families to the individual in a month  
It should be requested. How to use this money to individuals, how to save money  
budgets stating should be prepared.

12. For individuals with intellectual disabilities in teaching skills related to bank operations.

application opportunity should be provided. Individuals should be taken to the bank, credit card  
applications should be made and applications should be made to withdraw money from the ATM.

13. Educational environment, interaction of the child and teaching-learning activities

is the environment in which it occurs. This environment, which has psychological, social and physical dimensions,  
It should be arranged in accordance with educational activities.

14. Since individuals with mental disabilities are a heterogeneous group, this

Apart from the methods and techniques included in the program,  
can also use different techniques by considering the performance of individuals.

15. Complex, multi-step skills, easy to teach sub-skill steps (process

steps). Required to realize a skill (skill)  
detailed and logical ordering of each behavior or chain of behavior  
it must be described. Individual differences when determining the steps of skills  
(development, age, degree of disability) should be considered.

16. In the education of individuals with mental disabilities; teaching suitable for them

choosing methods, they will not experience the feeling of failure or at least  
preparing the environments they will live in, supporting attempts to be successful and

strengthening their confidence in their abilities, their motivation is sufficient items such as procurement should be taken into consideration. Thus, these individuals actually they will be provided to reach the level they can achieve.

17. By constantly evaluating individuals with mental disabilities in the education process according to the requirements of the necessary program changes and environmental arrangements must go.

**CONTENT OF THE MODULE****A. COMMUNICATION SKILLS**

1. Phrases in Daily Experiences
2. Response to Emotions
3. Tolerance and Understanding
4. Asking Questions
5. Free Time Activities

**B. RULES IN SOCIAL LIFE**

1. Rules to be Followed in Cinema and Theater
2. Rules to be Followed in the Restaurant
3. Rules to be Followed in the Places Where Shopping
4. Rules to be followed in Public Transport Vehicles
5. Rules to be followed in School Service

**C. JOURNEY**

1. Travel Preparation
2. Precautions To Be Taken Before Travel

**CHINA. LET'S KNOW THE PROFESSIONS****D. CONSCIOUS CONSUMER**

1. Documents Replacing Money
2. Personal Budget Preparation
3. Saving Money
4. Withdraw Cash From Automated Teller Machine (ATM)
5. Invoice Deposit
6. Shopping
7. Consumer Rights

### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), final evaluation and teaching post (end of period) evaluation stages. About these stages Explanations for the sample forms prepared are given below.

#### A. Rough Evaluation

- a. While evaluating social life skills, in the Rough Assessment Form independently performed skills "+", skills that cannot be done independently "-" should be marked as. In the "explanation 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 and the individual should not be helped.
- c. As a result of the rough evaluation, the BEP cooperated with the family and the teacher or practitioner. It should be prepared.
- d. This is about the individual with a mental disability and the family before starting the rough assessment. be informed about the purpose and for what purpose the assessment is made. Thus, the opinions of the family were taken before the evaluation, and the individual will be hesitations about the application will be eliminated.

#### B. Pre-Teaching Evaluation

- a. The physical needs of the individual (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first. (The lower steps of the acquisition to be studied must be determined.).
- c. Pre-teaching evaluation results can be found in the Performance Registration Table. The "Pre-Teaching Evaluation" column should be marked.
- d. As a result of the rough evaluation, "Compliance in places such as cinema and theater obey the necessary rules." the acquisition is insufficient and cannot be done independently Assuming an example was prepared.

- D. In the pre-teaching evaluation, it was firstly discussed that "Cinema must be followed follows the rules." its acquisition is divided into sub-steps: 1. Buy tickets from the box office. the 2.Girerk gives the ticket to the person in charge. 3. It sits on the seat indicated on the number on the ticket. 4. Demonstration becomes quiet during. 5. He waits for a break to meet his needs. 6. Demonstration After finishing, he leaves the hall without disturbing others.
- to. "Pre-Teaching Evaluation" column with the rules to be followed in the cinema While making the relevant marking, an instruction is given to the individual for each sub-digit and it is checked that it cannot. **B** performs independently for each sub-digit **B**,

verbal clue is performed by **SI** , modeling is performed by **MO** , physical **FY** is written with the help .

### C. Evaluation of Teaching Process (Course Hours)

- 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. Each lesson

**B** , with verbal hint, if he performs independently for the lower steps on his watch

if he performs with **SI** , being a model **MO** if he is with physical aid

**(X)** is put in the **FY** column .

- b. As a result of the pre-teaching evaluation, the individual said “

rules ”on what they could not do independently of the lower steps of their acquisition

teaching will be done.

- c. At the end of each lesson, at which step the skill of the individual remains

It is entered in the relevant lines in the column "Evaluation of the Teaching Process".

- d. In the Family Information Section at the end of the Performance Registration Table

The acquisition of “rules to be followed in cinema” and

explanations about repetitions to be made to ensure permanence

It will be taken.

### CHINA. Final Evaluation

- a. Exemplary achievement “Rules to be followed in places such as cinema and theater”

The last lesson evaluation we did during the teaching process was the same

It will also be the final assessment of the individual for this acquisition. So the last

A separate form will not be prepared for evaluation.

### D. Post-Teaching Evaluation

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

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

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

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

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

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

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

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

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

among the achievements that are aimed to be realized; unrealized or taught

the achievements that cannot be made are detailed, if teaching has never started.

reasons; if teaching has been started but the acquisition has not been achieved

which sub-step will be explained in the “RAM Information Section ” .

## MEASUREMENT AND EVALUATION FORM EXAMPLES

Name and surname:

Application Date:

Date of birth:

## SOCIAL LIFE SKILLS ROUGH EVALUATION FORM

achievements	Yes	No	Explanation
<b>A. COMMUNICATION SKILLS</b>			
1. Promise suitable for different situations required by daily work uses patterns.		+	
2. It shows rejection behavior when necessary.		+	
3. Reaction to the emotions expressed by the people in front of him Data.		+	
4. Tolerant and understanding towards the people with whom he communicates be careful to be.		+	
5. Ask questions for information.		+	
6. Evaluates free time according to their interests.		-	
<b>B. RULES IN SOCIAL LIFE</b>			
7. Rules to be followed in places such as cinema and theater warned.		-	
8. It complies with the rules to be followed in the restaurant.		-	
9. It complies with the rules to be followed in shopping places.		-	
10. Complies with the rules to be followed in public transport.		+	
11. Follows the rules to be followed in the school service.		+	
<b>C. JOURNEY</b>			
12. Prepare a travel bag.		-	
13. Indicates the precautions to be taken at home before the trip.		-	
<b>CHINA. LET'S KNOW THE PROFESSIONS</b>			
14. Recognizes the main professions.		+	
<b>D. CONSCIOUS CONSUMER</b>			
15. Recognizes documents that substitute money according to the places they are used		+	
16. Prepares monthly personal budget.		+	
17. Explains the benefits of saving.		-	
18. Withdraws money from the automated teller machine (ATM).		-	
19. He deposits an invoice.		-	
20. Distinguishes shopping places.		-	
21. Makes shopping.		-	
22. Explains consumer rights.		-	

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

**PERFORMANCE REGISTRATION TABLE**

**INDIVIDUAL NAME AND SURNAME:**

**MONTH OF:**

**WINNING :** It follows the rules to be followed in places such as cinema and theater.

NOTICES	INSTRUCTIONS QUESTIONS	EVALUATION OF THE TEACHING PROCESS	INDIVIDUAL															
			Front	I	I	I	I	I	I	I	I	I	I	I				
	In places such as cinema and theater act according to the rules.		evaluation production 1.1.4404UR / ... / ...2.DEROUR / ... / ...3.1.4404UR / ... / ...4.4404UR / ... / ...5.DEROUR / ... / ...6.DEROUR / ... / ...7.1.4404UR / ... / ...8.DEROUR / ... / ...															
			B	L	Q	U	I	I	I	I	I	I	I	I	I	I	I	I
			FY	B	S	I	M	FY	B	S	I	M	FY	B	S	I	M	FY
1. He buys a ticket from the box office.	1. Buy tickets at the box office.		X				X											
2. When entering, he gives his ticket to the person in charge	2. When entering the person in charge Give me your ticket.						X		X									
3. On the seat indicated on the number on the ticket sits.	3. At the number on the ticket sit on the specified seat.						X		X									
4. It is quiet during the show.	4. Quiet during the show be.						X		X									
5. Call to meet your needs waits to be given.	5. To meet their needs Wait for a break.						X		X									
6. After the show ends, he leaves the hall without disturbing.	6. After the show ends without disturbing others Get out of the hall.								X			X						
It imitates sounds.	Repeat the sounds you listen to.																	
1. Amongst the voices played, the human voice mimics.	1. The human voice you hear repeat.											X		XXI				
2. Animal sound from the voiced sounds mimics.	2. The animal voice you hear repeat.											X		XXI				
3. The voice of the vehicle from the voices played mimics.	3. The sound of the vehicle you hear repeat.											X		X		X		

**ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP FAMILY INFORMATION**

- This month, the individual mentioned above has been studied to comply with the rules to be followed in places such as cinema and theater. For this purpose, the individual was taken to the cinema three times in this month. At the end of three class hours, the individual is in the cinema. It has achieved its acquisition of obeying the rules to be followed independently. Individual's "It follows the rules to be followed in places such as cinema and theater." take the individual to the cinema or theater to generalize his earnings and teach in line with the above-mentioned steps.

- Repeat the sounds of people, animals and vehicles with your child at home.

**EXPLANATIONS ON FORM**

- The form will be filled in by the teacher or practitioner teaching in the relevant month.
- A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
- In the form, a review of the level reached, the contribution of parent-teacher or practitioner collaboration in all teaching activities carried out with the individual in the relevant month, the points missing in the teaching process and the next month information about the study content and the path to be followed should be included.

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**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**  
**Individual's Age:**  
**Educational Diagnosis:**

**Training Start Date:**  
**Training End Date:**

MONTHS

GAINS

1 MONTHS 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS

**SOCIAL LIFE SKILLS MODULE**

- Evaluates his free time according to his interests. - - +
- It follows the rules to be followed in places such as cinema and theater. - +
- It follows the rules to be followed in the restaurant. - - +

- |   |      |       |
|---|------|-------|
| 4. Complies with the rules to be followed in shopping places.     | -- + |       |
| 5. Prepare the travel bag.  |      | -- +  |
| 6. Indicates the precautions to be taken at home before the trip. | - +  |       |
| 7. Explain the benefits of saving.                                |      | --- + |
| 8. Withdraws from the automated teller machine (ATM).             |      | --    |
| 9. Makes an invoice.  |      |       |
| 10. Distinguishes shopping places.                                |      | -- +  |
| 11. Shopping.   |      | -- +  |
| 12. Explain consumer rights.                                      |      |       |

**SELF CARE SKILLS MODULE**

- |                    |        |
|--------------------|--------|
| 5. He wears shoes. | -- +   |
| 6. Zipper opens.   | -- +   |
| 7. Buttonholes.    | --- +  |
| 8. Eat food.       | ---- + |

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

**RAM INFORMATION**

- The aforementioned individual, "Withdraws from the automated teller machine (ATM)." The extraction; when verbal clue is given, the debit card to the ATM Place the can. By pressing the keys, the amount of money to be withdrawn can be written by being an individual model.
- "He deposits an invoice." and "Explains consumer rights." the lack of time for teaching the acquisitions (since the skill is not suitable for the individual, the individual etc.), it could not be started because it was spontaneously earned during the education period.

History	History	History
Guardian Signature	Teacher or Practitioner Signature	Teacher or Practitioner Signature

**LANGUAGE, SPEECH AND ALTERNATIVE COMMUNICATION SKILLS MODULE****AIM OF THE MODULE**

To develop language, speech and alternative communication skills

**GAINS**

- Finds the direction of the sound.
- Finds the source of the sound.
- Looks at the name spoken.
- It shows the speaker with his gestures, gestures and gestures.
- Shows the spoken object among different pictures.
- Shows the desired object on the picture.
- Performs one-step simple verbal instructions.
- Fulfills the two and three digit verbal instructions.
- Fulfills non-verbal instructions.
- Imitates large muscle behaviors with objects.
- Imitates large muscle behaviors that are performed without using objects.
- Imitates behaviors with small muscles.
- Imitates facial movements.

14. The engine takes turns in movements.
15. It takes turns at the time of play.
16. He takes turns using his own voice.
17. He takes turns to continue the regular games.
18. Imitates monosyllabic words.
19. Imitates words consisting of two or more syllables.
20. Expresses the requirements based on gestures and signs.
21. Uses vocabulary words.
22. Uses words that report negativity.
23. Uses words reporting action.
24. Uses words that repeat.
25. Uses place words.
26. Expresses their needs using a single word.
27. Starts communication.
28. Communication continues.

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29. Expresses their needs using two-word clauses.
30. Expresses their needs by using sentences containing three or more words.
31. Gives information about the events he saw and experienced.
32. Requests information.
33. Rejects objects.
34. Rejects the service.
35. Rejects information.
36. Describes the events supported by visuals.
37. Indicates the properties of his body.
38. Tells a day with simple expressions.
39. Uses words of ownership in a sentence.
40. Uses word types.
41. Uses plural suffixes in sentences.
42. Tracks a simple event from beginning to end.
43. Tells the story he is listening to.
44. He completes the missing sentence he listens.
45. Estimates the outcome of the halfway story.
46. Takes part in in-group games.
47. He talks about a topic for the desired time.
48. Plays the story he is listening to.
49. He shares his things with others.
50. Speaks in accordance with courtesy rules in daily life.
51. Expresses the object that needs by making use of the signs / objects.
52. Expresses their needs by using visuals.

**DURATION OF THE MODULE**

The duration for the implementation of the module is 240 lessons.



**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Speech is a skill acquired through imitation. In order for this skill to develop, the individual there must be individuals speaking around. In order for the speech to be won and reinforced indoor activities should be described as plainly as possible. Parent or The individuals around should speak to themselves aloud, often. This conversation with the individual it can happen while doing a job or move together. For example, when the mother is cooking at home,

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- If the individual with a disability is near, he can make a speech like: "Mother is now eating He is doing. He took the onion and put it in the pot." Such simplified conversations several times a day if it is done, the individual who has mental disability following them firstly, then externally attends loud conversations. Guidelines can also be studied during this event.
- "Put it in the pot. Now he will put water in the dish. Give the glass."
- and take up more than one work at a time.
2. In accordance with the interests, abilities and needs of the individual with mental disability, compatible events should be chosen.
  3. The syllables that an individual with intellectual disability can say in vocabulary teaching studies The work should be started with the teaching of words consisting of syllables that he can determine and say.
  4. When an individual with a mental disability realizes that language is a means of social control will be more willing to speak, in all lessons appropriate to the individual's level supportive activities should be included.
  5. The studies should be carried out in a structured environment with the individual with mental disability, then work continues regardless of person, place, time variability is required.
  6. Opportunity teaching during studies, methods of learning by living It should be used.
  7. Taking into account the individual differences of individuals with mental disabilities, It can be started from the steps (For example, the adjectives that give the desired object from it work before I say).
  8. Picture cards and real objects should be used for the works. Sequence at events sequential pictures, audio, colorful toys, story books, blown toys, balloons, mirrors, straws and materials suitable for the event can be used.
  9. Activities to be carried out for each step should be determined in advance.
  10. Individuals enjoy using newly learned words with adults. "The door hungry. "If you learned to say this by ordering it to a bigger one and instead is very pleased to see it. Taking advantage of this feature, mental disability The individual can be encouraged to speak. This opportunity from individuals with mental disabilities It should not be spared. Come, open, close, take, give, open the door, close the door Such exercises can be done using words. These activities are for multiple stages It can be varied.

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11. In order to improve the recipient language, concise speeches should be made. Being the right model it is important for language development. With complex and long word sentences and extravagant suffixes speaking with words will cause confusion rather than benefit language development.
12. Around individuals with intellectual disabilities who could begin the verbal communication period people are made with silent gestures and facial expressions to create a need for speech in them. should gradually ignore the narratives and higher level communicative than them behaviors must find appropriate ways to express what they expect. Parent and close adults who compose the environment are slow to reward and understand the child's signs and gestures they should decrease slowly. Thus, an individual with mental disability initially may have difficulty providing compliance. However, gestures based on gestures and signs work will understand that over time.
13. Progressive and systematic feedbacks for all skills during teaching It should be taken.
14. For the related acquisition, firstly, cards with a single picture should be used. Then two by using picture cards to describe a braided, three or more braided and sequential event. gain should be studied.
15. The body of the individual with mental disability for the 37th acquisition should be described. "You have blonde hair, You are tall, weak." It should be worked with such tips.
16. Three or more portrayed in an environment of group activity structured for 46th acquisition plotting an event, watching people acting while being played by group members is required. For this, the individual with mental disability can easily simple questions about the incident to understand what you are listening to It should be asked.

## CONTENT OF THE MODULE

### A. BUYER LANGUAGE

1. Sound Direction
2. Listening
3. Fulfilling the Guidelines
4. Imitation Studies

### B. EXPRESSIVE LANGUAGE

1. Verbal Language
  - a. Verbal Expression Studies
  - b. Picture Card Studies

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- d. Event Lecture Studies
- c. Getting to Know Your Body
- D. Word Types
- to. attachments
- f. Storytelling Studies
- g. Playing Games
- ğ. Animation (Dramatization) Studies

2. Alternative Communication
  - a. Communication with Body Language / Sign / Objects
  - b. Communication with Picture Card Studies

### QUANTIFICATION AND CONSIDERATION

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. About these stages Explanations for the sample forms prepared are given below.

#### A. Rough Evaluation

- a. Rough Evaluation Form when evaluating language, speech and alternative communication skills
  - Independent Skills "+", Skills that cannot be done independently "-"
  - should be marked as. In the explanation part, observations during the evaluation articles must.
- 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 evaluation, the family and the teacher or the practitioner cooperated with the BEP. It should be prepared.
- d. This is about the individual with a mental disability and the family before starting the rough assessment. be informed about the purpose and for what purpose the assessment is made. thus the family's opinions were taken before starting the assessment hesitations about the application will be eliminated.

#### B. Pre-Teaching Evaluation

- a. Before starting work, the physical needs of the individual (food, toilet, etc.) must be It should be eliminated.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results are given in the "Instruction Pre-Assessment" column.

- d. Related to the skill of telling the story he listened to the "Pre-Teaching Evaluation" column
  - While marking, the individual is given instructions for each sub-step and the individual does this and it is checked that it cannot.
- D. As a result of the rough evaluation, one of the expressive language skills, he said, tell. Assuming that "the acquisition is insufficient and cannot be done independently, a sample was prepared.
- to. "Tell the story he listened to," which was primarily addressed in pre-teaching evaluation. The analysis of the acquisition was made and subdivided: 1. Listens to the story. 2. Story reveals his listening with gestures and gestures. 3. Answers questions about the story. 4. Listens tells the whole story.

#### C. Evaluation of Teaching Process (Course Hours)

- 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. As a result of the pre-teaching evaluation, the individual tells the story that he / she listens to. of gains Teaching will be done on what they could not do independently of their lower steps.
- c. At which level the individual's skill stays at the end of each class hour instruction. Process is evaluated on the Evaluation Form. Independently for each sub-digit

while performing a **B** , while performing with the verbal cue **SIDE** , by being a model  
If it is realized, it is processed as **MO** .

- d. In the "Family Information" section at the end of the form, "Tells the story he is listening to."  
repetitions to be made at home in order to provide both teaching and permanence  
There will also be explanations about.

#### **CHINA. Final Evaluation**

- a. Since the example gained is storytelling, the last thing we did in the teaching process  
course hour evaluation is also the final evaluation of the individual for this acquisition  
It will be. Therefore, a separate form has not been 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. Which one should you earn when filling out the Individual Performance Evaluation Form  
If it is started in a month, the column related to that month is "+" if the gain was realized within a month.  
It marked. If the gain continues in the months after the month it was started (the gain  
If not)) is marked as "-". A "+" is placed on the month of the acquisition.

- c. Realization for the individual at the end of the period recommended by the Special Education Evaluation Board  
from the intended acquisitions; achievements that cannot be realized or taught  
in detail, if teaching has never been started, the reasons for this; teaching started  
Although the acquisition could not be achieved, at which sub-step "RAM"  
Information Department " will be explained in **n**.

**Language, Speech and Alternative Communication Skills Rough Assessment Form**

**Name and surname :**

**Application Date:**

**Date of birth :**

**A. Achievements**

	<b>Yes</b>	<b>No</b>	<b>Descriptions</b>
1 Finds the direction of the sound.		+	
2 Finds the source of the sound.		+	
3 Looks at the name spoken.		+	
4 Gesture that is directing attention to the speaker, shows with gestures and movements.		+	
Named from 5 different pictures indicates the object.		+	
6 Shows the desired object on the picture.		+	
7 Simple single-step verbal instructions fulfills.		+	
8 Two and three digit verbal instructions fulfills.		+	
9 Follows non-verbal instructions.		-	
10 Big muscle made with objects mimics their behavior.		-	
11 Without using objects mimics large muscle behavior.		+	
12 Performed with small muscles mimics behavior.		-	
13 Imitates facial movements.		-	
14 The motor takes turns in movements.		-	
15 It takes turns at the time of play.		-	
16 He takes turns using his own voice.		-	
17 It's time to keep up the rule games gets.		-	
18 Imitates monosyllabic words.		-	
Consisting of two or more syllables imitates words.		-	
20 Based on gestures and marks express their requirements.		-	
21 Uses noun phrases.		-	
22 Uses words that report negativity.		-	
23 Uses words reporting action.		-	
24 Uses repetitive words.		-	

- Uses 25 words that contain place. -
- 26 Requirements using a single word express. -
- 27 Starts communication. -
- 28 Communication continues. -
- 29 Using two-word clauses express their requirements. -
- 30 sentences containing three or more words express their requirements using. -
- 31 Information about the events he saw and lived Data. -
- 32 asks for information. -
- 33 Rejects objects. -
- 34 Rejects the service. -
- 35 Rejects information. -
- 36 Describes the events supported by visuals. -
- Indicates the features of the size 37. -
- 38 Tells a day with simple expressions. -
- 39 Words of ownership in a sentence Uses. -
- Uses 40 types of words. -
- 41 Uses plural suffixes in sentences. -
- 42 A simple incident from start to finish marks. -
- 43 Tells the story he listened to. -
- 44 He completes the missing sentence he listens. -
- 45 The result of the half-finished story guesses. -
- 46 Takes part in in-group games. -
- 47 As much as desired time on a topic He speaks. -
- 48 Plays the story he listens to. -
- 49 He shares his things with others. -
- 50 courtesy rules in daily life speak appropriate. -
- 51 Making use of signs / objects expresses the object he needs. -
- 52 Making use of the visuals express. -

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Individual Name Surname:

Acquisition: Tells the story he is listening to.

PERFORMANCE REGISTRATION TABLE

Month Belonging: JUNE

QUESTIONS / INSTRUCTIONS  
 MAIN DIRECTIVE  
 Tell the story.  
 NOTICES

EVALUATION OF THE TEACHING PROCESS  
 INDIVIDUAL

CRITERIA	EVALUATION OF THE TEACHING PROCESS								
	1	2	3	4	5	6	7	8	
1) Listens to the story.	+	B	SI B	SI B	SI B	SI B	SI B	SI B	S
1) Listen to the story.	+								

a) On the spot while listening to the story sits.	a) Sit down.	+							
b) Silent the speaker he knows to listen.	b) Listen to the story quietly. % one hundred	+							
c) Until the story that is read ends Listen ..	c) Listen to the story.	+							
2) Gesture that you listen to the story and expresses with gestures.	2) "Are you listening to me?" When asked, he reacts.	-	X						
3) Answer questions about the story Data.	a) Tell the name of the story.	-	X	XXI					
	b) The heroes of the story %one hundred	-	X	X	X	XXI			
	c) Tell where the story takes place.	-	X	X	X	XXI			
4) The whole story he listened to Tell.	Tell the whole story. %one hundred	-	X	X	X	X	X	X	X

**Abbreviations B: Independent SI: Verbal Hint**

**FAMILY INFORMATION**

\* During this month , studies have been carried out with your child to gain the skill of " telling the story he is listening " . In order for the skill of "telling the story he is listening" to be permanent, the above-mentioned guidelines at home repetitions should be made in line with The story should be read / told at the tone and speed that the individual with intellectual disability will understand.

**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, the family should be given verbal or written information about the work done and the activities that can be done at home (again) .

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**  
**Individual's Age:**  
**Educational Diagnosis:**

**Training Start Date:...** /... /... ..  
**Training End Date:...** /... /... ..

**MONTHS**

**GAINS**

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

**LANGUAGE, SPEECH AND ALTERNATIVE COMMUNICATION SKILLS MODULE**

Tell the story he listened to. -----  
He completes the missing sentence he listens to. -----+  
Estimates the outcome of the story left unfinished.  
Takes part in in-group games. -----+

**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. +

**EXPLANATION:** Achievements that are aimed to be gained in the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; continue in the following months (no gain If) is marked as "-". A "+-" is placed on the month of the acquisition.

**RAM INFORMATION**

1. The individual mentioned above, "tells the story he is listening to." At the stage of showing that he listened to the story in his acquisition **can** answer questions about the story he / she listened **independently** . Tell the full story In step **verbal cue** it is in the process.
2. Due to the insufficient time for teaching the achievement of "predicting the outcome of the halfway story" It has not started.

History

History

History

Guardian

Teacher or Practitioner

Teacher or Practitioner

**PSYCHOMOTOR SKILLS MODULE****AIM OF THE MODULE**

To develop psychomotor skills

**GAINS**

1. Acquires sitting behavior.
2. It crawls and moves.
3. Replaces objects by pushing with their hands.
4. Removes objects.
5. Moves objects.
6. Acquires standing behavior.
7. Stands on the balance board.
8. Acquires walking behavior.
9. Jumps using two feet.
10. Take the stairs.
11. Runs to a certain point.
12. Small object follows with his fingers.
13. Moves small objects by touching them with their fingers.
14. Attaches and removes objects.
15. Adds and removes suitable materials for perforated surfaces.
16. Arrays objects over and over.
17. Obtains products by using kneading agents.
18. It arranges rope material.
19. Paper crumples.
20. Paper tears.
21. Paper floors.
22. Cut the paper.
23. The nail strikes.
24. Hits the stationary object with a stick.
25. Hits the moving object with a bat.
26. Wraps rope on the reel.
27. Throws the ball at the target.
28. Holds objects in motion.
29. Establishes object color relationship.
30. Paints limited areas.



**DURATION OF THE MODULE**

The prescribed time for the module is 120 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

## 1. Behaviors of Sensory Organs, Mind and Muscles Working Together

It is called psychomotor. In maintaining the life of the individual and the society

psychomotor skills are very important. Acquisition of psychomotor skills

It requires. Individuals grow big and then small muscles and become functional.

Therefore, in the teaching of psychomotor skills, first the big muscles and then the

The development of small muscles should be aimed.

## 2. At the game level of the first activities in teaching psychomotor skills

It is appropriate to have regular actions. In addition, all movements

arranging from simple to difficult, with activities that individuals know and enjoy

it is also important to organize events.

## 3. Training practices, as much as possible, and verbal expression

it should be ensured to continue by showing together. Given during the teaching of skills

Attention should be paid to make the instructions simple, clear and understandable.

It should be repeated frequently until it becomes meaningful. Likewise individuals skills

emphasis on repeating these skills until you can do it independently

It should be given.

## 4. After providing the appropriate environment and equipment to gain psychomotor skills

Education should be started by taking into account the previous evaluations. This

the skills desired to be acquired at the stage are clear and simple to the individual from the beginning.

must be explained and / or displayed. Expressions stating that the individual will be successful

The individual should be encouraged to learn the skill using. Then the individual

While each step is explained and shown one by one, the individual repeats.

It must be provided. At the end of this phase, the skill is given to the individual by giving instructions about the skill.

he is asked to do it respectively. Sufficient time should be given to the individual to do the skill.

What the individual cannot do while not being intervened in his step independently

the skill is provided by providing hint or help in the step. Individual's skill

When you do your steps correctly, "well done, very nice" etc. with verbal reinforcers

or these skills should be reinforced with concrete reinforcers. General during teaching

expressions rather than expressions, concrete concepts rather than abstract concepts

It should be used. Asking the subject and skills that the individual does not understand, his feelings and thoughts

it should be provided.

## 5. Lessons in the teaching of psychomotor skills, as much as possible with a variety of equipment

should be supported and processed. Individuals should be able to use these tools during the lesson.

careful attention to placing them as a habit.

It should be. In addition, dangers arising from the use of these tools and equipment

It should be explained and security should be provided in works with precautions to be taken.

6. The tools to be used in the teaching process are interesting enough to attract the attention of the individual. should be. It should be easy for the individual to hold and move tools and equipment; very small, it should not be too big, too heavy, useful. The characteristics of the individual to work with Depending on the question, "Can this individual realize this skill with these materials or will the tool- If I make changes to the materials, will there be a higher chance of learning? " every question time should be kept in mind. Some tools will be easier to use. For example, it is easier to string large beads than small beads, catching is easier than catching a small ball. So the priority is easy tools should be given, then difficult ones should be passed.
7. Motor development of large muscles, small movements of the head, trunk, arms and legs movement development of muscles and skills related to the development of fingers and toes covers. During the teaching process, both large and Studies should be done to develop small muscles. Running both inside (big muscle skill) as well as wearing and removing (small muscle skill) skills activities should be done.
8. "Replaces objects." In the teaching process of the acquisition, the individual Studies should be done to use both hands.
9. "Obtains products using kneading materials." in the teaching process of the acquisition from individuals; making various shapes using materials such as clay, dough and plaster It is requested. What groove or how these shapes are (Figures may not be correct.) Although not essential, the important thing is that the individual exercises the hand and finger muscles. Work should be done to improve this achievement at home (in the kitchen pastry of his mother with dough etc. while giving an amount to the individual while doing as he wants.). Families on what can be done to teach this acquisition It should be informed.

10. Various legoes in the teaching process of adding and removing objects and stacking them, In addition to materials such as cubes, wooden blocks, it can also be It should be utilized.
11. "The nail strikes." Our goal is to improve the hand-eye coordination of the individual. This gain should not be evaluated in relation to woodworking. Teaching this achievement in the process of wood, plastic, etc. types of nails should be used. Individuals themselves metal nails, which can be injured, should not be used.
12. Teaching of psychomotor skills for children with intellectual disability of 0-6 years Other programs such as "Small Steps" or "Portage" can also be used. Psychomotor skills that are desired to be gained through support education must be should also be repeated. Therefore, training the family on how to teach the skill It should be given. In this context, the desired acquisition and the related regular meetings and interviews with the family regarding the education program (BEP) It is explained.

## CONTENT OF THE MODULE

### A. LARGE MUSCLES DEVELOPER ACTIVITIES

1. Sitting Studies
2. Crawling Studies
3. Object Pushing, Lifting, Moving Studies
4. Standing Studies
5. Walking Studies
6. Jumping Exercises
7. Stair Climbing Studies
8. Running Studies

#### **B. SMALL MUSCLES DEVELOPER ACTIVITIES**

1. Finger Muscle Enhancing Studies
  - a. Small Object Tracking with Fingers
  - b. Moving, Inserting, Removing, Arranging Objects
  - c. Kneading Studies
  - d. Rope Material Alignment Studies
2. Hand Muscle Enhancing Studies
  - a. Paper Studies
  - b. Shooting Studies

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- c. Reel Winding Studies
- d. Object Launch and Retention Studies
- D. Object Color Relation
- to. Painting Studies

#### **MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), final evaluation and teaching post (end of period) evaluation stages. About these stages Explanations for the sample forms prepared are given below.

##### **A. Rough Evaluation**

- a. Independent in the Rough Assessment Form while evaluating psychomotor skills  
Skills performed as "+", skills that cannot be done independently as "-"  
It should be marked. In the explanation part, observations during the evaluation articles must.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form  
should not be given and the individual should not be helped.
- c. As a result of the rough evaluation, by cooperating with the family and teacher or practitioner  
It should prepare BEP.
- d. This is about the individual with a mental disability and the family before starting the rough assessment.  
be informed about the purpose and for what purpose the assessment is made.  
Thus, the opinions of the family were taken before the evaluation, and the individual will be  
hesitations about the application will be eliminated.

##### **B. Pre-Teaching Evaluation**

- a. The physical needs of the individual (food, toilet etc.) must be removed.

- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.  
(The lower steps of the acquisition to be studied should be determined.)
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.  
should be marked in the pre-teaching evaluation column.
- d. As a result of the rough evaluation, "Nail strikes." the gain is inadequate and  
An example was prepared, assuming that it could not be done independently.
- D. In the pre-teaching evaluation, "Nail flashes." gain  
It is divided into steps: 1. It takes the nail. 2.The pointed part of the nail will be perpendicular to the lighter

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- keeps the way. 3. Gets attractive. 4. Grasps the handle of the hammer. 5. On the nail, on the lighter  
hits with hammer until it is fixed.
- to. While marking the "Pre-Teaching Assessment" column on nail insertion  
an instruction is given to the individual for each sub-digit and whether the individual can do this or not  
TDS. If he performs independently for each sub-digit, **B** with a 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 Teaching Process (Course Hours)

- 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. Each lesson  
**B** , with verbal hint, if he performs independently for the lower steps on his watch  
if he performs with **SI** , being a model **MO** if he is with physical aid  
(**X**) is placed in **FY** columns .
- b. As a result of the pre-teaching evaluation,  
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 entered in the relevant lines in the column "Evaluation of the Teaching Process".
- d. In the Family Information Section at the end of the Performance Record Table, "nail  
in order to ensure both teaching and permanence  
Explanations about repetitions will also be available.

#### CHINA. Final Evaluation

- a. Since the gained sample is nail-driven, what we did in the teaching process  
the last lesson evaluation is also the individual's last for this acquisition.  
will be evaluated. Therefore, a separate form for the final evaluation  
Will be issued.

#### D. Post-Teaching Evaluation

- a. Individual development, in accordance with the results of the teaching process evaluation, every month  
At the end of the term, Individual Performance Evaluation Form will be processed.
- b. When filling out the Term Performance Evaluation Form, in which month  
If it has been started, the column related to that month, if the gain was ended within one month (gain  
if it has occurred) is marked as "+". In the months after the earning started  
if it continues (no gain), it will be marked as "-". the gain  
"+" is placed on the month of occurrence.

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

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

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

among the achievements that are aimed to be realized; unrealized or taught

the achievements that cannot be made are detailed, if teaching has never started.

reasons; if teaching has been started but the acquisition has not been achieved

which sub-step will be explained in the "RAM Information Section " .

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### PSYCHOMOTOR SKILLS ROUGH EVALUATION FORM

Name and surname:

Application Date:

Date of birth:

NOTICES	Yes No	EXPLANATION
<b>A. LARGE MUSCLES DEVELOPER STUDIES</b>		
1 Acquires sitting behavior.	+	
2 It crawls and moves.	+	
3 Replaces objects by pushing with their hands.	+	
4 Removes objects.	+	
Moves 5 objects.	+	
6 Acquires standing behavior.	+	
7 Stands on the balance board.	+	
8 Acquires walking behavior.	+	
9 He jumps using his two feet.	+	
Take 10 stairs.	+	
11 Runs to a certain point.	+	
<b>B. SMALL MUSCLES DEVELOPER STUDIES</b>		
12. Small object follows with his fingers.	+	
13. Small objects by touching with their fingers moves.	+	
14. Attaches and removes objects.	-	
15. Adds and removes suitable materials for perforated surfaces.	-	
16. Arrays objects over and over.	-	
17. Obtains products by using kneading agents.	-	
18. It arranges rope material.	-	
19. Paper crumples.	-	
20. Paper tears.	-	
21. Paper floors.	-	
22. Cut the paper.	-	
23. The nail strikes.	-	
24. Hits the stationary object with a stick.	-	
25. Hits the moving object with a bat.	-	
26. Wraps rope on the reel.	-	
27. Throws the ball at the target.	-	
28. Holds objects in motion.	-	
29. Establishes object color relationship.	+	
30. Paints limited areas.	+	

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

PERFORMANCE REGISTRATION TABLE

INDIVIDUAL NAME AND SURNAME:

MONTH OF:

WIN: The nail strikes.

NOTICES	INSTRUCTIONS QUESTIONS	MAIN DIRECTIVE	EVALUATION OF THE TEACHING PROCESS										GROI
			INDIVIDUAL										
			I	I	I	I	I	I	I	I	I	I	
			1. COURSE S	2. COURSE S	3. COURSE S	4. COURSE S	5. COURSE S	COURSE 6	COURSE 1	2. COURSE S			
			B I S MFBS	I MFBS	I MFBS	I MFBS	I MFBS	I MFBS	I MFB	I S MFB	I S MFB		
1. It gets the nail.	Get the nail.		FYI	XXX		XXX							
2. Place the nail on the taper keeps it upright.	Pointed part of the nail perpendicular to the ground hold it to be.		FYI	XXX		XXX							
3. Gets attractive.	Get the hammer.		FYI	XXX		XXX							
4. Holds the handle of the hammer.	From the handle of the hammer Keep.		FYI	XXX		XXX							

5. On the nail, on the lighter FYI XXI XXX  
 hits with hammer until it is fixed. Hit the nail with a hammer. X

ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP

**FAMILY INFORMATION**

This month, your child has been trained on the ability to nail nails. As a result of 6 lessons, your child can realize the step of getting attractive independently. From handle to grip and nail, to the lighter It can perform the steps of hitting with a hammer until it is fixed when the verbal hint is given. If you do nail work with your child at home in accordance with the above instructions, we can be more successful in generalizing.

**EXPLANATIONS ON FORM**

1. The form will be filled in by the teacher or practitioner teaching in the relevant month.
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. After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
4. In the form, a review of the level reached, the contribution of parent-teacher or practitioner collaboration in all teaching activities carried out with the individual in the relevant month, the points missing in the teaching process and the next month information about the study content and the path to be followed should be included.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual Name Surname:  
 Individual's Age:  
 Educational Diagnosis:

Training Start Date: .../.../.....  
 Training End Date: .../.../.....

MONTHS

GAINS

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

**PSYCHOMOTOR SKILLS MODULE**

- 1. Obtains products using kneading agents. +
- 2. Attaches and removes objects. -- +
- 3. Adds and removes suitable materials for perforated surfaces. - +
- 4. Arrays objects over and over. - +
- 5. It arranges rope material. ---- +
- 6. Paper crumples. +
- 7. The paper tears. +
- 8. Paper floors. +
- 9. Paper cuts. - +
- 10. Nail strikes. --
- 11. Hits the stationary object with a stick. +
- 12. Hits the moving object with a stick. +
- 13. Winds the reel.

**SOCIAL LIFE MODULE**

- 1. Acts according to the rules of guest. - +
- 2. Recognizes their close relatives. - +
- 3. Acts according to the necessary rules in public transport. --- +

**DESCRIPTION:** It is aimed to be acquired within the period recommended by the Special Education Evaluation Board. the gains are processed in the form of items In what month the earning started, in the column related to that month; if if the gain was terminated within 1 month (if the gain was realized) as "+"; if it continues in the following months (if no gain has been achieved) will be marked as "-". A "+" is placed on the month of the acquisition.

**RAM INFORMATION**

1. The individual mentioned above, "The nail is struck." in the acquisition, the step of taking the hammer independently It can be performed. Holding the hammer from the handle and hammering the nail with the hammer until it is fixed to the ground The steps can be performed when verbal clue is given.
2. "Wraps a rope on the reel." the lack of time for teaching the acquisition (since the skill is not suitable for the individual, The individual could not start the skill because he gained the skill spontaneously during the teaching period, etc.).

History	History	History
Guardian	Teacher or Practitioner	Teacher or Practitioner
Signature	Signature	Signature

**SOCIAL LIFE MODULE****AIM OF THE MODULE**

Ability to develop social life skills

**GAINS**

1. Recognizes the class and the equipment in the class.
2. Indicates the rules to be followed in the classroom.
3. Recognizes the body systems
4. Recognizes the sense organs.
5. Recognizes the internal organs in our body.
6. Recognizes the main nutrients.
7. Indicates healthy eating ways.
8. Recognizes accident types.
9. Explains the ways of protection from accidents.
10. Indicates what to do when you get sick.
11. Recognizes the health institutions.
12. Recognizes the officers in health institutions.
- Recognizes parts of the 13th year.
14. Explains the changes in the seasons.
- Specifies the features of the 15th day.
16. Recognizes our Earth.
17. Recognizes the sun.
- Recognizes the 18th Moon.
19. Recognizes the stars.
20. Indicates the natural events in the air.
21. Indicates the natural events on land.
22. Recognizes the living and inanimate beings around.
23. Indicates the common features of living things.
24. Recognizes the communication tools.
25. Indicates the places of communication.
26. Recognizes Atatürk.
27. Recognizes the Turkish flag.
28. Knows the meaning of the National Anthem.
29. Recognizes our national holidays.
30. Recognizes our religious holidays.

one hundred

31. Be aware of celebrations for certain days and weeks.
32. Recognizes the settlement units.
33. Recognizes those who manage the settlements.
34. Turkey shows its location on the map.
35. Shows the location of the province on the map.
36. It makes habit of working planned and organized.



**MODULE TIME:**

The prescribed time for this module is 160 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. "Social Life" module covers social studies and life studies.

The gains in the Social Life module are the individuals with intellectual disabilities.

knowledge, attitudes and skills that can be used in the solution of the problems that he may encounter to ensure that it is in harmony with the society it lives in.

Edited.

2. From "simple to complex, concrete to abstract" in the teaching of the "Social Life" module

a path must be followed. Environment in teacher or practitioner education process

characteristics, individual's interests, needs, expectations, readiness

should take into account their level and prior knowledge.

3. The connection between current events and achievements while planning the learning and teaching process

care should be taken to establish it. Celebrating particular days and weeks, Turkish

Anniversary of an event related to reforms, etc. published in newspapers and magazines these days

articles and pictures should be included in the learning and teaching process. Also, individuals

to be able to make connections between various natural and social events.

It must be provided. Most mentally disadvantaged individuals are mentally tangible

It should be taken into consideration that it is in the period of operations, in the learning and teaching environment

attention to be chosen from the immediate environment and real life of the cases to be presented

It should be.

4. Working environments of individuals with intellectual disabilities are not only classrooms, but home, school,

libraries, museums, exhibitions, etc. there must be places. Alive in the processing of achievements and

Inanimate sources, excursions and observations should be used. Also, the gains

research, case study, demonstration, observation and role when necessary

Individual's participation in the lesson should be ensured by using making techniques.

5. Parts of the year are suitable for conducting studies on our Earth and the sky.

The times when natural events take place should be chosen.

6. Historical paintings, postcards, pictures and

movies should be used. According to the characteristics of the subjects, from maps and atlases

the information should be processed on mute maps when necessary.

7. While processing the acquisitions related to the settlement units,

important historical events should also be mentioned.

8. Doing good and clean work in all works to be done in the educational environment and environment,

the habit of finishing the work started and being organized should be gained.

**CONTENT OF THE MODULE****A. KNOW OUR CLASS**

1st Class

Tools in the 2nd class

3. Class rules

**B. HEALTHY LIFE**

1. Main Parts of the Body

2. Sense Organs

3. Internal Organs

4. Nutrients
5. Healthy Eating Ways
6. Types of Accidents
7. What to do When You Get Ill
8. Health Institutions, Officials in Institutions

### **C. SECTIONS OF THE YEAR**

- Season 1
2. months
3. Weeks
- 4th Days

### **CHINA. OUR WORLD AND SKY**

- World 1
2. The Sun
- 3 months
4. Stars
5. Natural Events

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### **D. ASSETS IN OUR ENVIRONMENT**

1. Living and Inanimate Assets
2. Animals
3. Plants

### **E. CONTACT**

1. Communication Tools
2. Communication Places

### **F. ATATÜRK AND OUR FLAG**

1. Atatürk
2. Turkish Flag
3. National Anthem

### **G. IMPORTANT DAYS**

1. Our National Holidays
2. Our Religious Holidays
3. Specific Days, Weeks

### **É. LET'S KNOW OUR DORMITORY**

- Map 1
2. Settlements

### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), final evaluation and teaching post (end of period) evaluation stages. About these stages

Explanations for the sample forms prepared are given below.

#### A. Rough Evaluation

- a. "Social Life" achievements in the Rough Assessment Form
  - Skills performed independently in the evaluation of "+", independently skills that cannot be done should be marked as "-". In the explanation section Observations during the assessment should be written.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given and the individual should not be helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.

#### B. Pre-Teaching Evaluation

- a. Pre-teaching evaluation results can be found in the Performance Registration Table. should be marked in the pre-teaching evaluation column.
- b. As a result of the rough evaluation, "Distinguishes the sense organs." an example assuming that his acquisition was inadequate and he could not independently It was prepared.
- c. Recognizes the sensory organs, which are primarily addressed in pre-teaching evaluation his acquisition is divided into sub-steps: his eye, ear, nose, tongue and shows the skin.
- d. Related to distinguishing the sensory organs in the "Pre-Teaching Evaluation" column While marking, the individual is given instructions for each sub-step and it is checked that it cannot. Performs independently for each sub-digit **B** performs with verbal clue **SI** , if he performs with model **MO** , **MO** If it is performed with physical aid, **FY** is written.

#### C. Evaluation of Teaching Process (Course Hours)

- a. Physical needs of the individual before starting pre-teaching evaluation (food, toilet, etc.) must be eliminated.
- b. Evaluation results of the teaching process, Performance at the end of each class hour In the "Evaluation of the Teaching Process" column in the Registration Table It marked.

- c. As a result of the pre-teaching evaluation, the individual “distinguish the sense organs” teaching on what they could not do independently of the lower steps of their acquisition It will be made.
- d. At the end of each lesson, at which step the skill of the individual remains It is entered into the Evaluation Process of Teaching Process.
- D. “Sense” to the family information section at the end of the performance record table the separation of the organs ”of both the teaching and the permanence of the acquisition explanations about the repeats to be made will be provided.

#### CHINA. Final Evaluation

- a. As the exemplary achievement is “distinguishing the sense organs” in the teaching process the last lesson evaluation that we have done at the same time, will be the final assessment. Therefore, a separate form for the final evaluation Will be issued.

#### D. Post-Teaching (End of Term) Assessment

- a. Individual development, in accordance with the results of the teaching process evaluation, every month At the end of the term, Individual Performance Evaluation Form will be processed.
- b. When filling out the Term Performance Evaluation Form, in which month If it has been started, the column related to that month is “+” if the gain has been made within a month. It marked. If the gain continues in the months after the month it was started (the gain If not)) is marked as “-”. A “+” is placed on the month of the acquisition.
- c. Achievements that cannot be taught or completed at the end of the semester It will be recorded in the “End of Term Individual Performance Evaluation Form”.
- d. For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught the achievements that cannot be made are detailed, if teaching has never started. reasons; if teaching has been started but the acquisition has not been achieved which sub-step will be explained in the “RAM Information Section ” .

### MEASUREMENT AND EVALUATION FORM EXAMPLES

#### SOCIAL LIFE ROUGH ASSESSMENT FORM

Name and surname:  
Date of birth:

Application Date:

NOTICES	Yes	No	EXPLANATION
<b>A. KNOW OUR CLASS</b>			
1. Recognizes the class and the equipment in the class.		+	
2. Indicates the rules to be followed in the classroom.		+	
<b>B. HEALTHY LIFE</b>			
1. Recognizes the body systems		+	
2. Recognizes the sense organs.		-	
3. Recognizes the internal organs in our body.		-	
4. Recognizes the main nutrients.		-	
5. Indicates healthy eating ways.		-	
6. Recognizes accident types.		-	
7. Explains the ways of protection from accidents.		-	
8. Indicates what to do when you get sick.		-	
9. Recognizes the health institutions.		-	
10. Recognizes the officers in health institutions.		-	
<b>C. SECTIONS OF THE YEAR</b>			
1. Recognizes parts of the year.		-	
2. Explains the changes in the seasons.		-	
3. Indicates the features of the day.		-	
<b>CHINA. OUR WORLD AND SKY</b>			
1. Recognizes our Earth.		-	
2. Recognizes the sun.		-	
Recognizes the 3rd Moon.		-	
4. Recognizes the stars.		-	
5. Indicates the natural events in the air.		-	
6. Indicates natural events on land.		-	
<b>D. ASSETS IN OUR ENVIRONMENT</b>			
1. Recognizes the living and inanimate beings around.		-	
2. Indicates the common features of living things.		-	
<b>E. CONTACT</b>			
1st. Recognizes communication tools.		-	
2nd. Indicates the places of communication.		-	
<b>F. ATATÜRK AND OUR FLAG</b>			
1. Recognizes Atatürk.		-	
2. Recognizes the Turkish flag.		-	
3. Knows the meaning of the Turkish National Anthem.		-	
<b>G. IMPORTANT DAYS</b>			
1. Recognizes our national holidays.		-	
2. Recognizes our religious holidays.		-	
3. Be aware of celebrations for certain days and weeks.		-	
<b>É. LET'S KNOW OUR DORMITORY</b>			
1. Recognizes the settlement units.		-	
2. Recognizes those who manage the settlement units.		-	
3. Shows the location on the map Turkey.		-	
4. Shows the location of the province on the map.		-	
5. It makes habit of working planned and organized.		-	

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

PERFORMANCE REGISTRATION TABLE

INDIVIDUAL NAME AND SURNAME:

MONTH OF:

WINNING: Recognizes sense organs.

NOTICES	INSTRUCTIONS QUESTIONS	I	EVALUATION OF THE TEACHING PROCESS							
			INDIVIDUAL							
MAIN DIRECTIVE	CRITERIA	Irmak	I	I	I	I	I	I	I	
										BEFORE
Show the sense organs.	1. When asked, shows the eye.									
	2. Shows the ear when asked.									
	3. Shows nose when asked.									
	4. Shows the language when asked.									
	5. When asked, shows its own skin.									

ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP  
 FAMILY INFORMATION: In this month, the individual was taught to show his eyes, ears and nose from the sensory organs as a model. You can help generalize teaching by showing the sense organs at home.

EXPLANATIONS ON FORM

- 1. The form will be filled in by the teacher or practitioner teaching in the relevant month.
  - 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. 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).
- In the 4th Form, the level reached in all the teaching activities carried out with the individual in the relevant month, the contribution of parent-teacher or practitioner collaboration, the points missing in the teaching process and the next month information about the study content and the path to be followed should be included.

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

**Individual Name Surname:** \_\_\_\_\_ **Training Start Date:** ... / ... / ..... ..  
**Individual's Age:** \_\_\_\_\_ **Training End Date:** ... / ... / ..... ..  
**Educational Diagnosis:** \_\_\_\_\_

MONTHS

GAINS

1 M O N D I R O K U M U D O G R U N U S M E S N I L L I S  
 1 2 3 4 5 6 7 8 9 10 11 12 MONTHS

- 1. Recognizes the sense organs. ----- ++
- 2. Recognizes the internal organs in our body. ----- ++
- 3. Recognizes the main nutrients. ----- ++
- 4. Indicates healthy eating ways. ----- ++

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

RAM INFORMATION

As a result of the studies of the individual within a year, the sensory organs are located inside the body. can recognize its organs and main nutrients. Indicates healthy eating ways has not been acquired.

History	History	History
Guardian	Teacher or Practitioner	Teacher or Practitioner
Signature	Signature	Signature

**TURKISH MODULE****AIM OF THE MODULE**

To be able to use Turkish correctly

**GAINS**

1. Complies with verbal instructions.
2. Uses words correctly.
3. It reacts when visual stimulus is given.
4. It reacts when an auditory stimulus is given.
5. It provides muscle strength and coordination in hand and finger exercises.
6. Hand provides eye coordination.
7. Imitation to improve muscle strength and coordination in hand and finger exercises makes movements.
8. Recognizes the tools and materials used in the article.
9. Uses writing tools.
10. It pays attention to use writing tools clean and tidy.
11. Draws basic lines.
12. Distinguishes sounds.
13. Creates syllables from sounds.
14. Creates words from syllables.
15. Creates a sentence from words.
16. Reads the sentence in accordance with the rule.
17. Writes a sentence in accordance with the rule.
18. Indicates effective reading rules.
19. Complies with effective reading rules.
20. He writes the names of his own and his close people.
21. Answers questions about fairy tales and stories that he listens or reads.
22. Describes a text he has listened to or read.
23. Uses punctuation marks.
24. Follows the spelling rules.

**DURATION OF THE MODULE**

The prescribed time for the module is 360 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Reading and writing education, mental, emotional, behavioral and  
It is effective in having significant changes in cognitive skills.

2. The prepared "Turkish" module, effective reading skills for individuals with mental disabilities. to gain the skill of using Turkish effectively and correctly.  
aims.
3. Knowledge and skill of the individual with mental disability before starting the program and skills need to be determined with the right measurement tools.
4. While implementing the program, the features and requirements of the individual are taken into consideration.  
BEP team should be formed at the institution where the training was received and a BEP should be prepared.  
While planning about teaching, the gain that the individual needs most must be selected.
5. Whether there is an additional disability (vision, hearing, etc.) of the individual with intellectual disability.  
Education should be started by taking into consideration.
6. All teaching tools and materials to be used in education with mental disabilities  
It is prepared by considering the individual characteristics of the individual.
7. Distractive stimuli of the environment to be taught (loud sound, high light, etc.)  
care should be taken to keep it free.
8. The instruction of the individual with mental disability during teaching  
an appropriate environment to be realized should be provided. For example; with mental disability  
When the individual says "write", he / she can write wooden, pencil, notebook, paper etc. educational equipment must be present in the environment.
9. Multiple methods are used for literacy education. Sound in this module based literacy teaching method is included. Teacher or practitioner, in line with the needs and capabilities of individuals with intellectual disabilities  
It should determine the most appropriate teaching method for. Teaching suitable for an individual method may not be suitable for another individual. If the individual is  
If it cannot learn to read and write, a sentence-based approach can be applied.
10. Sound groups used in a sound-based approach to gain the distinction of sounds must be practiced by teaching: 1. Group: e, l, a, t; Group 2: i, n, o, r, m; Group 3: u, k, l, Y, S, D; Group 4: ö, b, ü, ş, z, ç; Group 5: g, c, p, h and Group 6: ğ, v, f, j.

11. To be gained to individuals with mental disability in literacy studies.  
words and sentences should be related to the lives of individuals. So independent individuals will be encouraged for life.  
According to the characteristics of the individual in module 12, in primary and secondary education existing Turkish programs used can be used.
13. In the realization of the teaching of reading and writing, the steps that are a prerequisite for each other  
It is important to gain. Because the gains in one step are the next  
the step may have prerequisite skills. For this reason, the three sub-modules in the Turkish module Studies should be conducted by choosing a gain from each field. These gains  
There must be skills that must be taught simultaneously.
14. Providing concept development for teacher or practitioner when reading and writing  
studies (number, shape, color, item, concepts of contrast, etc.), providing great muscle development exercises (turning the arms, turning the head, etc.), enabling small muscle development work (dyeing, tearing, twisting, kneading, etc.) should be done. also  
studies that ensure language development in order to make teaching effective (event cards,



ranking cards, reading and telling stories, telling what they do, etc.)  
It can be.

15. Teacher or practitioner palms to improve writing skills and  
free painting with fingers, writing in the air, water and sandbox  
applications.
16. While teaching the new sentence, the words in the sentence taught will also be taught.  
Inclusion in the sentence will be useful in teaching.
17. Word sentence, sliding sentence tool, etc. in sentence teaching. tools and supplies  
Teaching can be enriched using.
18. Name, surname, address, phone number of the individual who is important for him in daily life  
etc. The ability to learn and read information is functional reading. For example; mental disability  
If the individual's name is "Ali" and the individual cannot learn to read by any method,  
In this case, the name should be taught as a template that it can use in daily life.  
Likewise, name, surname, address, phone, etc. expressions should be taught.
19. Handwriting is used in the teaching of writing in the primary education program. The individual's interest and  
In line with their abilities, handwriting can be used in teaching.
- Module 20 is prepared for people with mental disabilities when needed.  
education programs.

## CONTENT OF THE MODULE

### A. PERCEPTION WORKS

1. Verbal Guidelines
2. Visual Perception
3. Auditory Perception

### B. PREPARING TO WRITE FIRST READING

1. Hand-Eye Coordination
2. Writing Tools
3. Basic Line Studies

### C. SOUND-SYLLABUS- WORD – SENTENCE

1. Sound
2. Syllable
3. Word
- Sentence 4

### CHINA. READING AND WRITING

1. Sentence Reading-Writing
2. Reading and Writing Text
3. Effective Reading Rules

### D. LISTENING AND MONITORING

1. Listening to Fairy Tales and Stories
2. Tale and Storytelling

### E. LINGUISTICS

1. Using Punctuation Marks
2. Spelling Rules

### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), final evaluation and teaching post (end of period) evaluation stages. About these stages Explanations for the sample forms prepared are given below.

#### A. Rough Evaluation

- a. In the assessment of Turkish acquisitions in the Rough Assessment Form independently performed skills "+", skills that cannot be done independently "-" should be marked as. In the explanation 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 and the individual should not be helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.

#### B. Pre-Teaching Evaluation

- a. The physical needs of the individual (food, toilet etc.) must be removed.
  - b. Pre-teaching evaluation results can be found in the Performance Registration Table. should be marked in the pre-teaching evaluation column.
  - c. As a result of the rough evaluation, the acquisition of "to distinguish sounds" is insufficient. An example has been prepared, assuming that it is and cannot do it independently.
  - d. Marking the discrimination of sounds in the "Pre-Teaching Evaluation" column While doing, an instruction is given to the individual for each sub-step and the individual it is checked that it cannot. "+" For each step it performs, "-" statements are used for the digits.
- D. The acquisition of "distinguish sounds", which was primarily addressed in pre-teaching evaluation, It is divided into steps: 1. Read the voice "e". 2. Write the sound "e".

#### C. Evaluation of Teaching Process (Course Hours)

- 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. As a result of the pre-teaching evaluation, the individual has been 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 Instruction Process Evaluation Form is processed.

- d. In the Family Information Section at the end of the performance record table  
The “discrimination of sounds” acquisition both of its teaching and its persistence explanations about the repeats to be made will be provided.

**CHINA. Final Evaluation**

- a. As the exemplary achievement is the ability to “distinguish sounds” in the teaching process the last lesson evaluation we have made, at the same time the individual gained this will be the final assessment. Therefore, a separate form has not been prepared.
- b. The word, sentence reading and writing etc. in the Turkish module. for gains  
In the Performance Registration Table, teaching process evaluation steps take place.  
When (marked as "+" or "B") with different questions and equipment  
Final Evaluation Form to evaluate whether or not  
It should be prepared.
- c. As a result of the last evaluation, all the lower digits are called "+" or "B".  
When checked, the acquisition takes place as "-" or "SI, MO or FY".  
When checked, the acquisition did not occur and the teaching was repeated  
It is decided that it should.

**D. Post-Teaching (End of Term) Assessment**

- a. Individual development in accordance with the results of the teaching process evaluation every month  
At the end of the term, Individual Performance Evaluation Form will be processed.
- b. When filling out the Term Performance Evaluation Form, in which month  
If it has been started, the column related to that month is “+” if the gain has been made within a month.  
It marked. If the gain continues in the months after the month it was started (the gain  
If not) is marked as "-". A “+” is placed on the month of the acquisition.
- c. Achievements that cannot be taught or completed at the end of the semester  
It will be recorded in the “End of Term Individual Performance Evaluation Form”.
- For the individual at the end of the period recommended by the Internal Education Evaluation Board  
among the achievements that are aimed to be realized; unrealized or taught  
the achievements that cannot be made are detailed, if teaching has never started.  
reasons; if teaching has been started but the acquisition has not been achieved  
which sub-step will be explained in the “RAM Information Section ” .

**MEASUREMENT AND EVALUATION FORM EXAMPLES**

**TURKISH ROUGH EVALUATION FORM**

Name and surname:  
Date of birth:

Application Date:

NOTICES	Yes	No	EXPLANATION
<b>A PERCEPTION WORKS</b>			
1 Complies with verbal instructions.		+	
2 Reacts when visual stimulus is given.		+	
3 Reacts when an auditory stimulus is given.		+	
<b>B FIRST READING AND WRITING PREPARATION</b>			
1 Provides hand-eye coordination.		+	
2 Uses writing tools.		+	
3 Makes basic line studies.		+	
<b>C SOUND - SYLLABUS - WORD - SENTENCE</b>			
1 Reads sound.		-	
Reads 2 syllables.		-	
Reads 3 words.		-	
Reads 4 sentences.		-	
<b>READING AND WRITING</b>			
1 sentence reads / writes.		-	
2 Reads / writes text.		-	
3 Applies effective reading rules.		-	
<b>LISTENING AND MONITORING</b>			
1 Listens to fairy tales and stories.		-	
2 Tells stories and stories.		-	
<b>E LANGUAGE INFORMATION</b>			
1 Uses punctuation marks.		-	
2 Applies the spelling rules.		-	

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

**PERFORMANCE REGISTRATION TABLE**

INDIVIDUAL NAME AND SURNAME:

MONTH OF:

WIN: Distinguishes sounds.

**EVALUATION OF THE TEACHING PROCESS**

NOTICES	INSTRUCTIONS QUESTIONS	I	INDIVIDUAL								G
			I	I	I	I	I	I	I	I	
	<b>MAIN DIRECTIVE</b>										
	Read the given word.										
	<b>CRITERIA</b>										
	1. Reads the sound "e".	-	X	X	XXI			XXI			
	2. Writes the sound "e".	-	X	X	XXI			XXI			
	3. Reads the sound "l".	-									
	4. Writes the sound "l".	-									
	5. Significant syllable from two voices given tells / writes (hand).	-									
	6. Reads the sound "a".	-									
	1. Read the voice "e".	-									
	2. Write the sound "e".	-									
	3. Read the sound "l".	-									
	4. Write the sound "l".	-									
	5. Meaningful from the two voices given say / write syllable (hand).	-									
	6. Read the sound "a".	-									

- |  |   |   |
|--|---|---|
| 7. Writes the sound "a".   | 7. Write the sound "a".   | - |
| 8. Meaningful word from three voices given tells / writes (ele, ela).  | 8. Meaningful from the three voices given say / write word (ele, ela).  | - |
| 9. Reads "t" sound.  | 9. Read the sound "t".  | - |
| 10. Writes the sound "t".  | 10. Write the sound "t".  | - |
| 11. Meaningful syllable from given sounds tells / writes (hand, hand, hand, hazel, horse, ancestor, meat, etc.). | 11. Meaningful from the sounds given say / write words (hand, hand, hazel, tulip, horse, ancestor, meat, etc.). | - |

**ABBREVIATIONS B: INDEPENDENT - SI: VERBAL TIP - MO: BEING MODEL - FY: PHYSICAL HELP**

**FAMILY INFORMATION:** In this month, studies have been carried out to gain reading and writing "e" voice. At the end of 3 lessons, he can read the voice of "e" when verbal clue is given and write when he is a model. Sound in order for the reading and writing skills to be permanent, repetitions must be made at home in accordance with the above-mentioned instructions. While doing it again at home; in the first works of writing, in our child's workbook As you can see, there is an improvement in his writing from the first to the last. This shows how important exercise exercises are. It is very important in this respect for work done at home.

**EXPLANATIONS ON FORM**

- The form will be filled in by the teacher or practitioner teaching in the relevant month.
- A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
- In the form, a review of the level reached, the contribution of parent-teacher or practitioner collaboration in all teaching activities carried out with the individual in the relevant month, the points missing in the teaching process and the next month information about the study content and the path to be followed should be included.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**  
**Individual's Age:**  
**Educational Diagnosis:**

**Training Start Date:**  
**Training End Date:**

**MONTHS**

**GAINS**

**1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS**

- |  |       |
|--|-------|
| 1. Distinguish sounds.                             | ----- |
| 2. Creates syllables from sounds.                  | ----- |
| 3. Creates words from syllables.                   | ----- |
| 4. Creates a sentence from words.                  | ----- |
| 5. Reads the sentence in accordance with the rule. |       |
| 6. Writes a sentence in accordance with the rule.  |       |

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

**RAM INFORMATION**

Individual, first, second, third and fourth voice as a result of studies within a year distinguish the sounds in the group. The syllables and words created by these sounds It can read. He cannot distinguish between the five and sixth groups. So in the form "Distinguishes voices." gain is marked as "-". Teaching the other two achievements It has not expired.

History	History	History
Guardian	Teacher or Practitioner	Teacher or Practitioner
Signature	Signature	Signature

**MATHEMATICS MODULE****AIM OF THE MODULE**

To develop skills related to mathematics

**GAINS**

1. Distinguish objects according to their being more or less.
2. Sorts objects by their multiplicity.
3. Distinguish objects according to their large and small state.
4. Sorts the objects according to their size.
5. Distinguish the objects according to their longness and shortness.
6. Sorts the objects by their length.
7. It distinguishes the objects according to their thick and thin condition.
8. Sorts the objects according to their thickness.
9. Distinguishes objects based on whether they are inside and outside an object.
10. Distinguishes objects based on whether they are above and below an object.
11. Distinguishes the objects according to their being away and near an object.
12. Distinguishes the objects according to the state of being in front of and behind an object.
13. Differentiate objects by the state of being to the right, left and between an object would.
14. Distinguishes objects according to their empty and full state.
15. Distinguishes objects according to their being high and low.
16. Distinguishes objects according to their heavy and light condition.
17. Sorts the objects by their weight.
18. Each one counts rhythmically.
19. Beşer counts rhythmically.
20. Ten counts rhythmically.
21. Each counts rhythmic.
22. Three counts rhythmically.
23. Four counts rhythmically.
24. 1,2,3,4,5,6,7,8 and 9 comprehend the natural numbers.
25. Writes the numbers.
26. Understands the natural number "0"
27. Comprehends two-digit natural numbers.

28. Comprehends three digit natural numbers.
29. Comprehends four digit natural numbers.
30. Comprehends five, six and more digit numbers.
31. Comprehends the number line.
32. Distinguishes the relationship between size and smallness between natural numbers.

33. Distinguishes odd and even natural numbers.
34. Comprehends the numbers that indicate order.
35. Comprehends Roman numerals.
36. Makes collection without natural numbers.
37. Makes collection with natural numbers.
38. Solves problems by using addition process.
39. Performs subtraction that does not require decimal decay with natural numbers.
40. Performs subtraction that requires decimal decay with natural numbers.
41. Solves problems by using subtraction.
42. Knows the multiplication table by heart.
43. Makes multiplication with natural numbers.
44. Makes multiplication with natural numbers.
45. Solves problems by using multiplication.
46. It performs dividing without natural numbers.
47. Makes the remaining division process with natural numbers.
48. Solves problems by using the division process.
49. Solves problems using four processes.
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. Measures with the help of body organs.
56. Measures using meters and rulers.
57. Measures using mass measurements.
58. Reads the clock.
59. Recognizes the money.
60. Distinguishes geometric shapes.
61. Indicates the properties of the square.

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62. Specifies the properties of the rectangle.
63. Indicates the properties of the triangle.
64. Indicates the properties of the apartment.
65. Draws geometric shapes.
66. Calculates the circumference of geometric shapes.
67. Complements the items that are missing in a pattern.

#### **DURATION OF THE MODULE**

The prescribed time for the "Mathematics" module is 300 lessons.

#### **EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Module daily for individuals with intellectual disabilities  
 thinking skills to help solve problems that will be needed in their lives  
 aims to gain.
2. Individuals with intellectual disabilities are more likely to be  
 It needs guidance, support, continuous and systematic education. This  
 Therefore, in understanding the basic concepts and principles of mathematics,

- samples should be selected, and real tools should be used.
3. Materials to be used in education should be selected at a concrete level, each achievement  
For the expression, application should be made with appropriate tools, methods and techniques.
  4. Opportunity training by contacting other disciplines during the training.  
It should be done. For example; Corresponding figures with the Turkish module correctly can be in the form of voiceover.
  5. Close to the individual with the work to be done on the relations between objects  
It is made to feel the relationship between the objects and shapes it sees around. This  
In studies, individuals do not need to start reading and writing. individuals  
It should be ensured that they learn these concepts by observing them in natural environments.
  6. In rhythmic counting, first verbal counting and then counting with objects  
It should be done. Rhythmic counts speed up the individual gaining the concept of number. Forward and  
backward rhythmic counting operations of addition, subtraction and multiplication  
will provide ease in teaching. Therefore, while rhythmic counting skill is gained  
counting from the beginning, after a certain order is given from a given number  
starting and counting should also be included.
  7. Set, individuals to learn natural numbers and relationships between natural numbers  
It should be used as a tool in clutches. Tools and equipment in the vicinity  
and shapes should be brought together to form clusters.

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- It should be studied. The concept of the number of elements in clusters through a one-to-one mapping of assets  
It should be given. Relationship and operations between sets The meaning of the four operations  
It has an important place in the development of problem solving ability.
8. From clusters and operations with clusters in the comprehension of four processing skills  
It should be utilized. Objects must be the starting point of the works. Objects together  
coming, separating some of the objects together, dividing  
studies should be done and to gain transaction concepts from them  
It should be utilized. Individuals check the accuracy of the transaction he / she does at the end of each transaction  
Effective reinforcers should be given to gain the habit of giving.
  9. While teaching four operations in mathematics module, firstly cascaded  
method should be used.
  10. The meanings of the words related to the transactions while gaining four processing skills  
It should be taught. For example; before he started the extraction process, "decreased, output, minus, remained"  
The meanings of such words should be taught.
  11. Practice with objects while teaching addition process during teaching  
It should be built. For example; Collecting the objects between 1 and 9 by juxtaposition  
It is explained. If the individual successfully performs the sum with the objects  
Addition of one digit natural numbers numerically  
It should be built. After application without acquisition with one digit natural numbers  
two-digit natural numbers should be obtained without collection and then addition  
process should be applied. Processed after all these applications  
Progress should be made in teaching by increasing the number of digits.
  12. While teaching the extraction process, it is necessary to start teaching with objects first.  
For example; Extraction by subtracting objects from 1 to 9 should be explained.



Extraction of a certain number of objects from a group of objects.  
It should be initiated. "How many are left." expressions

It should be used. Removal should be done side by side and one after the other, then "What  
how much?, What is the difference? Applications such as "should be done.

13. Addition and subtraction after teaching addition and subtraction  
problems must be solved.
14. Before multiplying and dividing, two, three, four, five, six, seven, in order,  
Eight and nine rhythmic counting studies should be done.
15. When performing the multiplication process, the change feature in the multiplication should be emphasized. One  
multiplying the number by zero equals zero, multiplying by the number equals the multiplied number.

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it should be tried to be grasped. Also mechanically memorizing the multiplication table  
importance should be attached to a permanent grasp.

16. While doing the division process, the relationship between the multiplication should be understood.  
It should be understood that the division is the opposite operation of the multiplication.
17. While acquiring the first skills in operations, as required by basic collection operations  
without compromising, basic multiplication operations without comprehend to split  
It must not be exceeded. While developing problem solving skills using four processes  
to be used from the daily life of the problems and to solve the problem  
Care should be taken to ensure that the procedures have been previously grasped. Individuals own  
they should be given the opportunity to solve problems, and intervene unless necessary  
It should not be. However, when individuals face any difficulties,  
It should be. Problems to suit the individual's level and from simple to complex  
Attention should be paid to show a correct stage.
18. Using natural measures such as finger, cross, foot and step before teaching measurements  
It should be initiated. Then, to the standard measurement units they encounter in daily life  
It must be passed. While introducing standard measurement units, individuals  
they should be given the opportunity to use and do what is possible .
19. Time is an important measurement tool for all people. Primarily in watch teaching  
try to gain full hours. Watch types in many shapes and structures  
There. If the individual can learn the time with what kind of time, this hour of teaching  
varieties (normal time, digital clock) should be applied. The concept of the individual full hour  
After learning, the concept of half and quarter hours can be taught. Teaching practices  
Watch model can be made for. Individual's hour acquisition can be provided.
20. Money is not only a mathematically important concept, but also in social life.  
is an important concept. The concept of money is associated with social life  
It should be taught. While explaining money, numerical changes of money should also be explained.  
For example; two 50 cents 1 Turkish Lira and 1 Turkish Lira paper and metal  
It should be explained with examples of money type. Teaching environment  
If the conditions are suitable, it will be correct to apply with real money. For example;  
the numerical quality of money is associated with the social life module  
during, bus use etc. can be earned in environments. Receiving money, received  
it may be in the form of payment of the service. If this is not possible, pictures of money  
teaching should be done.

21. The individual's home, school, class, neighborhood, etc. constitutes its immediate surroundings. Beings resembling geometric objects that individuals use in their immediate surroundings, should be brought to the educational environment. To touch, move and the individual should be given the opportunity to explain their observations. This is what individuals review samples should be shown to the objects from their environment.
22. In order to realize the gains in the "Mathematics" module Technology can be used in the learning and teaching process. Calculator, various a variety of computer programs, videotapes and individual features educational tools and equipment can be used.

**CONTENT OF THE MODULE****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. Right, Left and Between
10. Empty and Full
11. High and Low
12. 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**

- Natural Numbers between 1 and 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

Natural Numbers with 11th Place

12. Roman numerals

#### **CHINA. ADDITION**

1. Collection without Hands with Natural Numbers
2. Hand-picked Process with Natural Numbers
3. Problem Solving Using Addition

#### **D. REMOVAL PROCESS**

1. Subtraction that does not require decimal distortion with natural numbers
2. Subtraction Process Requiring Decimal Breakdown with Natural Numbers
3. Problem Solving Using Subtraction

#### **E. PRODUCT TABLE**

#### **F. SHOCK PROCESS**

1. Multiplication Process Without Hands With Natural Numbers
2. Multiplication Process with Natural Numbers
3. Problem Solving Using Multiplication

#### **G. DIVISION PROCESS**

1. The Unlucky Splitting Process with Natural Numbers
2. Remaining Splitting Process with Natural Numbers
3. Using Calculator
4. Problem Solving Using the Splitting Process
5. Problem Solving Using Four Processes

#### **É. CLUSTERS**

1. Set and Features
2. Relationships Between Sets
3. Equivalence Relationship Between Sets
4. Equality Relationship Between Sets

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#### **H. DIMENSIONS**

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

#### **I. GEOMETRIC SHAPES**

- Square 1
2. Rectangle
3. Triangle
- 4th Flat

#### **I. CREATING A PATTERN**

##### **MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the module; rough assessment, before teaching

evaluation, evaluation of the teaching process (course hours), final evaluation and teaching post (end of period) evaluation stages. About these stages

Explanations for the sample forms prepared are given below.

#### **A. Rough Evaluation**

- a. In the assessment of "Mathematics" achievements in the Rough Evaluation Form independently performed skills "+", skills that cannot be done independently "-" should be marked as. In the explanation 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 and the individual should not be helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.

#### **B. Pre-Teaching Evaluation**

- a. The physical needs of the individual (food, toilet etc.) must be removed.
- b. Pre-teaching evaluation results can be found in the Performance Registration Table. should be marked in the pre-teaching evaluation column.
- c. As a result of the rough evaluation, the rhythmic counting gain is insufficient. An example has been prepared, assuming that it is and cannot do it independently.
- d. Marking about rhythmic counting in "Pre-Teaching Evaluation" column While doing, an instruction is given to the individual for each sub-step and

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it is checked that it cannot. "+" For each step it performs, "-" statements are used for the digits.

- D. A rhythmic counting gain that was handled primarily in pre-teaching evaluation It is divided into steps: 1. A rhythmic number starting from 1. 2. Any given a rhythmic number starting from the number.

#### **C. Evaluation of Teaching Process (Course Hours)**

- 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 gains 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 Instruction Process Evaluation Form is processed.
- d. At the end of the performance record table, the family rhythmic counting "in order to provide both teaching and permanence of the acquisition Explanations regarding the repeats to be made will also be available.

#### **CHINA. Final Evaluation**

- a. As the exemplary achievement is "a rhythmic count", he made it during the teaching process the last lesson evaluation that we are is also the last of the individual for this acquisition. will be evaluated. Therefore, a separate form for the final evaluation Will be issued.
- b. More or less, big-small, long-short, etc. in the math module. about teaching process evaluation in the Performance Registration Chart for achievements different steps when the steps are realized (marked as "+" or "B") and

In order to evaluate whether it is performed by means of tools and equipment, Son Evaluation Form should be prepared.

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

When checked, the gain occurs as "-" or "SI, MO or FY".

When checked, the acquisition did not occur and the teaching was repeated

It is decided that it should.

#### D. Post-Teaching (End of Term) Assessment

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

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

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

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

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It marked. If the gain continues in the months after the month it was started (the gain If not) is marked as "-". A "+" is placed on the month of the acquisition.

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

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

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

among the achievements that are aimed to be realized; unrealized or taught

the achievements that cannot be made are detailed, if teaching has never started.

reasons; if teaching has been started but the acquisition has not been achieved

which sub-step will be explained in the "RAM Information Section" .

### MEASUREMENT AND EVALUATION FORM EXAMPLES

#### MATHEMATIC ROUGH ASSESSMENT FORM

Name and surname:

Application Date:

Date of birth:

NOTICES	Yes	No	EXPLANATION
<b>A. RELATIONSHIP BETWEEN OBJECTS</b>		+	
1 Differentiate objects according to their being more or less. would.		+	
2 Sorts objects by their multiplicity.		+	
3 According to the large and small objects distinguish.		+	
4 Sorts the objects according to their size.		+	
5 According to the long and short objects distinguish.		+	
6 Sorts the objects by their length.		+	
7 According to the thick and thin objects distinguish.		+	
8 Sorts the objects according to their thickness.		+	
9 Objects to be inside and outside an object distinguish according to the situation.		+	
10 Objects being above and below an object distinguish according to the situation.		+	
11 Objects near and near an object distinguish according to being.		+	
12 Objects in front of and behind an object distinguish according to being.		+	
13 Objects are to the right, left and right of an object. differentiates by being.		+	
14 Differentiate objects according to their empty and full state.		+	

would.

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15 If the objects are high and low distinguishes by.	+
16 According to the heavy and light objects distinguish.	+
17 Sorts objects by weight.	+
<b>B. RHYTHMIC COUNTING</b>	
1 Counts rhythmically.	-
2 Beşer counts rhythmically.	-
It counts 3 Rhythmic rhythms.	-
4 Each counts rhythmic.	-
5 Counts three rhythms.	-
6 Four counts rhythmically.	-
<b>C. NATURAL NUMBERS</b>	
1 Writes numbers.	-
2 1,2,3,4,5,6,7,8 and 9 comprehend the natural numbers.	-
Understands the natural number of 3 "0"	-
4 Understands two-digit natural numbers.	-
5 Understands the three digit natural numbers.	-
6 Comprehends four digit natural numbers.	-
7 Understands the numbers with five, six and more digits.	-
8 Understands the number line.	-
9 Size and smallness between natural numbers distinguish the relationship.	-
10 Distinguishes odd and even natural numbers.	-
11 Understands the numbers declaring rows.	-
12 Understands Roman numerals.	-
<b>CHINA. ADDITION</b>	
1 Makes collection without natural numbers.	-
2 Makes collecting with natural numbers.	-
3 Solves problems using addition.	-
<b>D. REMOVAL PROCESS</b>	
1 Does not require decimal decay with natural numbers makes the extraction process.	-
2 Requiring decays with natural numbers makes the extraction process.	-
3 Solves problems using subtraction.	-
<b>E. PRODUCT TABLE</b>	
1 Knows the multiplication table by heart.	-
<b>F. SHOCK PROCESS</b>	
1 It makes multiplication with natural numbers.	-
2 Performs multiplication with natural numbers.	-
3 Solves problems using multiplication.	-
<b>G. PARTITION</b>	
1 It performs dividing without natural numbers.	-
2 Makes the remaining division with natural numbers.	-
3 Operates using a calculator.	-
4 Solves problems using division.	-
5 Solves problems using four processes.	-

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**É. CLUSTER**

1 Distinguishes the set and its properties.	-
2 Distinguishes relationships between sets.	-

- 3 Distinguishes the equivalence relationship between sets. -
- 4 Distinguishes the relationship of equality between sets. -
- H. DIMENSIONS**
- 1 Measures with the help of body organs. -
- Measures using 2 meters and ruler. -
- 3 Measures using mass measurements. -
- Reads 4 hours. -
- 5 Recognizes the money. -
- I. GEOMETRIC SHAPES**
- 1 Distinguishes geometric shapes. -
- 2 Specifies the properties of the square. -
- 3 Specifies the properties of the rectangle. -
- 4 Indicates the properties of the triangle. -
- 5 Indicates the properties of the circle. -
- 6 Draws geometric shapes. -
- 7 Calculates the circumference of geometric shapes. -
- I. CREATING A PATTERN**
- 1. Complements the items that are missing in a pattern. -

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

**PERFORMANCE REGISTRATION TABLE**

**INDIVIDUAL NAME AND SURNAME:**

**MONTH OF:**

**WIN:** It counts rhythmically.

**EVALUATION OF THE TEACHING PROCESS**

**NOTICES**

**INSTRUCTIONS QUESTIONS**

**INDIVIDUAL**

**MAIN DIRECTIVE**

I S TO	I	I	I	I	I	I	I	I	I
IRM ND	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT
IM DNC T									
REG G									

**CRITERIA**

HE ME SO 1. COURSE S / ...2. COURSE S / ...3. COURSE S / ...4. COURSE S / ...5. COURSE S / ...6. COURSE S / ...L. COURSE S. / ...2nd

1. Starting from 1 to 20 counts rhythmically.

1. Starting from 1 to 20 count up.

+	BSA <sup>I</sup>	B.C FY BS <sup>I</sup>	B.C FY BS <sup>I</sup>	B.C FY BS <sup>I</sup>	B.C FY BS <sup>I</sup>	B.C FY BS <sup>I</sup>	B.C FY B <sup>I</sup>	B.C FYI <sup>B</sup>	B <sup>I</sup>
-		XXX		XXX					

2. From any given number starting up to 20 one counts rhythmically. 2. Starting at 3, one by one - XXXXXX  
%one hundred Count to 20.

**FAMILY INFORMATION** During this month, your child was trained on rhythmic counting. As a result of 6 lessons, your child can count from 1 to 20 rhythmic. In a rhythmic counting study starting from any given number, the skill of independent counting can be realized when verbal clue is given. You are at home If you do rhythmic counting with your child while working, we can be more successful in generalizing the skill we have gained.

**EXPLANATIONS ON FORM**

- Form 1 will be filled in by the teacher or practitioner teaching in the relevant month.
- 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. After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).
- 4. Reviewing the contributions of the level, parent-teacher or practitioner cooperation in all teaching activities performed with the individual in the relevant month in the form, teaching The process should include information about missing points and the content of the next month and the path to be followed.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:** **Training Start Date:** ... / ... / .....  
**Individual's Age:** **Training End Date:** ... / ... / .....  
**Educational Diagnosis:**

**MONTHS**

**GAINS**

**1. MONTH 2. MONTH 3. MONTH 4. MONTH 5. MONTH 6. MONTH 7**

1. Each one counts rhythmically.	----- ++
2. Beşer counts rhythmically.	----- ++
3. Fix counts rhythmically.	----- ++
4. Each counts rhythmic.	----- ++
5. Each counts rhythmic.	----- ++
6. Distinguishes between natural numbers 1-9.	----- ++
7. He / she makes number writing studies.	----- ++

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

**RAM INFORMATION**

In the two rhythmic counting skills, the individual can be counted as a model. Two by one Although rhythmic counting gain was attempted, it was not successful. Success in counting two rhythms Three rhythmic counts were not passed since it could not be provided.

History Guardian	History Teacher or Practitioner	History Teacher or Practitioner
Signature	Signature	Signature



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