



Erasmus+ Courses in

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INCLUSIVE EDUCATION- PEER LEARNING IN THE ACADEMIC EDUCATION OF INCLUSIVE STUDENTS

INTRODUCTION

Inclusive practice is based on meeting the educational needs of individuals with special needs in the least restrictive educational environments. With this application, considering the academic development of the individual with special needs and their needs in other development areas, it is considered that they will receive education together with their peers showing normal development. Education of individuals with special needs has an important effect on their lives in the best way. For this reason, all individuals (individuals with special needs, class teacher, special education teacher and family) in the mainstreaming practice should have a team understanding. Inclusive practice aims and supports the social sharing of individuals with special needs in harmony with their normally developing peers. For this purpose, "Peer Teaching, which enables peers to interact and merge with each other, is used as a method in mainstreaming practices.

The aim of this course; is to teach the education staff, Peer Teaching Method which is used in mainstreaming applications is the most effective method for ensuring the participation of individuals with special needs in academic courses and increasing their development in these courses.

TARGET GROUP

This course includes class teachers, branch teachers, special education teachers, psychological counsellors, school management and administrative staff working in vocational schools, kindergartens, special education practice schools and general education schools.

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COURSE CONTENT

Days	Content
DAY 1	The process of referring individuals with special needs to mainstreaming schools who will benefit from mainstreaming practices Preparing programs for individuals with special needs who will benefit from inclusion practices Educational evaluation processes of individuals with special needs
DAY 2	Principles of effective inclusion practices Accessibility for all students Individualization of the general curriculum according to the strengths and weaknesses of the students in mainstreaming practices Mainstreaming practices according to gender, language, religion, race and different learning styles
DAY 3	Sensitive to individual differences, acceptive supportive attitude and fusing education practices Informing other students in mainstreaming class about students with special needs, Evaluation of peer teaching in terms of teachers, individuals with special needs and peers
DAY 4	Improving academic achievement Improving social interaction Justice, equality, rights and choice processes of normally developing children Demonstrate a positive attitude towards school and learning
DAY 5	Peer information, invitation of disabled guests, peer teaching The effect of peer teaching on the academic and social behaviours of peer and special needs individuals Peer education methods for peer teaching practice
DAY 6	Effective teaching practices in mainstreaming practices Organizing the teaching environment Identifying systematic tips and reinforcements Know and use teaching techniques to provide effective teaching

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COURSE OUTCOMES

Teachers will improve the learning quality of individuals with special needs and individuals with normal development with the peer-teaching course, and reduce the anxiety level of the teacher himself / herself for the education of the mainstreaming student. The teacher will make the educational applications more efficient by arranging the educational environment and ensuring the participation of the individuals with normal development in the educational process. The teacher will provide positive interaction between individuals with normal development and individuals with special needs through peer teaching method.

It enables individuals with special needs to benefit from inclusion practices to learn the process of referral to inclusion schools.

Supports learning to prepare programs for individuals with special needs who will benefit from inclusion practices.

After the detailed evaluation processes and placement decision taken by the Guidance Research Centre, the teacher prepares the Individualized Education Program for the student.

It enables children with normal development to learn, interact and gain experience about peers with special needs.

It provides the peer to support the education of the individual with special needs and learn the process of becoming a peer teacher through education.

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