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Starting Point: An Investigation of Awareness Studies for Individuals with Special Needs in the Preschool Period

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Abstract: Preschool is a critical developmental period when the first steps are taken in terms of forming different attitudes and judgments. The main motivation source of this study is the absence of a study where research on the acceptance of individuals with special needs and raising awareness for them in preschool, which is considered the first step toward inclusion, is synthesized. Therefore, the present study aims to systematically determine which awareness studies are carried out in classroom and school settings to increase the social acceptance of children with special needs, who take the first step into the inclusive education process with preschool education in Turkey. This study was conducted by adopting the systematic review methodology. Considering the criteria determined in the current study, no year limitation was made for the beginning. Studies published in the national literature and conducted on "Awareness for individuals with special needs in the preschool period" were examined. To this end, an advanced search field was used in Anadolu University Library databases; the DergiPark database, Google Scholar search, and National Thesis Center were also included in the screening process. The research includes theses conducted with individuals with special needs in the preschool period and studies published in national and international refereed journals in Turkish and English. A total of 41,724 studies were obtained. The studies obtained as a result of the screening continue to be examined according to the determined inclusion and exclusion criteria. The screening process and the application process of the inclusion and exclusion criteria will be visualized by adopting the PRISMA model. The included studies will be analyzed descriptively. The findings regarding the demographic, methodological, and finding variables of the studies will be shared in detail during the presentation at the congress.

Keywords: Preschool education, Awareness, Children with special needs, Respect for diversity, Empathy

Introduction

Children attribute various meanings to diversity in different age groups. To talk to children about the concept of diversity or to carry out an activity on this subject, the developmental readiness of children for this concept should be considered. The first two years of life are critical in terms of the formation of pre-prejudices (Carnegie Corporation, 1994). *Prejudice* can be defined as an attitude, belief, or feeling that causes and justifies unfair treatment due to a person's identity (Derman Sparks & Edwards, 2010). Children start to be interested in right and wrong behaviors around the age of two (Derman & Sparks, 1989; Divrengi & Aktan, 2010). Hence, concepts such as competence, age, appearance, beliefs, class, culture, family composition, gender, race, sexuality, and diversity, regardless of the reason, are among the concepts to which children may develop prejudices in different age groups (Beckett, 2009; Kaymaz, 2017). The preschool period is a very critical developmental period when the first steps are taken in terms of the formation of different attitudes and judgments. Therefore, the aforesaid period should be considered the first developmental/education period that must be studied for children to gain awareness of different attitudes and behaviors and develop positive attitudes and behaviors toward diversity, and create classroom settings without prejudice.

Table 1. Formation of diversity concepts in early childhood

Age	Diversity Development
3-4 Months	<ul style="list-style-type: none"> • Begin to separate themselves from others. • Are affected by their own voice and the attitudes and behaviors of people caring for them. • Try to imitate the facial expressions of people around them. • Begin to become sensitive to the feelings of others. • The ability to empathize with others starts during this period.
1 Years Old	<ul style="list-style-type: none"> • Begin to realize that they have a different mental world than their family, but they may have some common thoughts. • Notice visible physical disabilities, such as skin color. • Notice gender and racial/language differences and are interested in these differences. • Realize they are a “person” in the eyes of people around them.
2 Years Old	<ul style="list-style-type: none"> • First notice their body. • Begin to learn the names of their body parts and their basic functions. • While learning their body parts, they begin to become aware of their sexual region. • Become aware of their gender. • Begin to wonder why people differ in their skin color, hair color and type, eye color and shape, and all other physical characteristics. • If there is an individual with special needs in their family, they can also understand this difference; otherwise, this awareness develops at an older age.
3 Years Old	<ul style="list-style-type: none"> • Form pre-prejudices (<i>pre-prejudice period</i>). • Show that they are uncomfortable with people’s certain characteristics (skin color, gender, physical disability, language). • Begin to notice people from different ethnic backgrounds and their various traditions (e.g., different meals, traditional holidays, etc.). • Begin to understand the cultural situation concerning gender behaviors and attitudes and act in line with this situation. For example, boys prefer to play with cars, while girls prefer to play with dolls. • Begin to ask questions about language, gender, and physical differences in line with their own and others' characteristics.
4 Years Old	<ul style="list-style-type: none"> • Are curious about the reasons and sources of diversity. For example, will my hair color be different when I grow up? Why do my friend and I look different? • Ask questions about physical characteristics, such as “If I play with a child with a physical disability, will I be disabled like him?” and try to understand the answers. • Display awareness of family structures and economic class differences. • Begin to form positive or negative ideas about the causes of people's different characteristics based on the attitudes of people around them and their own observations and experiences.
5 Years Old	<ul style="list-style-type: none"> • Wonder which of their characteristics are permanent and which can be changed. • While trying to understand their cultural identities and cultural backgrounds, they begin to perceive that there are differences in every culture and every group displays similarities within itself. • Scientific explanations about diversity can be made to children beginning from this age. • Begin to have precise information about the behavior of men and women around them. • The stereotypes of activities and professions develop. For example, girls do this, boys do this, girls play with this, boys play with this.
6-8 Years Old	<ul style="list-style-type: none"> • Attempt to understand people of different nationalities, races, religions, and cultures and understand that their characteristics cannot be changed. • The factor determining children's attitudes is the behavior of the people around them. • Self-respect for culture begins during this period. • Elements in the child's micro (family, home environment, close environment, etc.) and macro system (media, culture, etc.) have a significant effect on what kind of attitude they will develop toward diversity. • Even if there are individuals prejudiced against diversity in children's families, if a prejudiced attitude toward diversity is not displayed in their school, children can decide for themselves what type of behavior they will choose.

Formation of the Concept of Diversity in the Preschool Period

Instead of accepting the difference of the person people think is different in society, they usually tend to approach that person with prejudice. Concepts of diversity that are generally open to diversity are as follows: physical, cognitive, and emotional *competence*, *appearance* as definitions such as weight and height and age as the state of being young or old, *beliefs* such as religious, etc. values, class determining the socio-economic status, *culture* as shared values, family *composition* that refers to the family structure, *gender* as the state of being a female or a male, *race* that determines original and physical characteristics, and *sexuality* that expresses sexual preference and orientation (Divrengi & Aktan Acar, 2012).

Early childhood is a critical period for creating positive awareness of diversity (Murray, 2012). Children realize information about physical appearance and identity concepts quite early. Hence, the first years of life are very critical for the formation of prejudices (Aktan & Divrengi, 2010). For this reason, the period from birth to the age of three is crucial in terms of the formation of first prejudices (Derman Sparks, 2010). Table 1 contains children's perceptions of diversity in the developmental sense by age groups (Aktan & Divrengi, 2010; Artan, 2018; Derman Sparks, 2010; Ekmişoğlu, 2007; Eren, 2015; Foundation for the Support of Women's Work, 2006, pp. 9-11; Pektaş, 2022; Yıldız, 2019).

As seen in Table 1, children become aware of diversity by observing their surroundings from a young age and develop feelings, thoughts, and behaviors toward diversity under the impact of their environment. In general, it can be stated that the age range of 3-7 is critical in terms of gender, race, and special needs issues. Children begin to have labels and emotional reactions concerning these issues during the said period (Derman-Sparks, 2010). Preschool children are open to learning about this diversity as well as they have certain stereotypes about diversity. What children learn about different people around them will impact how they grow up and what kind of adults they will become in the future. Hence, it can be aimed to raise the awareness of children by providing respect for diversity education starting from this age. *Respect for diversity* can be defined as understanding the similar and different aspects of people in physiological and sociological terms and behaving tolerantly by accepting people with their differences (Uner, 2011). Therefore, when it is planned to conduct studies on developing respect for diversity, the characteristics of children during these periods should be reviewed, and their age period should be taken into account.

Respect for Diversity Education

The multicultural education approach constitutes the basis of respect for diversity education programs. Multicultural education addresses many dimensions of diversity, such as culture, race, gender, age, occupation, economic status, sexual preference, and various physical characteristics (Uner, 2011). Derman-Sparks shaped respect for diversity education with the anti-bias curriculum, which she developed by bringing a different dimension to multicultural education based on prejudice and discrimination (Derman-Sparks, 2010). The fact that children create a positive self-identity, learn to develop empathy by empathizing with their environment, recognize what discrimination is and learn that it is necessary to deal with it are among the goals of the anti-bias curriculum (KEDV, 2006; Uner, 2011).

In Turkey, the concept of respect for diversity was included in education with the 2006 MoNE Preschool Education Program and extended with the 2013 MoNE Preschool Education Program to include more activities and acquisitions in line with this concept. Concerning the goals of respect for diversity education, this education should be planned by considering the sub-dimensions of gender, different cultures, different family structures, and being an individual with special needs. In the context of respect for diversity education, children and young people with special needs are in a disadvantageous position compared to their peers in the field of education due to their special needs, not considering their differences, facing income poverty, and the risks of social exclusion (Özkabak Yıldız, 2018).

It is usually seen that individuals who do not have special needs or who do not have a person with special needs in their environment have prejudices against individuals with special needs. Therefore, individuals with special needs may face disregard, ignoring, pity, and attitudes and behaviors in which only special needs are seen. For this reason, teachers in preschool education institutions should include respect for diversity education programs based on integrative/inclusive education (KEDV, 2006). Within the scope of respect for diversity education, discrimination due to the state of being with special needs should be eliminated by stressing that an individual may have special needs from birth or later, children with special needs should benefit from their rights to education and development, individuals with special needs have things they can and cannot do like everyone

else, but that they can perform numerous skills and behaviors in particular (Ekmisoglu, 2007; Eren, 2015). Hence, it is crucial to conduct studies on prejudice, discrimination, and diversity during this period since preschool covers the critical years in terms of the formation of prejudices.

Rationale of the Study

It is among the most fundamental rights of individuals with special needs to live in a society where they are accepted and respected (Centre for Studies on Inclusive Education, 2016). This fundamental right is only possible if a common living space is provided to individuals with special needs by all units that make up society from the micro to the macro level, such as family, school, and non-governmental organizations starting from the individual. Raising children who can empathize and exhibit sensitive behaviors toward individuals with special needs starting from the preschool period will be possible not only with integrative/inclusive education but also by having an integrative/inclusive society. This is a social cycle, and to break this cycle, it is necessary to reveal what kind of awareness and/or empathy studies are conducted to increase the acceptance of these individuals. Therefore, it is necessary to determine what is done concerning respect for diversity in order to ensure the acquisition of these behaviors in classroom settings.

Purpose of Research

According to Boroson (2017), creating a meaningful integrative/inclusive classroom culture starts with spreading awareness and planning for this, from students in the classroom to the building staff. Hence, the present study aims to systematically determine which awareness studies are carried out in classroom and school settings to increase the social acceptance of children with special needs, who take the first step into the integrative/inclusive education process with preschool education in Turkey. Studies to be obtained in line with this will present an overview in terms of characteristics such as how individuals with special needs are mostly represented, in what kinds of activities children with special needs are included, what kind of language is used when describing children with special needs, how children with special needs are described, what the main features of the activities are, and what kind of equipment is used in studies. In line with this purpose, answers to the following questions will be sought:

1. What are the methodological characteristics of the studies (participant characteristics, research designs, measurement tools)?
2. What are the main findings of the studies?
3. What are the recommendations of the studies for educational practices?

Importance of Research

The fact that the social acceptance of children with special needs, who have been placed in classes within the scope of inclusive education in the past, cannot be fully realized by typically developing children is one of the largest recent difficulties faced by children in integrative/inclusive education (Beckett, 2009; Boroson, 2017). In this regard, it can be said that preschool education plays an important role in changing and regulating the negative attitudes of typically developing individuals toward individuals with special needs. It is planned that this study will be conducted considering that it is important in terms of carrying out improvement studies for integrative/inclusive education and will contribute significantly to preparing integrative/inclusive learning settings, and will also create a theoretical background for further research. The original aspect of the study is that no study synthesizing research on the acceptance of individuals with special needs and awareness raising in the preschool period, which was previously considered the first step toward integration, has been found.

Method

Research Design

The current study was conducted by adopting the systematic review methodology. Systematic reviews, expressed as the examination of studies on the same subject in accordance with the determined objectives and criteria, are used in educational research to guide future research and interventions in the field by revealing important connections and practices in the field.

Literature Review Process

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model steps were adopted in the screening and selection of publications. PRISMA guides researchers in compiling and reporting studies examined with a systematic method (Moher et al., 2009). The research examined publications on awareness studies in preschool classroom and school settings aiming to increase the social acceptance of children with special needs in Turkey, without publication year limitations. As seen in Table 2, five keywords such as "preschool period," "individual with special needs," "awareness," "respect for diversity," and "empathy" and combinations of these words (5x4=20) were determined as search terms to this end. An advanced search field was used in Anadolu University Library databases in a systematic way with the determined key terms, and an electronic search was done by selecting "all providers" as the database. Furthermore, a search was done in the DergiPark database, the Google Scholar search engine, and the National Thesis Center on the subject. Additionally, it was aimed to reach the studies not reached during the search by examining the references of the reached publications. As a result of the search, a total of 41,724 publications were reached, 26,300 from the databases and 15,724 from the Google Scholar search engine.

Inclusion and Exclusion Criteria

The following criteria were considered when including publications in the study: a) studies published until March 2023 without the beginning year limitation, b) studies conducted with Turkish participants, c) participants being children with special needs receiving preschool education, d) studies published in the national literature in Turkish or both in Turkish and English, e) the study subject being raising awareness of individuals with special needs in the preschool period and focusing on respect for diversity education. The exclusion criteria were determined as follows: a) the group of participants being students in the school period, b) awareness education being aimed at teachers or families, c) publications being books or book chapters.

Table 2. Search terms used for queries in the databases

Terms	Combinations of terms
Preschool Period	Individual with Special Needs Awareness Respect for Diversity Empathy
Individual with Special Needs	Preschool Period Awareness Respect for Diversity Empathy
Awareness	Preschool Period Individual with Special Needs Respect for Diversity Empathy
Respect for Diversity	Preschool Period Individual with Special Needs Awareness Empathy
Empathy	Preschool Period Individual with Special Needs Awareness Respect for Diversity
	Total: 23

Note: The terms consisting of two or more words were included in the query by showing them in quotation marks.

Considering the inclusion and exclusion criteria, the second researcher performed the first control of all studies by first reading their titles, eliminating duplicates, and excluding books and book chapters. Figure 1 displays the flow chart showing the eligibility process in determining publications. In line with the inclusion criteria, 19

publications were included in the study by excluding repetitive publications and book chapters after the first detailed reading of the abstracts. The method sections were read in detail during the second reading. Thirteen publications outside the research focus were eliminated after this detailed reading. Six studies determined at the end of this process were included in the research for descriptive analysis.

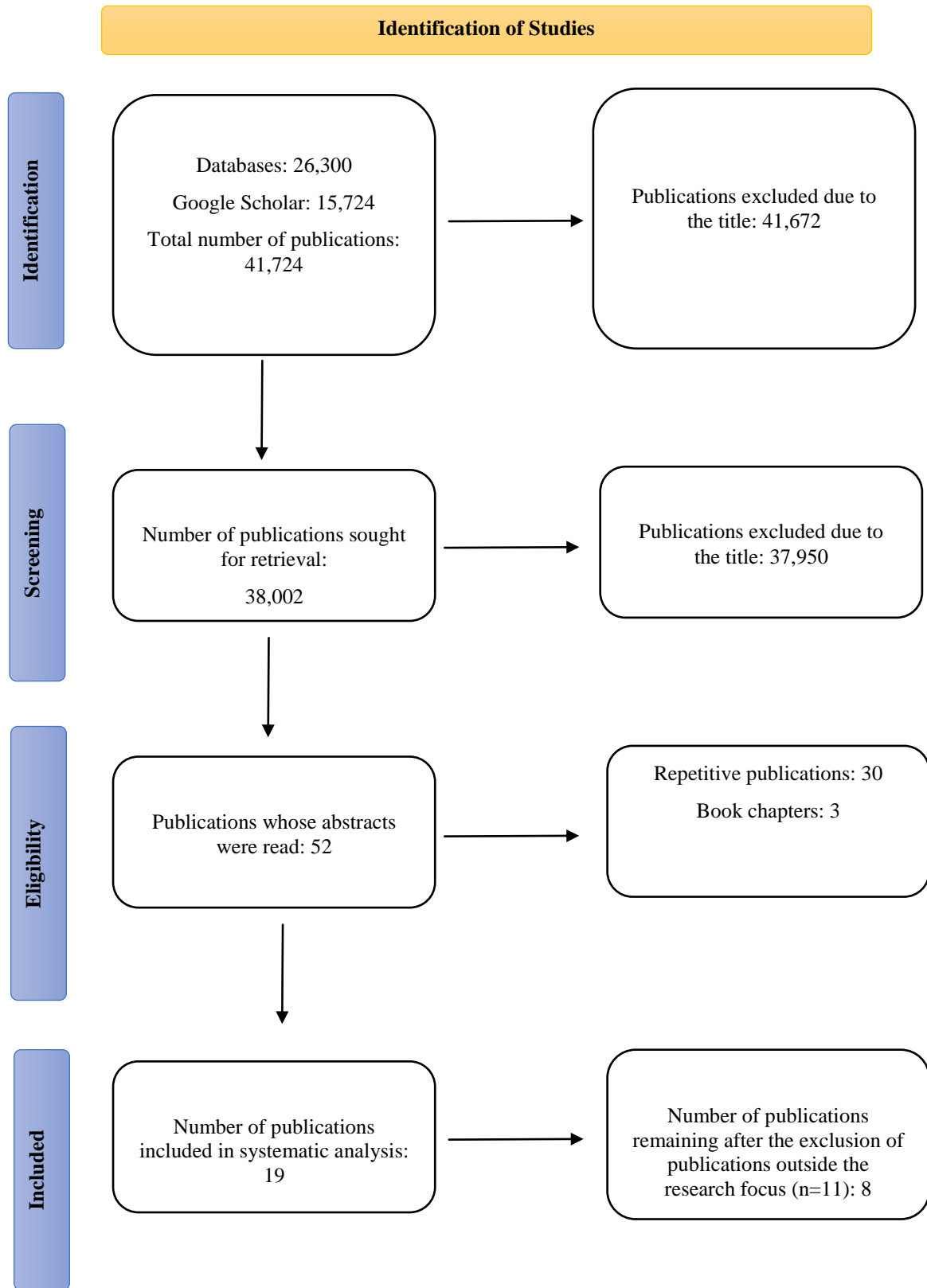


Figure 1. Flow chart showing the eligibility process in determining articles.

Descriptive Analysis

Two articles and four theses that met the inclusion criteria were examined within the scope of the study for descriptive analysis. Descriptive analysis represents the systematic and comprehensive examination of academic studies on a specific subject according to the predetermined criteria (Gough et al., 2017). The researchers prepared a descriptive analysis coding table to this end. The studies were analyzed in terms of demographic, methodological, and finding variables, including the number of participants, the age of the participants, research design, dependent variable, independent variable, the interventions used in the education of children, the content of awareness studies, and the research result.

Two different inter-rater reliability data were collected in the study. First reliability data were made concerning the literature review of the study. Primarily, the researchers did a search in the determined databases using the search terms employed for the search. After grouping the publications they reached by the databases, the researchers compared the resulting numbers. It was found that the researchers reached the same publications. Second, the study's authors coded the two studies together and the others independently, according to the items in Table 3. While calculating the inter-rater reliability, the formula "inter-rater agreement/inter-rater agreement + inter-rater disagreement X 100" was employed. The researchers came together and discussed the disagreed codings, and consensus was reached. The inter-rater reliability coefficient was calculated as 100%.

Findings

Table 3 summarizes the findings regarding the demographic, methodological, and finding variables of the 6 studies that aimed to determine what awareness activities are carried out in classroom and school settings to increase the social acceptance of children with special needs who take the first step into the integrative/inclusive education process with preschool education in Turkey. The year of publication was taken into consideration while summarizing the studies, and the studies were listed from the present to the past.

Findings Regarding Methodological Characteristics

Methodological characteristics were analyzed in seven different categories: a) number of participants, their gender and age, b) research design, c) dependent variable, d) independent variable, e) interventions used in education, f) content of awareness studies, and g) research results.

Number of participants, their gender and age. Research was conducted with a total of 104 children in the 6 studies reached within the scope of the research. Upon examining the participants under the gender title, it was observed that 104 children consisted of 47 females and 57 males. Considering the studies separately by age groups, it was seen that 4 studies were conducted with children aged 5-6 years, one study with 4-6-year-old children, and one study with 5-7-year-old children. It can be said that the participants were in the 4-7 age range in general.

Research design. It was found that two of the 6 studies within the scope of the research used the single-subject research method (Tıkıroglu, 2019; Ozaydın et al., 2008), two used the experimental method (Yıldız, 2019; Öztürk & Yıkımsı, 2013), one used action research, one of the qualitative research methods (Kapsız, 2021), and one employed the mixed research method (Erdogan & Bas, 2018).

Dependent variable. Concerning the dependent variables of the studies included in the research, it was seen that two studies examined special needs individual awareness (Kapsız, 2021; Erdoğan & Baş, 2018), two studies examined social interaction behaviors (Tıkıroglu, 2019; Ozaydın et al., 2008), one study examined children's attitudes toward their peers with intellectual disabilities (Ozturk & Yıkımsı, 2013), and one study examined respect for diversity (Yıldız, 2019) variables.

Independent variable. Upon examining the 6 studies included in the research, it was observed that 6 different education programs were studied, including the peer education program in two studies (Tıkıroglu, 2019; Ozaydın et al., 2008), the development program for peers with intellectual disabilities in one study (Erdogan & Bas, 2018), the respect for diversity program in one study (Yıldız, 2019), creative drama in one study (Erdoğan & Baş, 2008), and special needs awareness in one study (Kapsız, 2021).

Table 3. The studies' demographic, methodological, and finding characteristics (continued)

Source	Number and Gender of Participants	Age of Participants	Research Design	Dependent Variable	Independent Variable	Interventions Used in Education	Content of Awareness Studies	Research Result
<u>Kapsız, 2021</u>	7 typically developing children 4 females 3 males	5 years old	Action research	Children's Special Needs (Disability) Awareness	Special Needs (Disability) Awareness Education Program	Direct instruction Case explanation Dramatization Video-based teaching	Children were provided with general information about being with special needs in the first week. Awareness education was provided for a total of 14 weeks by conducting studies on raising awareness of a special needs diagnosis group every subsequent week.	It was stated that children became aware of their peers with special needs. Could empathize with individuals with special needs. Developed positive attitudes toward individuals with special needs.
<u>Tikroğlu, 2019</u>	9 children 7 females 2 males	5-6 years old	Single-subject research method	Social interaction behaviors	Peer Education Package	Watching videos Question-answer Playing games	Studies were conducted on awareness of children with autism spectrum disorder by ensuring that children watched videos on diversity and by talking to them, doing activities, and reading books.	In the research conducted with peer-mediated teaching, the evaluation of the effectiveness of awareness studies was not considered a goal.
<u>Yıldız, 2019</u>	24 children 10 females 14 males	5-6 years old	Experimental method	The effect on 5-6-year-old children's level of respect for diversity	Respect for diversity education program provided to children with the creative drama method	Creative drama method	Studies were conducted on diversity regarding special needs for two weeks within the scope of the 12-session "Respect for Diversity" education. Activities were carried out with children using the drama method.	It was reported that the respect for diversity education provided with the creative drama method was effective in increasing the children's level of respect for diversity.

Table 3. The studies' demographic, methodological, and finding characteristics (continued)

Source	Number and Gender of Participants	Age of Participants	Research Design	Dependent Variable	Independent Variable	Interventions Used in Education	Content of Awareness Studies	Research Result
Erdogan and Bas (2018)	11 typically developing children 4 females 7 males	4-6 years old	Mixed method	Special needs individual awareness	Creative drama method applied by making use of children's literature products	Creative method drama	Three areas of disability, orthopedic, hearing and intellectual disabilities, and books suitable for children's development were selected, and the awareness of typically developing children regarding these disability groups was raised.	It was seen that children became aware of differences and disability. Acquired knowledge and awareness in the areas of disability. Made progress in the areas of positive attitude development.
Ozturk and Yikemis (2013)	36 typically developing children 19 males 17 females	5 years old	Experimental research	Children's attitudes toward their peers with intellectual disabilities	Information program for peers with intellectual disabilities	Direct instruction Storytelling Simulation Expert participation Video recording	The information program consisted of 10 sessions. In each session, a different subject concerning intellectual disability was discussed, and awareness of these individuals was developed.	Significant differences were reported in the attitudes of children participating in the information program regarding children with intellectual disabilities toward children with intellectual disabilities compared to the group not participating in the program.
Ozaydin et al. (2008)	17 children 12 males 5 females	5-7 years old	Single-subject research method	Social interaction behaviors	Friendship Skills Development Program	Direct instruction Showing videos Modeling Visual prompts	Within the scope of sensitivity education, typically developing children were shown images of the special needs child in their classroom and talked to about the subject.	Evaluation of the effectiveness of awareness studies was not considered a separate purpose in the research conducted to develop friendship skills.

Interventions Used in Education. Considering the 6 studies included in the research, it is remarkable that more than one intervention is used in each study. Interventions such as direct instruction, storytelling, video-based teaching, creative drama, modeling, and visual prompts were used in the content of the studies.

Content of awareness studies. Upon examining the awareness content of the studies within the scope of the research, it was revealed that three studies applied an awareness-raising program to children week by week for a certain period (Kapsız, 2021; Yıldız, 2019; Ozturk & Yıkamıs, 2013), two studies employed methods such as watching videos, creative drama, and modeling (Tıkıroglu, 2019; Yıldız, 2019), and one study attempted to raise awareness in children within the scope of an activity application (Ozaydın et al., 2008).

Research results. Upon analyzing the results of all studies, it was observed that typically developing children in the class became aware of their peers with special needs and developed a positive attitude toward their peers with special needs as a result of four studies (Kapsız, 2021; Erdogan & Bas, 2018; Ozturk & Yıkamıs, 2013), but two studies could not evaluate the effectiveness of awareness studies since the effectiveness of awareness studies was not a purpose of the research (Tıkıroglu, 2019; Ozaydın et al., 2008). Nevertheless, in the social validity findings, it was stated that children exhibited considerably positive attitudes toward their peers with special needs.

Conclusion

The present research aiming to determine which awareness studies are carried out in classroom and school settings to increase the social acceptance of children with special needs who take the first step into the integrative/inclusive education process with preschool education in Turkey attempted to reach all publications conducted to this end until March 2023 without time limitation in the review process of the national literature. This enabled the studies to be analyzed from a more holistic perspective. Nevertheless, the most important finding of the current study is that despite the fact that inclusion/integration practices have been carried out in Turkey for many years and even though inclusive education with multiculturalism has been mentioned, very limited awareness studies have been performed to increase the social acceptance of children with special needs in the preschool period. However, it is known that the basis of the attitudes and behaviors that individuals will display in their lives is laid in early childhood. Hence, to ensure the full participation of individuals with special needs in social life, first creating environments without prejudice in preschool classes and then gradually expanding these environments and providing hope that all environments where individuals will participate will be similar will be possible only by effective work in these early years. This review indicates that we are, unfortunately, still at the very beginning of the road.

Teachers' knowledge, attitudes, and behaviors are another important point that should be mentioned at the end of the study. It is stated in the literature that teachers who have knowledge about individuals with special needs and integration approach students with special needs with more positive attitudes than those who do not have such knowledge (Can & Kara, 2017; Cıtak, 2020; Yazıcı & Akman, 2018). Therefore, conducting awareness activities for children with special needs at the desired level probably depends primarily on teachers' developing positive attitudes about awareness-raising. At this point, teachers' cooperation with families, receiving pre-service and in-service training, and increasing their professional responsibility awareness and in-class experiences can be listed among the things that should be done for them to develop positive attitudes.

Recommendations

It is essential that studies to be conducted to raise awareness of typically developing children of their peers with special needs are carried out systematically within the framework of a standard education program. At this point, more activities and acquisitions should be included in preschool education programs in line with the concept of respect for diversity in preschool education by the MoNE. Considering the objectives of respect for diversity education, this education can be planned systematically by addressing the sub-dimensions of gender, different cultures, different family structures, and being with special needs.

Since children form prejudices toward various concepts in different age periods, studies can be conducted to determine the impact of different methods (drama, play, project approach, storytelling, etc.) on gaining respect for diversity by children of different ages. Sample activities can be explained by organizing education for preschool teachers on how to ensure that children gain respect for diversity in in-service training. Moreover, teachers can be supported in improving themselves by giving practice examples or books prepared on this

subject. As a result of adding family education and participation studies to the awareness/empathy education programs to be prepared for children, integrated research can be performed by including the education of children at school, the skills they learn, and their families in the process.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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