# Opinions of Students Receiving Education in Resource Room on Integration Practice and Problems They Encounter

## Destek Eğitim Odalarında Eğitim Gören Öğrencilerin Kaynaştırma Uygulamasına İlişkin Görüşleri ve Karşılaştıkları Sorunlar

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**Abstract**

The purpose of this study is to determine the opinions of students receiving education in resource room services regarding the effectiveness of support education and the problems they encounter. This study was conducted using a case study, one of the qualitative research methods. Data in this study were collected between September 2023 and January 2024. Participants were determined by purposive sampling and a total of 12 students were interviewed. The data were examined through content analysis. The themes that emerged after the analysis of the data were "physical problems, problems in practice, success and socialization". The students receiving resource room stated that although they were in advanced classes, many of them did not know how to read and write and generally had communication problems. The students stated that they improved academically after receiving resource room, were able to cooperate with their own teachers, resource room teachers and friends, acquired problem-solving skills in mathematics class and began to understand what they read. It was concluded that students who resource room believed that they were valued, began to express themselves more comfortably, participated in classes, social activities and games, and largely escaped peer bullying.

**Keywords:** Resource Room, Case Study, Inclusion, Student Opinion, Special Needs Individual.

**Öz**

Bu araştırmanın amacı destek eğitim odalarında eğitim gören öğrencilerin destek eğitimin etkililiğine ilişkin görüşleri ve karşılaştıkları sorunları belirlemektir. Bu çalışmada nitel araştırma yöntemlerinden durum çalışması ile yürütülmüştür. Bu araştırmada veriler 2023 eylül ayı ile 2024 ocak ayı arasında toplanmıştır. Katılımcılar amaçlı örnekleme ile belirlenmiş olup toplam 12 öğrenci ile görüşme gerçekleştirilmiştir. Veriler içerik analizi yoluyla incelenmiştir. Verilerin analizi sonrası ortaya çıkan temalar "fiziksel sorunlar, uygulamadaki sorunlar, başarı ve sosyalleşme" şeklindedir. Destek eğitimi alan öğrenciler ileri sınıflarda olmalarına rağmen birçoğunun okuma ve yazma bilmedikleri ve genel olarak iletişim sorunu yaşadıklarını ifade etmişlerdir. Öğrenciler destek eğitim aldıktan sonra akademik olarak gelişme gösterdikleri, kendi öğretmenleri, destek eğitimi öğretmenleri ve arkadaşlarıyla iş birliği yapabildikleri,

matematik dersinde problem çözme becerisini edindikleri ve okuduklarını anlamaya başladıkları ifade etmişlerdir. Destek eğitimi alan öğrenciler destek eğitim aldıktan sonra değer gördüklerine inandıklarını, kendilerini daha rahat ifade etmeye başladıklarını, derslere, sosyal etkinliklere ve oyunlara katılım sağladıklarını ve akran zorbalığından büyük oranda kurtulduklarını ifade etmişlerdir.

**Anahtar Kelimeler:** Destek Eğitim Odası, Durum Çalışması, Kaynaştırma, Öğrenci Görüşü, Özel eğitim.

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## 1. Introduction

In 2002, approximately 53,000 disabled students were educated in public schools in our country. By the 2024-2025 academic year, this number will have increased to 425,000. The latest statistics indicate that 57 thousand disabled students are educated in 1,517 special education schools and 53 thousand disabled students are educated in special education classes in other educational institutions. Additionally, 330 thousand students have been provided with inclusive education (Ministry of Family and Social Policies, 2023). The largest disability category among these students is learning disabilities, which represent 44.4% of the total. Approximately half of this number is in primary schools, where students are between the ages of 6 and 10 (Ministry of National Education, 2022). Approximately 40% of students with learning disabilities nationwide between the ages of 6-21 are in support rooms outside the general education classroom for a period of between 30% and 40% of the school day.

Special education, also referred to as special needs education, encompasses the provision of educational services to children who exhibit social, mental, or physical differences that necessitate adaptations to accommodate their unique needs, as compared to the typical student. Education is the most effective means of achieving social justice and equality. Equal and inclusive education is not

only a fundamental educational goal in itself, but also an important step towards the creation of an equitable and inclusive society in which every citizen has the opportunity to nurture their dreams, develop their abilities, and contribute to national interests. Inclusive education strives to ensure that no child in the country is prevented from accessing learning and growth opportunities based on their circumstances at birth or in the past. In the field of education, it is imperative to underscore that the primary objective of all educational sector development programs should be to narrow the social class gaps in access to schooling, participation, and learning outcomes. It is imperative that the education sector develops interactive mechanisms to ensure that children with special needs and children with different abilities have equal access to quality education at the same level as their peers. It is imperative that disabled children be guaranteed the opportunity to participate in the educational process from the primary level to the university level.

The Rights of Persons with Disabilities Act (MoNE, 2021) defines inclusive education as a system wherein all children with general and special needs are educated together, and the teaching and learning system is adapted to meet the needs of each child, whether general or special. In order to meet the aforementioned needs, it will be necessary to appoint trained teachers who are familiar with the needs of children with disabilities in schools and on school grounds. Additionally, it would be beneficial to establish a support center for children with severe or multiple special needs. In order to develop an appropriate system to ensure that each child is supported according to their needs and that they are fully involved and included in the classroom, it is essential to ensure that the school or school premises are properly functioning to accommodate different categories of children with special needs. In accordance with the RPWD Act of 2016, children with basic disabilities are afforded the option of pursuing either a regular or a special education curriculum. The establishment of support education centers through the involvement of special educators will facilitate the delivery of quality education in a home setting, while simultaneously developing the competencies of children with severe or multiple special needs and their parents in the domains of rehabilitation and education. Furthermore, it will facilitate the provision of home education for children with severe disabilities who are unable to attend school. It is imperative that all teacher

education programs include comprehensive training on how to educate children with specific disabilities, such as learning disabilities. Additionally, programs should emphasize gender sensitivity and awareness of underrepresented groups, ensuring their active and equitable participation. Education plays a pivotal role in fostering independence and preparing students for life. Inclusive education is as crucial for students with diverse social and cultural backgrounds as it is for those with special needs. Students with disparate developmental characteristics cannot learn at the same pace and may experience difficulty in integrating information into their long-term memory within a limited time frame. In such instances, it is imperative that special measures be taken, namely the implementation of distinct educational programs, methodologies, and techniques, to facilitate the achievement of the specified outcomes by students who may encounter obstacles in the conventional educational setting. In such cases, supplementary educational measures are also required for students with developmental disabilities, in addition to the educational and training programs provided at the school level. Students who benefit from support education will both learn the material more easily and develop the capacity to act independently in society, facilitated by support for their cognitive and social development (Batu, 2008).

By identifying the educational requirements of students with special needs and furnishing suitable educational services, it becomes feasible for them to flourish as independent and productive individuals (Gül & Vuran, 2015). These students are provided with educational opportunities in special education schools, special education sub-classes in regular schools, and regular classes where they are educated through integration (MEB, 2020). Among these practices, support education practices have been demonstrated to be particularly effective in facilitating student development (Turnbull, Turnbull, Shank, & Smith, 2004).

Article 14 of Decree Law No. 573 on Special Education (1997) states, "Individuals requiring special education are provided with special education support in order to achieve the objectives of the education programs in which they are enrolled, regardless of the type or level of educational environment." To this end, both individual and group educational opportunities are made available. Individuals requiring special education who are of compulsory school age and

unable to attend any educational institution are provided with educational programs aimed at developing basic life skills and meeting their learning needs, regardless of the level of disability. This decree regulated the legislation regarding support education services and finalized the regulation prepared by the General Directorate of Private Education Institutions in 2020 (MEB, 2020). In accordance with the pertinent legislation, support education programs are available in seven distinct areas for individuals with mental disabilities, autism spectrum disorders, learning disabilities, hearing impairments, language and speech disorders, physical disabilities, and visual impairments.

A review of the literature reveals a number of studies on support education rooms. According to the research conducted by Bozak and Çay (2023); teachers defined resource room as student support, one-on-one training, training on their needs, remedial training, and training designed with special tools. They stated that resource rooms were opened to improve students academically, to support underperforming students, to develop students socally and to provide equal opportunities in education. In a study conducted by Demir and Avcu (2018), the opinions of teachers who had participated in in-service training on support education room trainer training were investigated regarding support education rooms. Tunalı Erkan (2018) underscored the dearth of training opportunities for teachers engaged in the delivery of support education services within secondary education institutions, along with the shortcomings pertaining to the availability of requisite materials, spatial resources, and equipment. The findings of the study conducted by Çevik and Yağcı (2017) indicated that the physical infrastructure of support education rooms was lacking and that teachers lacked the requisite knowledge and skills to effectively utilize these rooms. Kale and Demir (2017) investigated the impact of support education rooms on the delivery of Turkish and mathematics lessons. The results of the study conducted by Çağlar (2016) revealed that school administrators and teachers expressed concerns regarding the implementation of support education rooms in primary education institutions. Specifically, they highlighted uncertainties surrounding the legislative framework, infrastructure, and practical aspects of the application. In a study conducted by Akay (2023), the Turkish activities applied in the support education room to students with hearing impairments in an inclusive environment were examined. In the study conducted by

Speece and Mandell (1980), the opinions of basic education teachers working with students diagnosed with learning disabilities and teachers working in the support education room regarding the provision of services in the support education room were determined. In the studies conducted by researchers such as McNamara (1989), Talas et al. (2016), and Vaughn, Moody, and Schumm (1998), the competencies and attitudes of teachers working in support education rooms were examined. The results of these studies indicated that there were inadequacies in the teachers working in the support education rooms and that the competencies of the teachers needed to be improved. As an illustration of the research conducted with prospective teachers, the study conducted by Diken (2006) examined the perspectives of prospective teachers regarding their work with students with intellectual disabilities. As an illustration of the study conducted with school principals, the attitudes of Cook, Semmel, and Gerber (1999) regarding the integration of students with mild disabilities and the provision of special education services were examined. Similarly, Şengün (2022) investigated the attitudes of educational administrators towards inclusive education practices. There is a paucity of studies that obtain the opinions of students. Gül and Vuran (2015) conducted a study to ascertain the opinions of students diagnosed with mental retardation and learning disabilities regarding inclusive practices. A review of the literature reveals that the social integration of individuals with learning difficulties is achieved through the implementation of successful inclusion/integration education practices during their education years. Student opinions are of great value and significance in the strategic and effective implementation of support education services, which are highly effective in the success of inclusion/integration education practices. The failure to take student opinions may result in a number of adverse outcomes, including the inability to achieve the established goals, which may in turn give rise to feelings of anxiety, exclusion, a lack of self-confidence and an inadequacy in the development of academic and social skills. In this study, that we have received feedback from students who benefit from the support education service make our research different from other studies in the literature. While there is a substantial body of literature examining the efficacy of support education rooms, there is a paucity of studies that elicit the perspectives of students enrolled in such programs. The objective of this study is to ascertain the perceptions of students receiving instruction in support education rooms regarding the efficacy of such programs

and the challenges they face. To this end, responses to the following inquiries were solicited.

1) What are the perceptions of students engaged in training activities within the context of a support education room with respect to the physical attributes of the room?

2) What are the students' perceptions regarding the challenges encountered in the implementation of the support education room?

3) What are the students' perceptions regarding the efficacy of the training they received in the support education room?

4) What are the students' perceptions regarding the support education room's role in facilitating socialization?

## 2. Methodology

### 2.1. Research Model

This study was conducted with a case study, one of the qualitative research methods. The most basic feature of a case study is the in-depth investigation of one or more cases. In other words, the factors related to a case (environment, individuals, events, processes, etc.) are investigated with a holistic approach and the focus is on how they affect the relevant case and how they are affected by the relevant case" (Yıldırım and Şimşek, 2016).

### 2.2. Participants

In this study, purposeful sampling was employed, enabling the formation of a sample comprising individuals who met the pre-established qualifications pertinent to the problem under investigation. Three criteria were established for the purposeful sampling method: (a) participants were required to be enrolled in primary school; (b) they need special education services; and (c) they were to be volunteers. Moreover, the participants in the study were required to possess two fundamental attributes: (a) the capacity to comprehend the inquiries posed and (b) the ability to articulate their thoughts. A number of classroom teachers and guidance teachers will be interviewed in order to ascertain which students possess the aforementioned prerequisite characteristics. The number of students who meet the aforementioned characteristics was

determined by the teachers. To ascertain whether the students recommended by their teachers possess the requisite characteristics, interviews were conducted with them to elicit information about their lives at home.

**Table 1.** Demographic Information of the Interviewees

| Interviewer | Gender | Age | Class | Duration of benefiting from support education (years) |
|:---:|:---|:---:|:---:|:---:|
| 1 | Girl | 9 | 2 | 1 |
| 2 | Girl | 9 | 3 | 1 |
| 3 | Girl | 10 | 3 | 2 |
| 4 | Girl | 9 | 3 | 1 |
| 5 | Boy | 10 | 3 | 2 |
| 6 | Girl | 9 | 2 | 2 |
| 7 | Boy | 10 | 3 | 2 |
| 8 | Boy | 10 | 3 | 2 |
| 9 | Boy | 10 | 3 | 2 |
| 10 | Girl | 9 | 2 | 1 |
| 11 | Girl | 11 | 3 | 3 |
| 12 | Girl | 10 | 3 | 2 |

As indicated in Table 1, the mean age of the participants is 8.8 years, with only one student falling below the age of 11. Eight of the participants are female and four are male, representing a 25% ratio. Three of the students are in the second grade, and the remaining students are in the third grade. One student is in the third grade, seven are in the second grade, and four are in the first grade. All participants have been diagnosed with a learning disability.

**2.3. The data collection process is as follows**

The data collection process is an essential aspect of any phenomenological study. It involves the use of various methods, including observation, written material, and visual data, to gain a deeper understanding of the phenomenon under investigation (Yıldırım & Şimşek, 2016). In this study, data from students were collected using a participant information form designed for teachers of students receiving support services in a training room. The data of the study were collected in the school's guidance counselor's office. The interview questions, which are comprised of a total of four inquiries, are as follows: 1) What are the primary academic objectives of your educational institution? 2) What challenges do you encounter in your academic pursuits? 3) To what extent is your relationship with your peers at school positive and supportive? 4) What are the differences between receiving education in the support education room and in the classroom?

### 2.4. Data Analysis

At the outset of the data analysis process, each participant was informed of the purpose of the study. Given that the participants were students diagnosed with learning disabilities for whom an inclusive education decision had been made, the interview was conducted under the supervision of the teacher providing support education. As these students lacked the requisite literacy skills to complete the interview form in written form, the questions were posed orally, and the responses were recorded by the teacher providing support education as the form was completed. Furthermore, audio recordings were obtained. The data was subjected to content analysis. The descriptive analysis of the qualitative research was conducted with reference to the salient statements made by the participants, in accordance with the principles of qualitative research. In order to ascertain the underlying codes and themes, the opinions expressed by the participants were taken into consideration. Themes that emerged from the analysis of the data included "physical problems, problems in practice, success, and socialization."

### 2.5. Validity and Trustworthiness

To ensure the validity of the research, the statements of the participants were included directly (Yıldırım & Şimşek, 2016). The research was conducted with the participation of students who had volunteered and whose parents had provided consent. The participants were assigned code names. Prior to the commencement of the research, the requisite permissions were obtained from the ethics committee, the school administration, and the parents of the participants. Prior to the interview, the students were provided with a detailed explanation of the nature of the interview. Furthermore, the reliability of the research was evaluated using the Miles and Huberman method. In accordance with the intercoder reliability formula proposed by Miles and Huberman (2016), the data was analyzed by two experts in the field. The percentage of agreement between the coders was found to be 0.90.

**Ethical Declaration:** The research was conducted with the participation of students who had volunteered and whose parents had provided consent. The participants were assigned code names. Prior to the commencement of the research, the requisite permissions were obtained from the ethics committee, the school administration, and the parents of the participants.

Ethical permission was obtained from the Çukurova University Social Sciences Institute Ethics Commission at the meeting dated 01.06.2023 and numbered 5, with the decision dated 20.06.2023 and numbered E-74009925-604.01-728844.

### 3. Findings

The themes and subthemes derived from the interviews conducted to ascertain the perspectives of students receiving education in the resource room are presented in Figure 1.

**Figure 1**. Themes and subthemes of the research

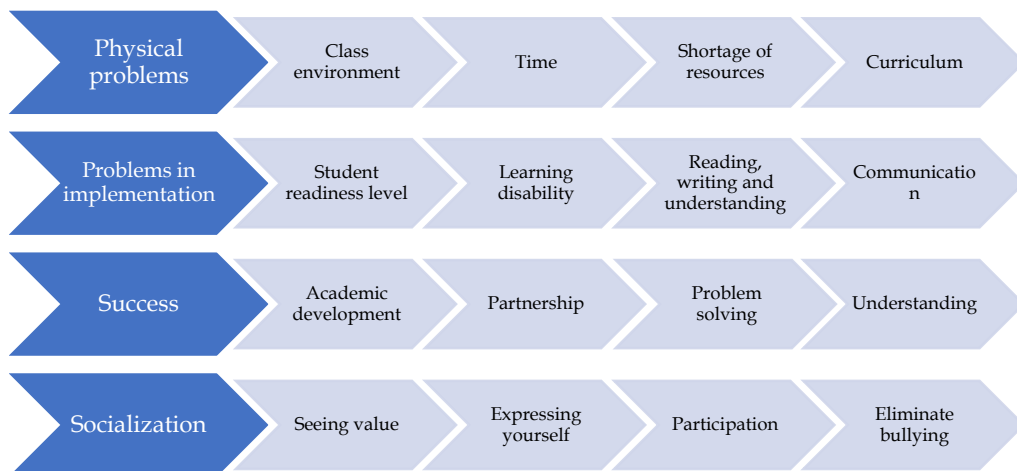| Physical problems | Class environment | Time | Shortage of resources | Curriculum |
|---|---|---|---|---|
| Problems in implementation | Student readiness level | Learning disability | Reading, writing and understanding | Communication |
| Success | Academic development | Partnership | Problem solving | Understanding |
| Socialization | Seeing value | Expressing yourself | Participation | Eliminate bullying |

Figure 1 presents the opinions of students regarding the education provided in the resource room, grouped under four themes. The initial two themes reflect a negative perception of the education provided in the support education room, whereas the subsequent two themes express a more positive outlook.

The negative opinions of the students receiving education in the support education room regarding this education are as follows. Firstly, the physical problems theme and the student opinions regarding the four sub-themes related to this theme are presented in Table 2.

**Table 2.** Student opinions regarding the physical problems theme regarding resource room

| First Theme | Sub-theme | (f) | (%) |
|---|---|---|---|
| Physical problems | Class environment | 6 | 50,0 |
| | Time | 3 | 25,0 |
| | Shortage of resources | 4 | 33,3 |
| | Curriculum | 9 | 75,0 |

The following section presents a selection of perspectives on the physical challenges encountered by students engaged in the support education process within the designated support education room.

"At times, I find this environment agreeable; at other times, I do not. My preference would be to remain in the classroom. On certain days, I am disinclined to attend this facility. However, this room is somewhat advantageous due to its ground floor location."

"Our institution has a designated space for students requiring additional support, although other students are concurrently engaged in their own studies at an alternative location."

"On occasion, the auditory stimuli are discordantly intermingled."

"When there are other children in the classroom, the minutes seem to fly by." "Given that I am the sole student in the room with the teacher, the time spent here is somewhat protracted."

"I do not utilize textbooks in this room. On occasion, I utilize an alternative textbook for my studies. On occasion, the instructor provides photocopied materials."

"While the classroom is equipped with a smart board, this particular room is not. It would be preferable if the teacher were to open videos and games on the smart board in the classroom."

"I know how to read a little. I am currently enrolled in the third grade. However, our studies are based on the curriculum of the first grade."

The perspectives of students receiving instruction in the support education room with regard to the implementation of this educational program can be classified into four subthemes. Table 3 presents the subthemes of the problems encountered in the implementation of this educational approach, along with their respective frequencies and percentages.

**Table 3.** Problems encountered by students during the resource room

| Second Theme | Sub-theme | (f) | (%) |
|---|---|---|---|
| Problems in implementation | Student readiness level | 11 | 91,7 |
| | Learning disability | 8 | 66,7 |
| | Reading, writing and understanding | 10 | 83,3 |
| | Communication | 6 | 50,0 |

The following are illustrative examples of the physical challenges encountered by students receiving education in the support education room during the support education process.

"Despite having previously acquired some knowledge of the alphabet, I have forgotten it. I am uncertain as to the correct method for writing."

"Both instructors provide clear and effective explanations. "However, due to my lack of literacy skills, I find the learning process to be challenging at times, yet at other times, it is relatively straightforward."

"I am currently enrolled in the third grade, but I have forgotten how to read and write. I am unsure of how to proceed."

"I converse with my instructor, but my classmates occasionally eschew communication with me. On occasion, I am disinclined to engage in conversation with my fellow students at school."

The students who received their education in the support education room expressed positive views regarding this educational experience. Their responses were grouped under four subthemes, which are outlined below. The third theme, entitled "Success," comprises several subthemes and is presented in

Table 4, which also includes the frequencies and percentages associated with each subtheme.

**Table 4.** Views on the effect of resource room on success

| Third Theme | Sub-theme | (f) | (%) |
|---|---|---|---|
| Success | Academic development | 7 | 58,3 |
| | Collaboration | 5 | 41,7 |
| | Problem solving | 4 | 33,3 |
| | Understanding | 6 | 50,0 |

The following sample views illustrate the success achieved by students who have received their education in the support education room during the support education process.

"I was already familiar with some of the letters when I commenced my studies here. At the present time, I am able to read. I find it beneficial to attend these sessions."

"I was unable to inquire about topics that were unclear to me during class. When I come here, both my own teacher and the teacher here engage in frequent discourse with me and provide me with assistance."

"Prior to this, I was unable to comprehend the mathematical lesson due to my limited reading proficiency. I have developed an appreciation for the mathematics lesson and other academic disciplines."

"After I learned to read, our teacher both teaches and asks questions. Since my reading has accelerated, I understand the lessons better. I love the stories because I understand them."

The students' perceptions regarding the benefits of the educational support, their relationships with their peers at school, their involvement in social activities, and their socialization are organized into four subthemes. The fourth theme, socialization, and its subthemes, along with their frequencies and percentages, are presented in Table 5.

**Table 5.** Views on the effect of the resource room on socialization

| Fourth Theme | Sub-theme | (f) | (%) |
|---|---|---|---|
| Socialization | Value | 12 | 100,0 |
| | Self-expression | 7 | 58,3 |
| | Participation | 8 | 66,7 |
| | Freedom from bullying | 9 | 75,0 |

The present study examines the opinions of students receiving education in a support education room regarding their peer relations and participation in social activities at school.

"My peers previously subjected me to ridicule due to my inability to read. Presently, they esteem me."

"I was apprehensive about participating in class discussions and found the experience unpleasant. I am now at ease in asking questions and conversing with the instructor, both in the classroom and in this setting."

"Furthermore, I engage in recreational activities during recess. My objective is to become a goalkeeper and a goal scorer."

"Previously, I was disinclined to engage with the tasks assigned by the instructor due to my inability to read or write. At the present time, I occasionally engage in the instructional activities conducted in this classroom. I am now able to participate in games during physical education classes. This is a highly positive development."

"The other students in the class previously engaged in behaviors that were intended to be hurtful and humiliating towards me. They even resorted to physical violence, striking me during recess. I am no longer the subject of ridicule. On occasion, I am still the subject of teasing, but since our teacher informed me

that I was beginning to thrive, I have not been excluded from activities. I am now included in many games."

### 4. Discussion And Conclusion

The objective of this study is to ascertain the perceptions of students receiving instruction in support education settings regarding the efficacy of such programs and the challenges they face. It is imperative that educational institutions adopt an inclusive approach that encompasses all students, regardless of their distinctive characteristics. Moreover, all students should be afforded equal opportunities to participate in, contribute to, and benefit from all school activities, to learn, and to develop positive self-perceptions. Accordingly, the findings of this study are significant in that they offer a direct insight into the opinions of the students. To this end, the opinions of the students were solicited. The process of data collection proved to be particularly challenging, as the participants in this research were students with learning difficulties. The interviews were conducted with the assistance of the participants' classroom teachers, teachers who provide supplementary educational services, and school guidance counselors. The majority of studies on the education provided in the support education room were conducted with the participation of teachers, parents, and administrators. The results of this research yielded significant differences when compared to those of other studies. For instance, despite the assertion by educators that the duration of the educational program in the support education room was insufficient (Aydın, 2015; Lubin and Fernal, 2021; Vural and Yıkmış, 2008; Yıldız and Atamtürk, 2024), our research indicated that the program was excessively lengthy, resulting in boredom and a lack of interest among the students.

With regard to the first theme identified in the study, namely the physical problems theme, students receiving education in support education rooms indicated a preference for being separated from their classmates in the classroom and for attending a separate lesson environment. Additionally, they reported that lessons were lengthy, that teachers often arrived unprepared, that they lacked sufficient resources, and that they encountered difficulties in adapting to the curriculum due to their illiteracy or limited proficiency. In accordance with the Special Education Services Regulation, a student may receive instruction in

a support education room for a maximum of 40% of their weekly instructional hours (MEB, 2020). The duration of support education should be tailored to the specific needs and types of disabilities of the individual student. Another physical issue encountered in support education rooms is the physical configuration of the facilities where this educational provision is delivered. In our country, the lack of support education rooms or the insufficient number of rooms for more than one student in crowded schools results in inadequate infrastructure for in-class support (Akay, Uzuner, & Girgin, 2014). In our study, there are two students with walking disabilities. Furthermore, access to support education rooms that are not on the ground floor presents a significant challenge for students with physical disabilities. A review of the literature reveals that numerous studies have highlighted the inadequacy of physical equipment in support education rooms (Amr et al., 2016; Cankaya and Korkmaz, 2012; Deniz and Çoban, 2019; Lubin and Fernal, 2021; Sadioğlu et al., 2013; Saloviita, 2020). Notwithstanding the measures undertaken by the Ministry of National Education, particularly in recent times, to cater to students requiring support education, it is perceived that school administrations do not exert sufficient effort to ensure the availability of appropriate support rooms. It can be argued that the overcrowding of classrooms (Yaman, 2010) and other learning spaces in our schools is a significant contributing factor to the prevalence of physical discomfort among students. The desire to learn is typically associated with the conditions of the learning environment and classroom climate. It is therefore essential to provide a suitable physical environment for students requiring support education, and to ensure that teachers have access to the textbooks and other materials prepared specifically for these students via the internet. The results of the second theme, which pertains to the practical aspects of support education for students in support education rooms, indicate that these students often exhibit low levels of readiness, encounter learning difficulties, and frequently lack the ability to read and write, despite being enrolled in advanced classes. Additionally, they tend to exhibit communication challenges. A review of the literature on support education rooms reveals that the current curriculum and educational materials are inadequate for students with special needs (Söylemez, Kart, & Gökçe, 2024). The utilization of suitable tools and materials in education, coupled with the provision of an appropriate educational and training environment, is regarded as a crucial factor in enabling students to achieve the

desired level of success and in ensuring the effective implementation of the programme (Çelik, 2007). The utilization of suitable tools and materials enhances the appeal of education and increases its efficacy (Bozak & Çay, 2023; Özdemir, 2000; Semerci, 2006). For studies designed to support students with special education needs to be successful, it is essential that the teachers responsible for their implementation facilitate the adaptation of these students and develop their basic academic skills (Dapudong, 2014; Loiacono & Valenti, 2010; Yıldız & Atamtürk, 2024). It is anticipated that if the educators responsible for providing support education consider this aspect, the issues encountered in practice will be significantly reduced. Furthermore, the implementation of enjoyable and accessible activities will enhance student engagement in the learning process.

The results of the third theme, which was designed to assess the academic success of students who received support education in specialized rooms, indicated that these students demonstrated notable academic growth. They exhibited an ability to collaborate effectively with their regular teachers, support education teachers, and peers. Additionally, they stated that proficiency in problem-solving skills within the mathematics classroom and began to comprehend written material at a deeper level. In other studies, it was concluded that support education rooms were beneficial to the academic development of students who received inclusive education (Bozak and Çay, 2023). In the studies, support education helped students develop their self-confidence, supported their social, emotional and psychological development, allowed students to express themselves, provided students with one-on-one education opportunities and increased teacher-student interaction (Al-Zoubii & Abdel Rahmani, 2012; Bozak & Çay, 2023; Gürgür, Kış, & Akçamete, 2012). Kale and Demir (2017) observed an increase in the Turkish and Mathematics test success scores of mainstream students who received their education in support education rooms, in comparison to mainstream students who did not receive such education. Contrary to the results of this study, other studies have shown that this does not have the desired effect on students' academic success. (Moody, Vaughn, Hughes, and Fischer, 2000; Bentum and Aaron, 2003; Kethley, 2005). The results of the fourth and final theme, socialization, indicate that students who received education in support education rooms reported feeling valued after receiving such support, expressing themselves more comfortably, participating in lessons, social

activities, and games, and largely escaping peer bullying. Considering these findings, it can be concluded that the benefits of support education extend beyond mere academic development. It can be stated that this situation is beneficial with regard to the dissemination of the fundamental principles of inclusion in our educational institutions.

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