



**INVESTIGATION OF THE EFFECTIVENESS OF PREPARATION FOR
INCLUSION ACTIVITIES ON THE SOCIAL ACCEPTANCE OF STUDENTS
WITH SPECIAL NEEDS**

**KAYNAŞTIRMAYA/BÜTÜNLEŞTİRMEYE HAZIRLIK ETKİNLİKLERİNİN
ÖZEL GEREKSİNİMLİ ÖĞRENCİLERİN SOSYAL KABULLERİ
ÜZERİNDEKİ ETKİLİLİĞİNİN İNCELENMESİ**

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Abstract

The general purpose of this research was to examine the effectiveness of inclusion/integration preparation activities prepared for typically developing students on their social acceptance of students with special needs. Method. It applied a full experimental model, a quantitative research method. It used a randomized pretest-posttest control group design. Two classes were randomly selected from 12 classes in the primary school and randomly assigned as experimental and control groups. A total of 60 students participated, 30 in the experimental group and 30 in the control group. Three students from the experimental group and two from the control group were excluded because they could not show continuity of attendance. At the beginning of the research, the Peer Acceptance Scale (PAS), was applied as a pretest to the students in both groups. Data were analysed using the IBM SPSS 22 package. Results. It was observed that there was a significant difference between the posttest scores of the experimental group in which the intervention program was applied and the posttest scores of the control group. Conclusions. Showed inclusion activities performed by typically developing students were effective in increasing their social acceptance of those with special needs

Anahtar sözcükler: *Individual with Special Needs, Peer, Inclusion and Social Acceptance*

Öz

Bu araştırmanın genel amacı, normal gelişim gösteren öğrencilere yönelik hazırlanan kaynaştırma/bütünleştirme hazırlık etkinliklerinin özel gereksinimli öğrencilerin sosyal kabulleri üzerindeki etkililiğini incelemektir. Yöntem. Tam bir deneysel model, nicel bir araştırma yöntemi uygulandı. Randomize öntest-sontest kontrol gruplu bir tasarım kullanılmıştır. İlkokulda 12 sınıftan rastgele iki sınıf seçilmiş ve rastgele olarak deney ve kontrol grupları olarak atanmıştır. Deney grubunda 30, kontrol grubunda 30 olmak üzere toplam 60 öğrenci katılmıştır. Deney grubundan üç, kontrol grubundan iki öğrenci devamın sürekliliğini gösteremedikleri için dışlanmıştır. Araştırmanın

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başında her iki gruptaki öğrencilere Akran Kabul Ölçeği (AKÖ) ön test olarak uygulanmıştır. Veriler, IBM SPSS 22 paketi kullanılarak analiz edildi. Sonuçlar. Müdahale programının uygulandığı deney grubunun son test puanları ile kontrol grubunun son test puanları arasında anlamlı bir fark olduğu görülmüştür. Sonuçlar. Tipik gelişim gösteren öğrenciler tarafından gerçekleştirilen kaynaştırma etkinliklerinin, özel gereksinimi olan öğrencilerin sosyal kabullerini artırmada etkili olduğunu göstermiştir.

Keywords: *Özel Gereksinimli Birey, Akran, Kaynaştırma ve Sosyal Kabul*

INTRODUCTION

People are born with different characteristics and abilities. While many adapt to society quickly in line with their skills, others need help. Existing educational environments are insufficient for those who are distinctly different from others in terms of development (i.e. those with special needs). It is necessary to adapt the educational environment to accommodate these individuals and to provide special support. Those with special needs should have equal opportunities in education (Yaşaran, Batu, & Özen, 2014). Fortunately, technological inventions, scientific studies, and digital platforms have opened up new horizons in education. New interpretations of special education have been/are being developed, and the idea of inclusion is increasingly accepted (Turhan, 2007, p.17).

Inclusive classes are environments where individuals with special needs share education and training environments with their typically developing peers, but where their education and training needs are met with additional adaptations (Battal, 2007). As a result, the knowledge and skills of these individuals can improve. Undoubtedly, as these skills (social acceptance, academic knowledge, the ability to recognize social norms, etc.) develop, it will be easier for them to gain a place in society.

The most important factor for inclusion is a collaborative team. Members of this team include school administrators, classroom teachers, special education teachers, counselors, typically developing peers, families, and other personnel. They all have duties and responsibilities within the programs (Batu and Kırcaali-İftar, 2006, p. 23; Diler, 1998, pp. 157-162). The coordinated work of this team will ensure the realization of inclusion goals.

Peers have a very important mission on this team. The approaches of peers to students with special needs will directly affect whether an intervention program reaches its goals. If typically developing students take a positive approach to students with special needs and avoid marginalizing attitudes, inclusion will have better outcomes (Yaşaran, Batu, & Özen, 2014).

Individuals with typical development who share the same environment with individuals with special needs often do not have enough information about their differences, with incomplete or insufficient information about the types of disability. In particular, individuals with typical development may prefer to stay away from them because they do not know how to treat those with special needs (Batu, Çolak, & Odluyurt, 2012). Students with special needs are members of society. Meeting the academic, health, psychological, physiological, and social needs of these individuals is not a wish but a universal necessity. Social needs have an important place among these needs. Every individual communicates and interacts with others around him or her. This calls for social development (Kaya, 2020, pp. 2-3). Social development can be defined as the individual's ability to adapt to the social environment he or she lives in, to establish and maintain positive social relations with other individuals in the society, to display socially accepted attitudes, and to acquire various social skills and abilities appropriate for his or her age (Gülay & Akman, 2009). Social development and the development of social skills are considered an important part of inclusive education. However, not all individuals have sufficient levels of social development, and not everyone has social skills. This is particularly evident in individuals with special needs.

From this point of view, integrating individuals with special needs into society may start at the institutions where education and training are provided. This places an important responsibility on the inclusion team in schools. If students with special needs are not socially accepted, it can lead to decreased self-perception, loss of self-confidence; they may see themselves as worthless or inadequate. They may exhibit negative behaviors and avoid social relations (Civelek, 1990, p.100; Karahan., Yıldırım Parlak, Demiröz, Kaya & Kayhan, 2021). Social relations are among the most important factors affecting the life of an individual. This goes far beyond making friends or chatting. Social relations directly affect an individual's acquisition of a profession, establishing a family, complying with the norms in the society, in short, gaining a respected place in all areas of society (Hillier, Fish, Cloppert, & Beversdorf, 2007).

For individuals with special needs to be accepted, it is necessary to offer them opportunities, including special support service training. According to official data published by the Turkish Ministry of National Education, 295,697 students benefited from inclusion practices in preschool, primary, secondary, and high schools in 2018-2019. These included 1260 preschool students, 115,556 primary school students, 130,624 secondary school students, and 48,257 high school students (MEB, 2019). Data on National Education Statistics

published by the Ministry of National Education in 2021 showed the number of students studying within the framework of inclusion / integration had increased: the total number was 425,816, 4,986 in preschool, 153,937 in primary school, 180,630 in secondary school, and 86,263 in high school (MEB, 2021). The number of students receiving inclusive education increased by approximately 70% in two years.

Age, gender, education level, socio-economic status, socio-cultural status, type and level of disability are variants that affect the social acceptance of students with disability by their peers (Ayrar, Özcan, Can, Ünlü, Bedel, Şengül, Demirhan, Çağlar 2015). Some activities (preparatory activities for inclusion) to increase the social acceptance of individuals with special needs in school environments by their typically developing peers make significant contributions to social acceptance and help change negative behaviors stemming from prejudices. Therefore, it is very important to present preparation activities for inclusion before starting education in inclusion classes for children with typical development who are in the school starting phase (Aktaş, 2001, pp. 87-91; Civelek, 1990, p. 100; Tekin, 1994, pp. 84-89).

It is thought that activities based on explanations (information), creative drama, simulation, and experiences with typically developing peers will contribute to the development of positive behaviors among children with special needs and increase the level of social acceptance of these children. When students with special needs are socially accepted by their typically developing peers, they will have more positive results from instructional and educational adaptations (Manetti, Schneider, & Siperstein 2001, pp. 282-285).

Many national and international studies have been carried out on this topic. Donaldson (1980, pp. 504-514) described an intervention program to increase social acceptance of disabled individuals by their typically developing peers. Activities included: communicating face-to-face with individuals with special needs, having access to informed definitions of special needs (types of disability, classification, causes, etc.), analyzing taboos against individuals with special needs, performing animation activities (creative drama) related to disability, and holding group discussions. Donaldson (1980) set two goals: to destroy the prejudices against individuals with special needs and to ensure those with special needs were accepted by their typically developing peers in a social context.

Leyser, Cumblad and Strikman (1986) aimed to change negative attitudes towards individuals with special needs. Their intervention program was carried out with 232 primary school students. They succeeded in changing the negative attitudes to those with special needs. McGowan (1999) conducted a study aiming to change the attitudes of typically

developing students towards their peers with special needs through creative drama. This study included 37 secondary school students. The participants used wheelchairs and crutches, and an attitude scale towards disability was administered before and after the application. The attitudes of the students who participated in the activity changed positively.

Tekin (1994) investigated the effects of an intervention on the social acceptance of 4th grade children. Tekin applied the Social Acceptance Scale (SAS) to participants before and after the application. The method included traditional, guided, and non-guided peer discussions over nine weeks. They observed attitude changes in participants who had been given guidance.

Aktaş's (2001) "Cognitive and Affective Based Eclectic Program" was administered to 8th graders. The purpose of the program was to change the social acceptance of students with physical disabilities by their peers and reduce negative attitudes towards those with disabilities. The SAS scale was used, and seven sessions were conducted for 90 minutes two days a week. The social acceptance levels of typically developing students increased, and their negative attitudes towards those with special needs decreased. The study revealed the effectiveness of intervention programs for typically developing students.

Vuran (2005) conducted research to determine the social status of individuals with special needs who are educated in primary school mainstream classes. The "peer preference" form was used as a data collection tool. The study found high social acceptance was parallel to peer support.

Yaşaran (2009) sought to determine the effectiveness of inclusion preparation activities for typically developing individuals on their social acceptance of individuals with special needs. The study used data collection tools developed by Sperstein (1980) and adapted into Turkish by Civelek (1990). These were the Social Acceptance Scale (SAS) and the Attitude Scale towards Individuals Affected by Disability. The study found preparatory activities for inclusion had positive effects on the social acceptance of individuals with special needs.

Yaşaran, Batu, and Özen (2014) examined the effects of inclusion preparation activities for typically developing students to increase their acceptance of peers affected by disability. The study used the SAS and the Attitude Scale for Individuals Affected by Disability as data collection tools. Participants were 3rd, 4th, and 5th grade students. The study was conducted with 48 students, 24 in an experimental group and 24 in a control group.

Ten activities from the preparatory activities for inclusion were applied to the experimental group, and tests were conducted before (pretest) and after the application (posttest). The researchers found the activities of preparation for inclusion increased the social acceptance of students with special needs.

The present research differed from these other studies. It included activities to cover more than one type of disability. The content of the activities was prepared in line with the principles set out by Donaldson (1980). It used the Peer Acceptance Scale (PAS) developed by Kaya and Kargin (2020) as a data collection tool. Thus, it differed from other studies in the literature, and the results provide a different perspective. The aim of the research was to determine the effectiveness of inclusion/integration preparation activities (KAHE) applied to typically developing students in improving their social acceptance of students with special needs. For this purpose, the following research questions were formulated.

1. Is there a significant difference between the social acceptance pretest mean scores of the experimental group who participated in KAHE and the control group who did not?

2. Is there a significant difference between the social acceptance posttest mean scores of the experimental group who participated in KAHE and the control group who did not?

3. Is there a significant difference between the social acceptance pretest and posttest mean scores of the experimental group of students who participated in KAHE?

4. Is there a significant difference between the social acceptance pretest-posttest mean scores of the control group of students who did not participate in KAHE?

METHOD

Why The Research Was Done

The reason for this research; It was made to increase the social acceptance of students who were socially marginalized by their peers with typical development due to their disability in primary school, by their peers with typical development.

Research Model

The study used a randomized pretest-posttest control group design, in other words, a 2x2 mixed design or a 2x2 split-plot design. It is a frequently used model in education and psychology. In this design, two groups are formed by random assignment from the previously

determined sample. One of the groups (R) is randomly determined as the experimental group (EG) and the other as the control group (CG). Then, the independent variable (X) is measured in the two groups. The experimental procedure whose effect is tested (Q₃-Q₄) is applied to the experimental group, but not to the control group. At the end of the application, the independent variable is again measured (Q₃-Q₄) in both groups, Q₃; pretest, Q₄; posttest (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2018, p.212).

Participants

The sample was selected from two classes out of 12 3rd grade classes in a public school affiliated with the Ministry of National Education. The school has a medium socio-economic and socio-cultural level and is in Gaziantep Şahinbey Central District. Legal permission was obtained before choosing this school. In addition, family permissions were obtained from the parents of the participating students. Care was taken to ensure a medium socio-economic level, as we thought generalizability would be greater. Two inclusion students, who were educated in these selected classes, had been diagnosed in research and practice hospitals affiliated with the state or university medical faculties, and evaluated by Guidance Research Centers (GRC). One was hearing impaired, and the other was physically disabled. There were also two students with mild (70%) intellectual disability.

Two classes were randomly selected from the 12 classes in the school. One was assigned as the experimental group and the other as control group. The students in the experimental and control groups were not told which group they belonged to. The experimental group comprised 30 students, 15 boys and 15 girls, studying in the 3rd grade and not constantly absent. The control group included 30 students, 14 boys and 16 girls, studying in the 3rd grade and not constantly absent. The age range was between 7 and 11. We chose 3rd grade students because we thought they had sufficient skills and abilities to understand what they read, make logical inferences, be aware of the state of empathy, and be able to hold discussions. Statistical data on the ages of the participants are given in Table 2. The study took place over 15 working days (3 weeks).

Table 1

Statistical Data on the Ages of the Experimental and Control Groups

Groups	N(Number of Participants)	Minimum Age	Maximum Age	X(Mean)	SD(Standard Deviation)
Experiment	30	7	10	8,43	0,72
Control	30	8	11	8,66	0,88

As Table 1 shows, the students in the experimental group were between a minimum 7 years of age and a maximum 10 years, with an average age of 8.43 (SD = 0.72). In the control group, the minimum age was 8 years, the maximum age was 11 years, and the average age was 8.66 years (SD=0.88).

Experimental Group

The PAS was applied to this group as a pretest. Then, preparation activities for inclusion/integration prepared by the researcher were applied. At the end of the application, PAS was applied as a posttest.

Control Group

The PAS was applied to this group as pretest and posttest. However, the inclusion/integration preparation activities prepared by the researcher were not applied.

Data Collection Tools

Three information forms were used in the study. A Student Information Form, Teacher Information Form, and Participation Observation Data Form were prepared by the researcher.

The Student Information Form was applied to determine the demographic characteristics of typically developing students and whether these students had experiences with individuals with special needs. The students in both groups (experimental and control) had similar socio-economic levels and there were no significant differences between the groups. The Teacher Information Form was applied to determine whether the classroom teachers of the students in the experimental and control groups received any training under the name of inclusion / integration and whether they had experience with individuals with special needs. There were no significant differences between the teachers.

The Participation Observation Form was used to test whether the instructions specified in the intervention program prepared by the researcher were followed. The aim of the

researcher was to increase the reliability and validity of the application. The intervention program consisted of 10 activities. For each activity, nine questions assessed whether the plan was followed: 1) Were the tools and equipment to be used in the activities provided? 2) Was the purpose of each activity explained? 3) Were subjects informed about the events before the events started? 4) Were the subjects' desired and appropriate attitudes reinforced? 5) Were the activities evaluated together with the subjects? 6) Were the activities implemented in the designed process? 7) Were the students quiet during the application? 8) Was voluntary participation provided? 9) Were the students willing?

Participation observation form data were calculated using the formula: observed appropriate behavior/planned appropriate behavior X 100 (Erbaş, 2012). These data were collected by the researcher for the 10 inclusion/integration preparatory activities. The result was 96% (range=95%-100%).

Inclusion/Integration Preparation Activities (KAHE)

This section describes the materials prepared for use in the research, the environment in which the research was conducted, and the independent variable – the intervention program (KAHE).

Preparation of Tools and Equipment

Materials suitable for the content of the activities prepared by the researcher (in the categories of information, discussion, and empathy) included the following: photographs telling stories of individuals with special needs who succeeded in society; cine-vision screenings; CDs and DVDs with short films prepared to raise awareness about individuals with special needs; a sketch of the difficulties faced by individuals with disabilities and what they can do in the face of these difficulties (water glass, carpet, stethoscope, table and chair used in the relevant sketch). In addition, A4 white paper, toys, empty box, fruits, water, a piece of cloth, handkerchief, pen opener, crutch, wheelchair, pencil, blindfold, transparent files, sound recorders, picture book and paint types (crayons and dry paint) to be used in painting were prepared and used.

Environment of the Research

Pretest and posttest applications were in the classrooms of the participants. The intervention activities were held in the classrooms, the school's multi-purpose conference hall and the garden of the school. The classroom teachers administered the pretest and posttest applications to the experimental and control groups, and the first researcher participated. Only

the first researcher participated in the implementation of the intervention program, and the photos of the students were taken by the first researcher.

Designing the Intervention Program

The independent variable of this research, preparation for inclusion/integration activities (KAHE), consisted of 10 activities to evaluate the level of typically developing students' social acceptance of their peers with disabilities. The activities were arranged in accordance with the age and developmental levels of 3rd grade students. The activities were developed in stages. The first stage was a literature review to obtain information about other intervention programs (Aktaş, 2001; Civelek, 1990; Tekin, 1994). Group guidance activities prepared by the Ministry of National Education (MNE) for primary school students were examined as well. Once the activities were selected, we consulted experts to determine the level (age, literacy skills, development and learning levels) of the developed activities. The activities were examined by two special education classroom teachers and four classroom teachers. Necessary corrections were made after the feedback, and the activities were made ready for implementation.

Information and discussion activities in the intervention were intended to eliminate or minimize negative behaviors caused by typically developing students because they had negative attitudes to or insufficient or incorrect information about individuals with special needs. The activities included: Find, Learn and Have Fun; Handkerchief grap (me too); Know Me (blind); Animated videos; I Have a Story; You are not alone (painting).

Creative drama activities in the intervention were prepared so that typically developing students would become aware of the problems of students with special needs. In other words, it was applied to raise awareness. The activities included: Sun; Let's Race; Sir-I Didn't Hear; Let's Tell.

Intervention Process

Pretest Application. The pretest was carried out five days before the start of the experimental process. Before the pretest was applied, the measurement and evaluation tool form was replicated to cover the number of students. Then, a number was given each form. The pretest was carried out simultaneously for all students in four predetermined classrooms. The process took an average of 40 minutes. Before the students did the pretest, the first researcher explained the instructions in the "Peer Scale or the Admission of Students with Special Needs to the Mainstreaming Class" information section and explained in detail how to fill out the

form. To ensure reliability, a classroom teacher was assigned to each classroom, while the researcher walked around all the classrooms during the pretest. The researcher chose this method so that students could fill out the forms alone, without intervention, that is, freely.

Experimental Process. An intervention program was applied to the experimental group five days after the pretest. Class hours in which main lessons were not taught were preferred so that the children would not have academic problems. Appropriate times were determined in cooperation with the classroom teacher. The intervention was held during class hours in which music, physical education and games, visual arts and free activities were taught. The intervention program was implemented for three weeks for a total of 14 sessions (555 minutes). Forty minutes were planned for each session, but some exceeded 40 minutes. Sessions 1, 2, 4, 7, 8, and 10, were held during a 40-minute class hour. The 5th session lasted 50 minutes, the 3rd session 70 minutes, the 9th session 75 minutes, and the 6th session 80 minutes. There was one activity in each session. In total, 10 activities were implemented over a period of three weeks.

The first session was held with the experimental group five days after the pretest and after the necessary explanations about the purpose of the research, the application stages of the research, the calendar and the rules to be followed in the first 20 minutes of the lesson, the first session and the first activity began. The implementation and scheme of the intervention program are given in Table 3. The activities are described according to disability types.

Table 2

Implementation Plan of Preparation for Inclusion/Integration Activities (KAHE)

KAHE INTERVENTION PROGRAM		Awareness of Hearing	Insufficiencv	Awareness of Sight	Insufficiencv	Awareness of Physical	Awarenes of Mental Disability	Awareness of Autism
I. Week	I'm In					√		
	Know, Find and Have Fun			√				
	Let's Race					√		
II. Week	Sir! I didn't hear	√						
	Two animated films	√	√		√	√	√	√
	I Have a Story	√	√		√	√	√	√
II. Week	The Sun							√
	Painting	√	√		√	√	√	√
	Know Me			√				
	Cinema Show	√	√		√	√	√	√

Posttest Application. Five days after the intervention program was completed, a posttest was administered to all students in both the experimental and control groups. Posttests were carried out by the researcher in the classrooms where the students had the pretests.

Analysis of Data

The data were uploaded to the computer for analysis with the SPSS 22.00 package program. The main purpose was to determine whether there was a significant difference between the posttest scores of the students in the experimental group and the posttest scores of the students in the control group. We used the related t-test, a parametric test. In order for this test to be

applied, the scores (measurements) of the dependent variable should be at least in the interval scale, and the difference scores of the two related measurement sets should show a normal distribution (Büyüköztürk, 2018). If the sample size and the group size for each category of the independent variable are above $n > 30$, parametric measurement is possible (Ferguson, 1981, p.153; Canküyer & Aşan, 2005, p.17). As Table 4 shows, the total number of individuals in the experimental and control groups of the research was $n=60$ ($n= 30+30$ $60 > 30$); thus, normality ($p > 0.05$) was achieved.

In the analyses, the value (η^2) was used to determine the effect size of the independent variable (KAHE) on the dependent variable (social acceptance awareness skills). The effect size, eta-square, shows how effective the independent variable is on the dependent variable and how much of the total variance it explains. (η^2) normally varies between 0.00 and 1.00; values at the 0.01, 0.06, and 0.14 levels are considered small, medium, and large effect sizes, respectively. Eta-square (η^2) for the related groups' t-test was calculated using the following formula (Büyüköztürk, 2018):

$$\eta^2 = \frac{t^2}{t^2 + (n - 1)}$$

FINDINGS/RESULTS

The findings are divided into in-group and between-group comparisons. Table 3 shows the distribution for the pretest and posttest scores of the experimental and control groups.

Table 3

Distribution of Experimental and Control Groups According to Pretest-Posttest Scores

Test Type	Posttest Scores					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
EG Pretest mean score	.124	30	.200*	.963	30	.361
CG Pretest mean score	.108	30	.200*	.951	30	.175
EG posttest mean score	.137	30	.160	.944	30	.114
CG posttest mean score	.154	30	.069	.932	30	.054

* Lower bound of true significance.

The values in the table show normality is achieved. There are two values to ensure normality. The first is Kolmogorov-Smirnov (K-S) if the group size is greater than 50. The second is the Shapiro-Wilks test if the group size is less than 50. The P (sig) value in these tests is greater than $\alpha = .05$; it does not deviate from the normal distribution of the scores at this significance level and is appropriate (Büyüköztürk, 2018). The values indicate normality is achieved. The Kolmogorov-Smirnov test also fulfills this criterion.

Between Group Comparison

A t-test was used to determine if there was a significant difference between the social acceptance pretest mean scores of the experimental group who participated in KAHE and the control group who did not. The findings are in table 4

Table 4

Social Acceptance Pretest Related T-tests for Experimental and Control Groups

Measurement	N	X (Mean)	Standard deviation	Sd	T	P
EG	30	70.600	14.749	29	-5.444	0.000
CG	30	95.666	17.697			

As the table shows, there was a significant difference between the social acceptance pretest mean scores of the experimental group and the control group. Since $t(29) = -5.444$ p – value $\alpha = .000$ which is less than $\alpha = .05$, the pretest mean score of experimental group was (x) (70.600), while the pretest mean score of the control group was lower than (x) (95.666).

The results of the t-tests for the posttests of both groups are given in table 5.

Table 5

Social Acceptance Posttest Mean Scores for Experimental Group and Control Group: Relative T-test Results

Measurement	N	X (mean)	Standard deviation	Sd	T	P
EG	30	105.766	20.739	29	2.090	0.045
CG	30	95.000	15.208			

There was a significant difference between the social acceptance posttest mean scores of the experimental group and the control group. Since $t(29) = 2.090$ p – value $\alpha = .045$, which is less than $\alpha = .05$, the posttest mean score of the experimental group was (x) (105.766). The posttest mean score of the control group was higher than (x) (95.000). Thus, there was a significant difference between the two groups after applying the KAHE program.

When the social acceptance pretest and posttest mean scores of the experimental group and the control group were compared, we discovered that the KAHE activities made a significant difference. Table 6 gives the pretest average results of the groups. table 7 gives the posttest average results.

Table 6

Pretest Average Results for Experimental and Control Groups

Measurement	N	X (mean)	Standard deviation	Standard error
EG Pretest	30	70.600	14.749	2.692
CG Pretest	30	95.666	17.697	3.231

Table 7

Posttest Average Results for Experimental and Control Groups

Measurement	N	X (mean)	Standard deviation	Standard error
EG posttest	30	105.766	15.208	2.776
CG posttest	30	95.000	20.739	3.786

In summary; as the table shows, the arithmetic mean of the scores of the children in the experimental group before the application was $X=70,600$ (table 6) and this score increased to $X=105,766$ after the application (table 8). While the arithmetic mean of the PAS scores of the children in the control group was $X=95,666$ before the application, this score decreased to $X=95,000$ after the application. However, this decrease was visible and statistically insignificant. After the intervention program was applied to the experimental group, there was an increase in the social acceptance levels of the children in the group and this was significant. This is shown in the in-group comparison in table 10. Therefore, in the light of all these findings, it can be interpreted that KAHE was successful.

Intra-Group Comparison

A relative t-test was used to compare the intragroup pretest-posttest scores of the experimental and control groups.

Findings and Results for the Control Group

Table 8

Related T-Test Results for Control Group

Measurement	N	X (mean)	Standard deviation	Sd	T	P
EG Pretest	30	95.666	17.697	29	.137	.892
CG Pretest	30	95.000	20.739			

Table 8 shows the pretest and posttest mean scores for the control group: $t(29) = .137$ $P(\alpha) = .892$. Although (x) (20.739) was higher than the pretest averages (x) (17.697), since the P value was greater than .05, there was no significant difference in the results.

Findings and Results for the Experimental Group

Table 9

Related T-Test Results for Experimental Group

Measurement	N	X (mean)	Standard deviation	Sd	T	P	(η^2)
EG Pretest	30	70.6000	14.749	29	8.848	.000	0.729
EG posttest	30	105.7667	15.20817				

Table 9 shows a significant difference between the mean scores of the experimental group's pretest and posttest results. Students' posttest averages (x) (105.766) were higher than their pretest averages (x) (70.600). Since the p value was less than 05, the results were significant. The eta-square value was .729. The value of eta-square (η^2) varies between 0 and 1. Thus, this was a large effect size. The findings indicate that KAHE made a significant difference.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The main purpose of this research was to examine the effectiveness of preparation for inclusion/integration activities (KAHE) applied to typically developing students in raising the levels of their social acceptance of students with disabilities. The sample included 60 students (56 typically developing, 4 with special needs) aged 7, 8, 9, 10, and 11 (the older ones were Syrian immigrant children) in two 3rd grade classes. The sample classes were randomly

selected from 12 3rd grade classrooms in a primary school with a middle socio-economic level. One of the classes was randomly selected as the experimental group and the other as the control group. A KAHE intervention program was applied to the experimental group over three weeks. There was no significant change in the acceptance levels of the students in the control group but the acceptance levels of the experimental group increased.

This result was compatible with the results of other studies. For example, Tekin (1994, pp. 84-89) examined a mentored group and a non-mentored group. The mentored group watched a movie on disability; the empathy mood levels of this group increased in the context of peer acceptance. Aktaş (2001, pp. 87-91) conducted a study to develop positive attitudes towards peers with special needs and to change cognitive and affective behavior by giving information to individuals with typical development about physically disabled individuals. The level of peer acceptance increased in typically developing individuals. However, our research included activities for more than one type of disability, and it used the PAS assessment tool for peer acceptance. Aktaş (2001) used SAS adapted into Turkish by Civelek (1990).

Şahbaz (2007) used the "Who is this" technique to determine typically developing students' levels of social acceptance of peers with special needs in an inclusion/integration classroom environment. The study found typically developing students had low levels of social acceptance of peers with special needs. Like our study, this one used an informative technique. However, we applied for an intervention program. At the end of the application, we found the KAHE intervention program had a positive effect on social acceptance.

Yaşaran, Batu and Özen (2014) studied the social acceptance of students with different disabilities. However, they looked at students in the 3rd, 4th, and 5th grades. In addition, they used the SAS. We developed and used a peer scale (the PAS). The scale can be used in and contribute to the field of special education.

Wagner L. (2019) Good character is what we look for in a friend: Character strengths are positively related to peer acceptance and friendship quality in early adolescents. Conducted research on the subject. Investigated the effectiveness of character variables in peer relations among early adolescents in his research. Examining the findings, it showed that character strengths such as honesty, humor, kindness and justice are most desirable and important in a friend. Perspective, love, kindness, social intelligence, teamwork, leadership and humor were associated with higher peer acceptance. Overall, the results show the relevance of character strengths for positive peer relationships in adolescents. It is understood that there is a

parallelism between the findings of his study and the factors affecting peer acceptance. Another research in the literature is Katja Petry (2018) The relationship between class attitudes towards peers with a disability and peer acceptance, friendships and peer interactions of students with a disability in regular secondary schools, the aim of the author in his research on the subject of the relationship between peer acceptance, friendships and peer interactions of disabled students studying in normal secondary schools and classroom attitudes towards their disabled peers; To investigate the relationship between difficulties in social participation and the attitudes of normally developing adolescents towards their disabled peers. Participants of the research; A cross-sectional study was conducted with a total of 2013 children with 1866 typical development, 86 with autism spectrum disorder (ASD) and 61 with sensory and/or motor disabilities. The results showed that students with ASD, as well as students with sensory and/or motor disabilities, were less accepted by their peers, had less mutual friendships, and were less likely to engage in peer interactions than their typically developing peers. Katja Petry (2018) stated that the findings of the study are in line with the factors affecting peer acceptance; In particular, it has been observed that types of disability have a negative effect on peer acceptance. This situation has emerged that the research is supported by the literature.

In summary, this study makes the following contributions. First, Preparation for Inclusion-Integration Activities (KAHE), a series of activities prepared by the researcher, is an applicable program to increase acceptance in the context of social communication and interaction for students with special needs. Second, the tools and equipment used are extremely practical and the cost is low, increasing its applicability. Third, KAHE uses a combination of information, discussion, and creative drama activities. Fourth, KAHE covers more than one type of disability. Fifth, the measurement scale was developed specifically for this study, and it is the first scale for this age group (8-9-10).

However, the study has certain limitations. First, the KAHE intervention program was not carried out with the control group; only the experimental group benefited. Second, the data on the social acceptance levels of students in the experimental group were limited to the posttest data obtained five days after the completion of the application. It would be useful to follow up at a later time. However, the research coincided with Covid-19, so a follow-up study could not be carried out.

Suggestions for follow-up

1. Follow-up studies should determine the continuity of the increase in social acceptance levels in typically developing students as a result of inclusion/integration preparation activities (KAHE).

2. Observational studies should examine the effects of the attitudes to inclusion on typically developing students.

3. Studies should examine the consistency between students' answers to social acceptance scales and their attitudes.

4. Similar studies should look at parents, neighbors, teachers and other groups (professional groups) in society.

5. The inclusion/integration preparation activities (KAHE) should be added to group guidance activities or revised as a new study program.

6. The inclusion/integration preparatory activities (KAHE) implemented in this study can be provided by the school guidance service to primary school classroom teachers, branch teachers in primary school, school administrators, and students in the form of a package called "School Guidance" for three weeks from the first week of school opening every year. Based on our findings, we recommend its use.

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