

Good Practice Examples of Inclusive Education from Turkey

Case Study One: Mert, a 6 year old boy

Mert is a 6-year-old boy with ADHD. Mert has difficulty staying focused and paying attention, controlling his behavior, and he has hyperactivity (over-activity). What he needs in inclusive settings is extra assistance with organization, academic and life skills, communication, social interaction, and behavior management.

In this good practice, we observed Mert's in his school environment and interviewed the school manager and his teachers. We prepared a video to observe the needs of the children in the natural environment of that school. In this video, we asked trainees about their opinions and participants found how the adaptation key of inclusive education is implemented in the case.

Secondly, we developed drama activities by giving trainees roles and they role-played as Mert, Mert's twin brother, teacher, parent, school manager. We wanted participants to think about the situation and teacher's adaptations. They evaluated the positive and negative aspects of the implementation.

Thirdly, the participants presented their ideas, and they explained how they think other 5 keys of inclusive education can be supported in this case

Case Study Two: Abdurrahman, a 5-year-old boy

Abdurrahman is a 5-year-old boy he was born in Iraq. He lost his father in a bomb attack and he migrated to Turkey right after his father's death with his mother when he was 4 years old. He and his family had support from the Immigrant Office of Turkish Republic. The family resettled to Balikesir Province and their official affairs transfer to the local immigrant office.

Migrant children face many special educational needs and circumstances. These include

- poverty
- the challenge of learning a new language,
- coping with emotional stress while trying to adjust to new social norms and a new institutional environment
- confronting prejudice and discrimination in the new country
- family disruptions or separations and inadequate social support to help them to compensate for broken community ties in their native countries and I
- loss of support necessary for psychological well-being and trauma due to war.

In order to cope with these various challenges actions by schools, governments and voluntary organizations are needed. In this case, Abdurrahman's story is introduced with visual aids, a cartoon with instructions, participants then played a game called "Find your own way in adaptation forest". This game allows them to think about Abdurrahman's situation and make decisions and even take actions.