



**TOKAT**  
İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ



**TOKAT**  
GAZİOSMANPAŞA  
ÜNİVERSİTESİ

# ANADOLU LİSELERİNDE KAPSAYICI EĞİTİM ÇALIŞTAYI

**23 ARALIK 2022**

**TOKAT**

**GERİDE KİMSE KALMASIN**



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**INCLUSIVE EDUCATION WORKSHOP IN  
ANATOLIAN HIGH SCHOOLS  
SUMMARY REPORT**

**Participant Organizations:**

- **Tokat Ataturk Anatolian High School**
- **Tokat Provincial Directorate of National Education**
- **Tokat Gaziosmanpaşa University**
- **Anatolian High Schools in Tokat-Center**
- **Tokat Guidance and Research Center**

Anatolian high schools have started to accept students based on address since 2018. The system change in student admission will prepare the environment for differences in subjects such as future goals, readiness levels, socio-economic and cultural structures among the students in the school. Inclusion students and foreign students were included in the student pool of Anatolian high schools. As a result, the classes that had a more homogeneous structure with the students taken by the exam became more heterogeneous.

In order to adapt to the heterogeneous structure of Anatolian high schools, the Inclusive Education Workshop in Anatolian High Schools was held on 23 December 2022, organized in Tokat Public Education Center with the participation of Tokat Gaziosmanpaşa University, Provincial Directorate of National Education R&D Unit and Anatolian high schools under the leadership of Tokat Provincial Directorate of National Education. In the workshop, four topics were discussed about how to involve the students in the classrooms in education more effectively.

1. Involving academically successful students in the process
2. Include academically less successful students in the process
3. Involving foreign students in the process
4. Involve inclusive students in the process

We have session themes. In these sessions;

1. What are the main problems in heterogeneous classrooms?
2. What are the problems of students in this situation?
3. What can be done to involve students in this situation?
4. What are the recommended activities for students in this situation?

Their questions were discussed and the emerging ideas were discussed.

Atatürk Anatolian High School, which carries out an Erasmus+ project called “Let No One Be Left Behind” on this subject, also had the opportunity to communicate its achievements within the scope of the project to other stakeholders. The results of our workshop are presented to share in this booklet.

## SESSION 1:

### INCLUDING ACADEMICALLY SUCCESSFUL STUDENTS IN THE PROCESS

The main problems of heterogeneous classrooms with academically successful students are that students tend to dominate by seeing themselves as more competent than other students, lack of communication or interaction between students, the student gets bored with the lesson and is not motivated when the lessons are taught compared to students with low academic success, and the unmotivated student. There are some problems such as engaging in activities that may disrupt the order of the lesson, having excessive self-confidence, comparing success in the classroom and trying to see himself as superior.

When involving children with high academic achievement in heterogeneous classrooms, we need to consider their interests and wishes. Ensuring that these students are supported with both in-class and extra-curricular activities will enable them to use their success in the right direction. An enriched education program for such students should be included in the process. The enriched education program should be introduced to the teachers and the students who can be included in this program should be identified accurately and quickly. Students who are academically successful should be able to strengthen their communication with their friends by peer teaching and ensure that they use their success consciously. Teachers should consider this situation of the students while giving lectures or assignments related to the lesson. The main subject of the tasks is the same but the difficulty level should be at student level. A program that can appeal to every student in the classroom should be prepared. In this way,

these students will come to the lesson more willingly and contribute to their own development.

Some activity studies can be done to involve successful students in the process.

- While assigning students, small groups can be formed and suggestions suitable for each student's level can be given. All students work at different levels of the same subject and produce a product, and by sharing these products within the group, the student is provided to participate in the lesson by enjoying the lesson as well as to provide peer-to-peer teaching and communication.
- An event called “Gallery Walk” was mentioned in the trainings we received. this activity can be applied in our classrooms in appropriate lessons and levels. In this technique, it is aimed to enable students to think at a higher level and to learn collaboratively. The subject determined here is intended to be taught by discussion by the students, not by the teacher. The students in the class are divided into small groups and each group is expected to discuss the questions in the gallery posted in the classroom and write their thoughts on paper. Afterwards, students are expected to go to the section with another question, see the answer to this question, criticize this answer if they wish, and write their own thoughts. In this way, students will be able to look at each question from a different perspective.

## SESSION 2: INCLUDING ACADEMIC FAILED STUDENTS

In heterogeneous classrooms with academically unsuccessful students; students with different developmental characteristics continue their education in the same class, students with special needs see themselves as inadequate, students with sufficient academic achievement see themselves as over-sufficient for them, the dominant need for the current age group is visibility and admiration, peer conflict, attitude of family and environment, communication problems can be expressed among the main problems.

In classrooms where such difficulties are experienced, students' communication problems, indifference to lessons, inability to focus due to the use of technological tools, socio-economic disadvantage, and therefore the family's lack of support for education and the different attitudes of teachers and administrators towards these classes also pose a problem.

In order to include the students in this situation, guiding the students according to their interests and abilities by recognizing themselves, increasing the recognition of vocational education and carrying out orientation studies, increasing the motivation of the students by setting academically attainable goals, working towards compensating for the missing gains

from the previous education processes, inviting the family to school. Solution proposals such as the operation of the consultancy institution, the participation in cultural activities to develop the sense of belonging to the school, the involvement of parents in the process through trainings before the 9th grades begin education, and the application of a questionnaire to determine the degree of recognition of the students by their parents were presented.

Some activity studies can be done to involve academically unsuccessful students in the process.

- Considering that students in this situation have a high interest in technological issues, participation in the Short Film Competition and similar activities organized by Provincial MEM R&D or the activities that students like to do are among the activities that can be re-edited in terms of educational content and transformed into social cultural activities.

- The “Pomodoro Technique”, which was explained to us during the trainings we received, is a very effective method in dealing with the issues that are constantly postponed. For this, students need to determine the topics they postponed and a timer. By setting the timer to 25 minutes, a short break is taken after working on the subject until the timer rings. This situation is repeated 4 times. After the fourth pomodoro, the break time is increased and the last cycle is completed and the technique is applied. By teaching this technique to students, it is aimed that they use the time correctly and see what they have achieved. It is ensured that they arrive at the destination in small pieces.

- In order to motivate students with low academic success, some educational games can be played in appropriate courses. The game called “Tutti Frutti”, which was played to us in the trainings we attended, can be given as an example. This game can be used very comfortably in teaching vocabulary in foreign language lessons. The determined words are adjusted to be given to more than one student. In this game, which is played in the form of chair grabs by arranging fewer chairs than the number of students, the quarterback chooses a volunteer and starts the game. The student standing tries to take the place of one of the students standing up by saying the word he wants. The game can be continued in this way until the words are learned. This allows students to learn while having fun.

- Another educational game that can be played while involving such students can be done as follows. If we give the literature lesson as an example, author-work matching can be turned into a mind game. The authors who want to be taught and a work belonging to them are hung upside down on the board. The game is played when the students turn two cards and put them aside if they match, and if there is no match, the cards are turned away and the other student

chooses two cards. The memory game played in this way will enable the student both to learn the desired subject and to participate in the process.

- A letter with positive statements should be written by the teacher to the families of the students who are unsuccessful academically, and read to the student. The student can be motivated by telling the student that he wants to send it to his family one day.

### SESSION 3: INCLUDING FOREIGN STUDENTS IN THE PROCESS

In heterogeneous classes with foreign students, communication difficulties are striking due to language problems. The resulting cultural differences can turn into a problem in the classroom. Foreign students see Turkey as a step in the transition to abroad and some problems arise in the lessons due to the decrease in their interest in the lessons and the lack of motivation. In classrooms where foreign students are concentrated, their actions that disrupt the classroom order cause disruptions. On the other hand, the fact that these students expect constant support from teachers and generally come from families with low economic income also causes problems in the classroom climate. In addition, the crowded classrooms prevent teachers from paying enough attention to students.

In addition to the problems of adaptation, culture, belief and language, foreign students do not see themselves as belonging to the place where they are and have to work to support the family.

In order to include the students in this situation in the education process, it should be ensured that they perform their language education as a priority. It is not appropriate to include these students in education without completing their Turkish language education. Students who have completed their education should be in the classroom next to their peers. In-service trainings should be organized for our teachers as well as students to help integrate foreign students. It is recommended to expand the scope of inclusive education and increase language education, artistic and cultural activities. Class sizes should be reduced as much as possible and every student should be taken care of. Workshops should be organized among foreign students considering their levels. Apart from these, families should also be educated. Foreign families should be provided with language education and integration activities should be organized with Turkish families. Thus, it was concluded that foreign students could be involved in the process more comfortably.

Some activities can be done to involve foreign students in the process.

- Activities that can help these students learn language should be organized first. In order to enable them to learn words, they can be asked to select small boxes with words and to give information about the definition of the word and how it is used. In this way, he will not only learn the word, but also reinforce the learning by using it.
- The game named “Tutti Frutti”, which was mentioned in the previous group, can also be used in language education of foreign students.
- Although the language of the students is different, art, which is a common language for them, can be used. Art should be used for students to express themselves. “Zentagle”, one of the artistic activities we did during the trainings we attended, is an activity that will help students relax. In this activity, a frame of the desired shape and size is drawn and the inside of the frame is divided into parts. These pieces are filled with the desired motifs to create a whole. The aim here is to make students feel comfortable and realize their creativity.
- Another artistic activity we have done in the trainings we attended is “Puntalism”.
- By carrying out an activity study in which the colors are the reflection of the emotions, the students are asked to paint the parts of a wheel they have prepared in the color they want, and to draw or express the face shape of the emotion that these parts arouse in them. In this way, it is aimed for foreign students to express themselves by revealing that each person approaches situations differently.

#### SESSION 4: INCLUDING INCLUSION STUDENTS IN THE PROCESS

In the heterogeneous classrooms where inclusive students are present, the most basic problem is that inclusive students are detected late and this situation is not accepted by the parents at first. Among the difficulties encountered are the crowded classes in which the identified students will be included in the education, the presence of more than one inclusive student in the classes, the exposure to peer bullying by other students in the class, the deficiencies of the teachers attending the class, the difficulties in adapting the materials, and the inability to fully reveal the potential of the student. In addition to these, students who are subject to inclusion also see themselves differently, lack of sense of belonging and some different behaviors affect the process negatively.

The fact that the support rooms prepared for mainstreaming students are not suitable in terms of technique and equipment, the lack of coordination between the teachers who teach here and the teachers who teach in the classroom, the inadequacy of special education norms and the lack of dissemination of special education courses are also problems.

Some problems were also identified in home education studies, which is another method in the education of mainstreaming students. Lack of volunteer teachers, lack of trust in teachers and families, problems arising from transportation, gender discrimination, wage policy are among these.

Some solution suggestions have been put forward in order to eliminate the difficulties encountered in the education of mainstreaming students. First of all, inclusive students should be identified early at the beginning of school, interviewed with their families and referred to the necessary unit. The number of inclusive students in the region should be determined and class sizes should be kept at the minimum level. IEP units should function effectively and the meetings held should be functional. The competencies of teachers working in support rooms should be increased and their continuity should be ensured. Activities are organized by making preliminary studies on the acceptance of inclusion students by other students in the class. The abilities and interests of children with special needs should be determined and necessary studies should be carried out to ensure success in these areas. Support rooms should be prepared according to student characteristics and necessary materials should be provided. Considering the solution suggestions that emerged, it was concluded that the students would participate in the process by adapting more easily.

Some activity studies can be done to involve inclusive students in the process.

- In order to include these students in the process, it is necessary to increase their communication with other students first. In order to increase the interaction between students, cohesion can be achieved by doing small group activities.
- It is necessary to know what the special situations of these students are and to plan the activities for them correctly. Considering the level of students with integrated learning, instructions should be given to them in a way they can understand. It should be ensured that they taste learning and success, starting from the smallest part of the subject they are asked to learn. Thus, their perspective on the lesson will be positive. “Pomodoro Technique” can be applied. The subjects can be divided into parts and they can be learned within the specified time.
- Being able to include a physically disabled student in physical education classes will integrate him with his friends and involve him in the process. It can be determined what the student can do according to his/her physical disability. A student with a walking problem can



act as a referee in the games played with the help of the teacher. Thus, the student involved in the game will be a genius in the process.

- The inclusion of a visually impaired student in classes may vary depending on the student's visual level. In order to include a student who wears glasses with a high degree, it is necessary to take the front rows and prepare the created materials with fonts that he can read. Making them feel that this obstacle does not prevent them from learning in the classroom will help the student feel better and be included in the lesson.

- Directing students in this situation to artistic activities within their interests and abilities will also help them feel better.