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Research Article

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## Reviewing the Information in the Educational Evaluation Request Form

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### Abstract

This study aims to examine the information contained in the educational assessment request forms completed by teachers. The research employs qualitative research methods, specifically document analysis, with data gathered through literature review. The study includes the preliminary assessment forms randomly selected from those sent to Guidance And Research Centres (GRC) in central districts of Konya province during the 2023-2024 academic year. A total of 60 forms were analysed. The data obtained from the forms were transferred verbatim into data collection forms (Appendix 1) developed by the researchers, without any alterations to the teachers' written information. The collected data were analysed descriptively and presented graphically. The analysis revealed that, while teachers generally used general expressions regarding the activities conducted with students in the educational assessment request forms sent for detailed evaluation to the guidance and research centres, they did not provide specific information about the activities and their outcomes. Based on these findings, in-service training can be offered to teachers on gathering the expected information for the educational assessment request forms and reporting the results.

### Key Words

Development report • Educational assessment • Individual • Individuals with special needs • Special education

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## Concepts

There are many students in classroom environments where teaching processes are carried out formally, and these students may show different characteristics and competencies. However, teachers generally prepare and carry out teaching plans for children with different individual learning characteristics in the same classroom (Küçükahmet, 2001). Students may differ in terms of benefiting from the teaching process carried out at the same level (Cavkaytar & Diken, 2005; Ozyurek, 2006). There are various reasons for this situation, and one of the behaviours expected from teachers is to include practices on the causes and solutions (Mastropieri & Scruggs, 2004).

In order to determine the problems of the students who cannot benefit from the teaching processes carried out in the classroom and to take the necessary educational measures, teachers should direct the student to a detailed evaluation and report the information requested in the educational evaluation request form, which includes the studies on the student. This process, which teachers should do, constitutes the third stage of the educational evaluation process (Kargin, 2007; McLoughlin & Lewis, 2005).

Educational evaluation is the collection of information about the individual in order to identify problems (Çıkılı, 2019; Overton, 1996), the process of determining whether individuals have the specified trait (Gullo, 2005), the process of gathering information about student behaviour and performance (Venn, 2004), and the process of gathering information to make decisions about the student (Salvia et al., 2013). From these definitions, it can be seen that evaluation is a process and it is aimed to collect information in order to make decisions about the individual (McLoughlin & Lewis, 2005).

The decision to be made on many issues such as whether the individual has a disability, whether there is a special education need, and the determination of the most appropriate educational environments and training programs are included in the evaluation (Kalkan, 2019; Özyürek, 2015; Mace, 2019). Making these comprehensive decisions about the individual requires the participation and cooperation of the relevant persons in the process (Aksoy & Şafak, 2020; Avcioğlu, 2015; Bigge & Stump, 1999; Fiscus & Mandell, 1997; L. S. Fuchs et al., 2015; Özak et al., 2008). Because teachers are one of the prominent experts in the process of identifying students who differ in benefiting from the teaching processes carried out in the classroom environment, conducting certain applications and monitoring the results. Teachers are the experts responsible for the planning, implementation, and measurement and evaluation of the results of teaching processes (Çuhadar, 2017a; Uysal et al., 2019).

In order for the educational evaluation process to function correctly, the classroom teacher must provide guidance and research center (GRC) with sufficient information about the student's characteristics. At this point, classroom teachers' knowledge and skills on educational evaluation, adaptations and arrangements are of great importance. The detailed information provided by the classroom teacher about the pre-submission process also prevents students from being sent for unnecessary detailed evaluation, saves students from being labelled, time and effort spent in the process. In this way, the workload on GRCs will also be lightened (Çuhadar, 2017; Poon-McBrayer, 2018; Uysal et al., 2019).

One of the practices carried out in this process is the response model to the intervention (Kaya et al., 2022). The intervention response model has three stages, and teachers need to implement and monitor these stages and report the results (Fuchs et al., 2003). In other words, teachers express the problem faced by the student in the learning process and intervene with individual or group teaching practices related to the solution of the problem, and work together with family members, other teachers, and guidance teachers in this process (Kaya et al., 2022).

The studies carried out by teachers, their results and the information reported about them have an important place in terms of contributing to the decisions to be made at the end of the educational evaluation processes. The use of formal tools in the educational evaluation process of students (Ayas & Öpengin, 2019; Exited, 2019; Kalkan, 2019; Matson & Sevin, 1994; McLoughlin & Lewis, 2005), as well as observation (Nakken & Vlaskamp, 2007), and informal tools such as interviews can be used (Khan, 2014). It is known that the data obtained through informal tools come to the fore in making educational decisions. Because informal tools can provide important information in obtaining the necessary information to determine what students can and cannot do (Işıkoğlu Erdoğan & Canbeldek, 2017). It is known that legal arrangements have been made in order to carry out transactions related to these processes, to determine institutions, experts and their fields of duty.

In Turkey, Decree Law No. 573 (1997) and Law No. 5378 on Persons with Disabilities (2005) regarding educational evaluation procedures will be carried out in guidance and research centre's (GRC), Special Education Services Regulation (2018) 8. In subparagraph (c) of the article, it is stated that the educational evaluation request form must be filled in in order to carry out the educational evaluation procedures.

### **Rationale and Purpose of the Study**

In the educational evaluation request form, general information about the student, the reason for the educational evaluation request, the previous precautionary decision, the type of disability that is the subject of the educational evaluation request, the studies on the reason for the referral of the student, the studies on the IEP, the information about the vocational courses if it is an institution providing vocational education, the studies on the supportive education practices in the school and the class on whether the student needs to receive support education There is information in which the opinions of the teacher, guidance teacher and parents. The information in the form is very important for examining the student in GRC and determining the decisions to be made depending on the data obtained.

Studies were conducted in which the opinions of GRC principals, GRC staff, families with special needs children and classroom teachers regarding the educational evaluation process were examined (Aksoy & Şafak, 2020; Çay et al., 2022; Çuhadar, 2017a; Dayı et al., 2022; Işıkoğlu Uğurlu & Kayhan, 2018; Küçükgöz, 2020; Yazıcıoğlu, 2019; Yurtsever, 2013), however, there was not enough research on the examination of the information in the educational evaluation form, so the subject of the research is the examination of the information in the educational evaluation request form filled in by the teachers.

## Method

In this study, a qualitative research method was employed to examine the professional practices of teachers who requested an educational evaluation for Students in the first time. The qualitative research method is a method that deals with the qualitative inputs and outputs of research rather than the quantitative methods of scientific research. It is a comprehensive concept that includes stages such as collecting "qualitative" data, organizing the collected data, and analysing this data (Zülfikar, 2022).

### Research Design

Qualitative research is a type of research that uses qualitative data collection methods such as observation, interviews, and document analysis, and focuses on revealing perceptions and events in a realistic and holistic way in the natural environment (Baltacı, 2019).

Document analysis is an important method used in qualitative research to obtain detailed information from written , visual and audio documents (Sak et al., 2021). It provides the researcher with the opportunity to obtain accurate information about the researched situation and to make the investigated situation clearer and more understandable (Muşmal & Gürbüz, 2018).

Documents can be used to verify and support a research topic, as well as for the realization of a research. Therefore, documents should be understood, analysed, and examined accurately and carefully by researchers (Kıral, 2020; Sak et al., 2021).

In this study, in the 2023-2024 academic years teachers wrote information's on the educational evaluation forms they sent to the Guidance Research Centers was examined using the qualitative research method.

### Research Sample/Study Group/Participants

In the 2023-2024 academic year, a total of 60 review educational evaluation forms, 20 for each institution, sent to Meram, Selçuklu and Karatay Guidance and Research centrals in Konya Province via DYS, were determined as samples. Disproportionate cluster sampling method was used to determine the samples.

### Research Instruments and Processes

In this study, which will be carried out in order to examine the studies of the students who were requested for educational evaluation for the first time by the teachers, the data were obtained with the data collection form prepared by the researchers. During the preparation of the form, the literature was reviewed, and the educational evaluation request form requested by the Ministry of National Education General Directorate of Special Education and Guidance Services for students attending school and to be evaluated for the first time and special education legislation were examined. As a result of the examination, the data to be included and the data to be excluded were determined. Based on these data, a data collection form was prepared.

In this study, the data were obtained by document analysis. During the document analysis, the form prepared by the researchers was used. The data were obtained from the information contained in the first investigation educational evaluation request form sent to the guidance and research centrals in the Konya Province Central

Districts through the DYS system in the 2023-2024 academic year. For this purpose, with the permission obtained through the AYSE system, interviews were held with the guidance and research central and document examinations were carried out on the dates and times determined in a way that would not disrupt the work of the GRC's. The information contained in the displayed forms has been recorded in the data collection forms, such as using a data collection form for each document, without any intervention.

### **Data Analysis**

The data obtained in this study, which was carried out in order to examine the reports of the students who were requested for educational evaluation for the first time by the teachers, were analysed descriptively and converted into numerical data. The reliability of the analysis was ensured with the co-investigator. The results of the analysis were expressed and interpreted numerically with graphs.

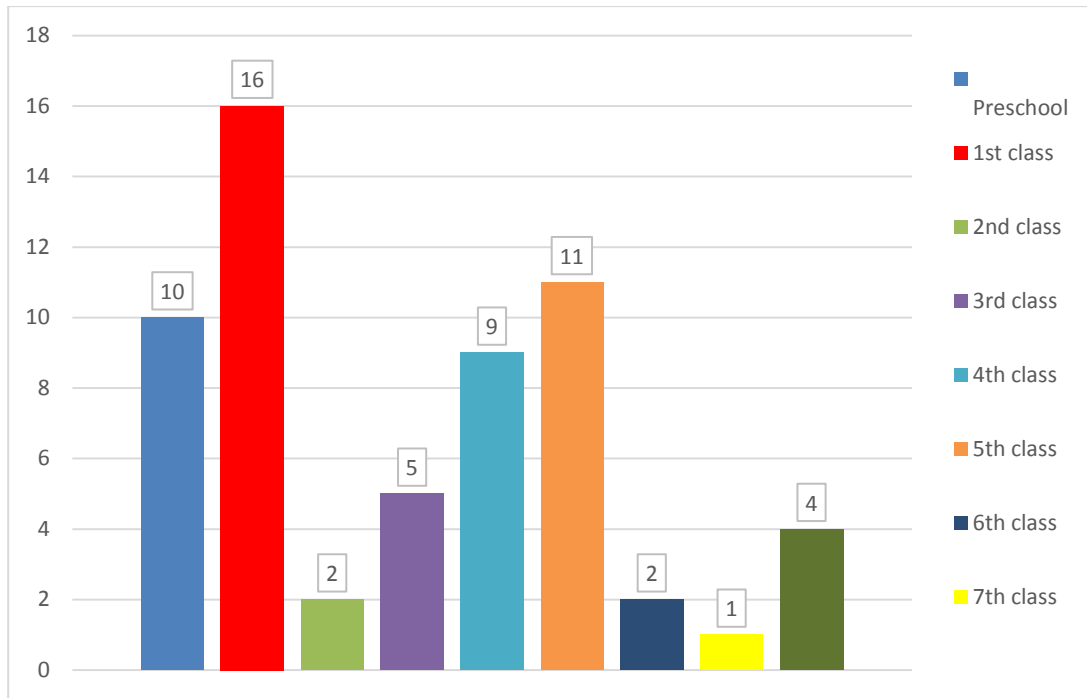
### **Results**

In the 2023-2024 academic year, a total of 60 review educational evaluation forms, 20 for each institution, sent to Meram, Selçuklu and Karatay Guidance and Research centrals in Konya Province via DYS, were determined as samples. Disproportionate cluster sampling method was used to determine the samples.

Within the scope of the planning, the reports displayed in the Educational Evaluation First Review section in the MEBBIS System in GRCs were reached. It has been observed that approximately 1000 reports are received annually for the initial evaluation, including the districts and villages for which each GRC is responsible. From the reports obtained, 20 forms were randomly selected from preschool, primary and secondary school levels as a sample.

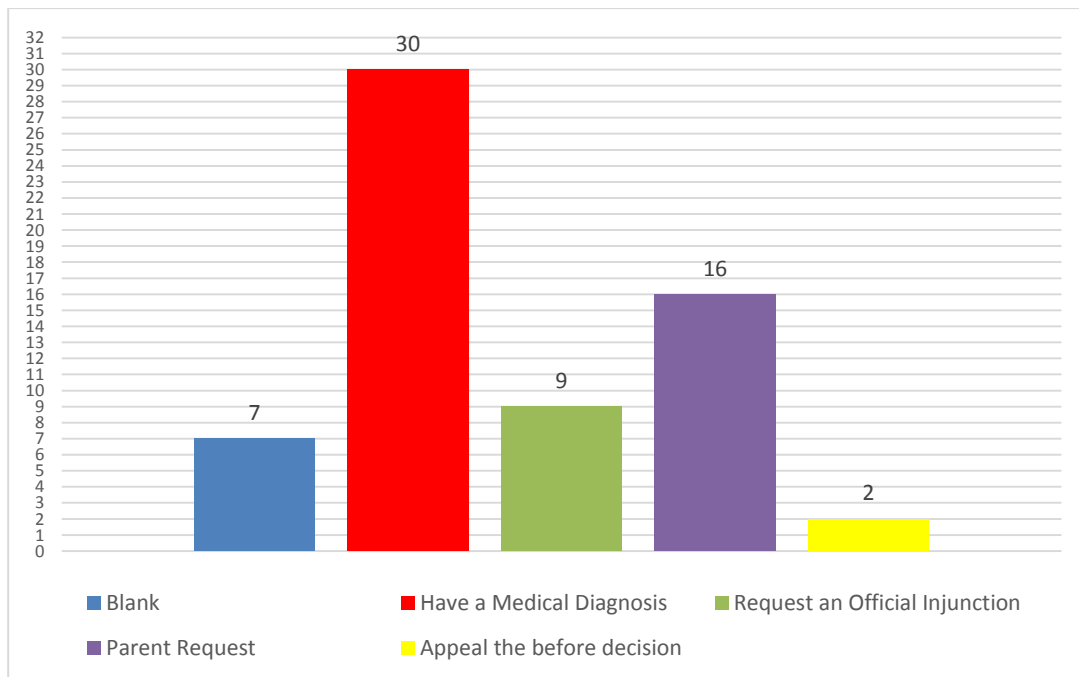
The analysed form data is grouped according to the most commonly used expressions. Graphs were created by determining the frequency of use of the determined expressions.

Each section and title in the first review educational evaluation request forms is interpreted separately with graphics in the following section.



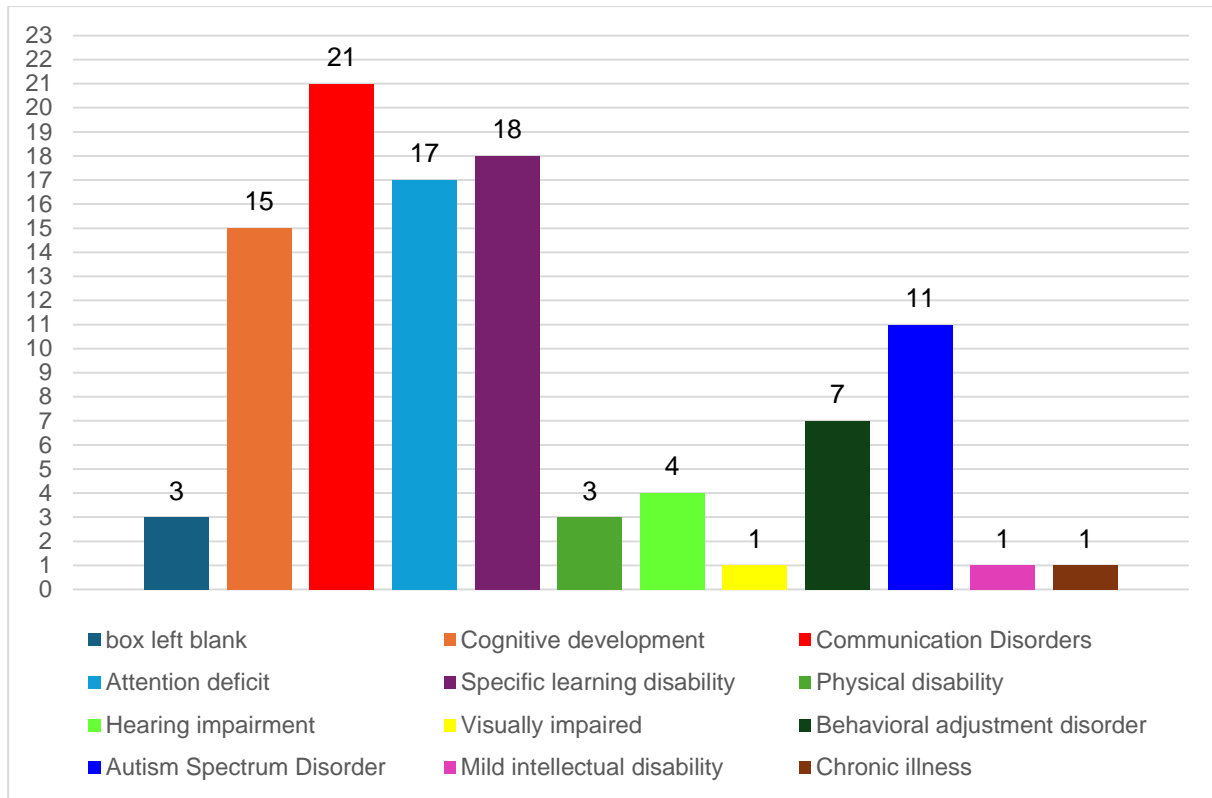
**Figure 1.** Classes attended by students requested for educational evaluation

Students were mostly referred for evaluation in the first grade. The next grade level where students are most frequently referred to GRC for educational evaluation is the 5th grade. Preschool period is in 3rd place. It comes after the class. However, 5. there is not much difference between it and the grade level. It can be said that students are directed to be evaluated educationally during transitions between school levels. It is seen that students are rarely referred for educational evaluation in intermediate classes.



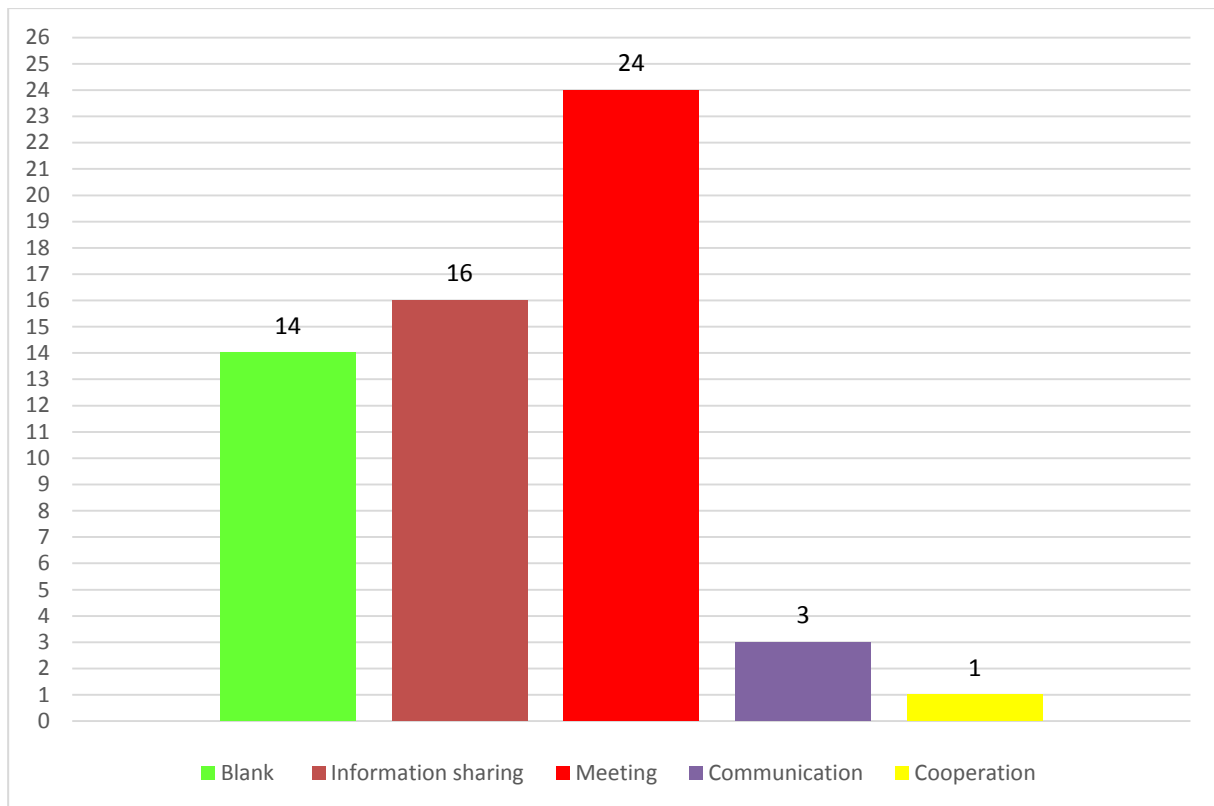
**Figure 2.** Reasons for requesting educational evaluation

Although the total number of forms examined was 60, when the graph above is examined, it can be seen that too many evaluation reasons are marked. When the graph above is examined, we can see that more than 60 reasons for educational evaluation requests were marked by teachers. This is because in some forms, more than one option is selected as the reason for requesting an educational assessment. In half of all forms, having a medical diagnosis of the student was the most flagged option. It is possible to say that medical diagnosis is effective in requesting educational evaluation. The number of people who have requested a reconsideration to appeal a previous decision is the lowest, with only two forms. Of the 60 forms examined, 7 did not have any markup in this section.



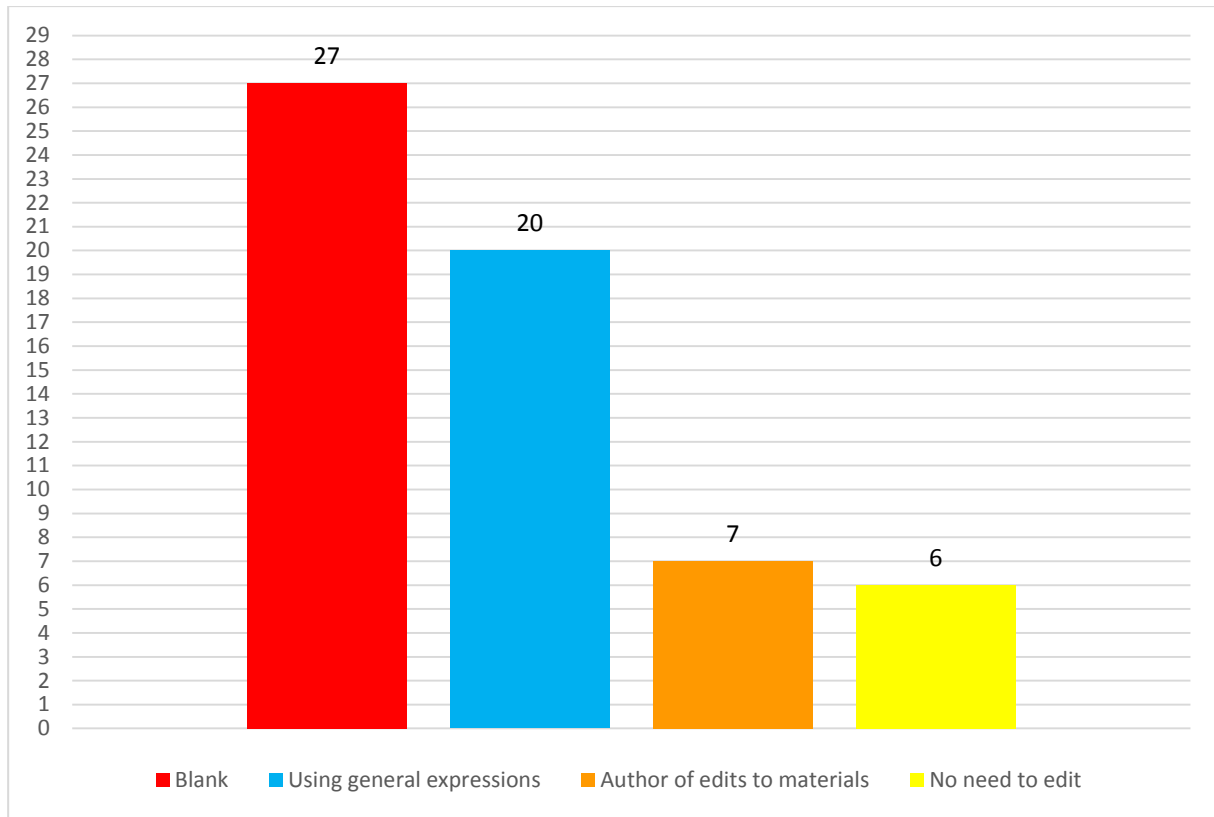
**Figure 3.** Insufficiency area of students requested for educational evaluation

As can be seen in the graph above, the number of inadequacy areas selected is also very high. It is not a common situation for students attending inclusive education to have more than 2 disabilities. It is thought that teachers choose from these areas with their classroom observations. The most common type of requirement for educational assessment is language and speech difficulties. Again, specific learning disabilities and attention deficit were the most marked areas of disability. Mild intellectual disability, visual impairment and chronic illness are the least marked areas of disability, only once.



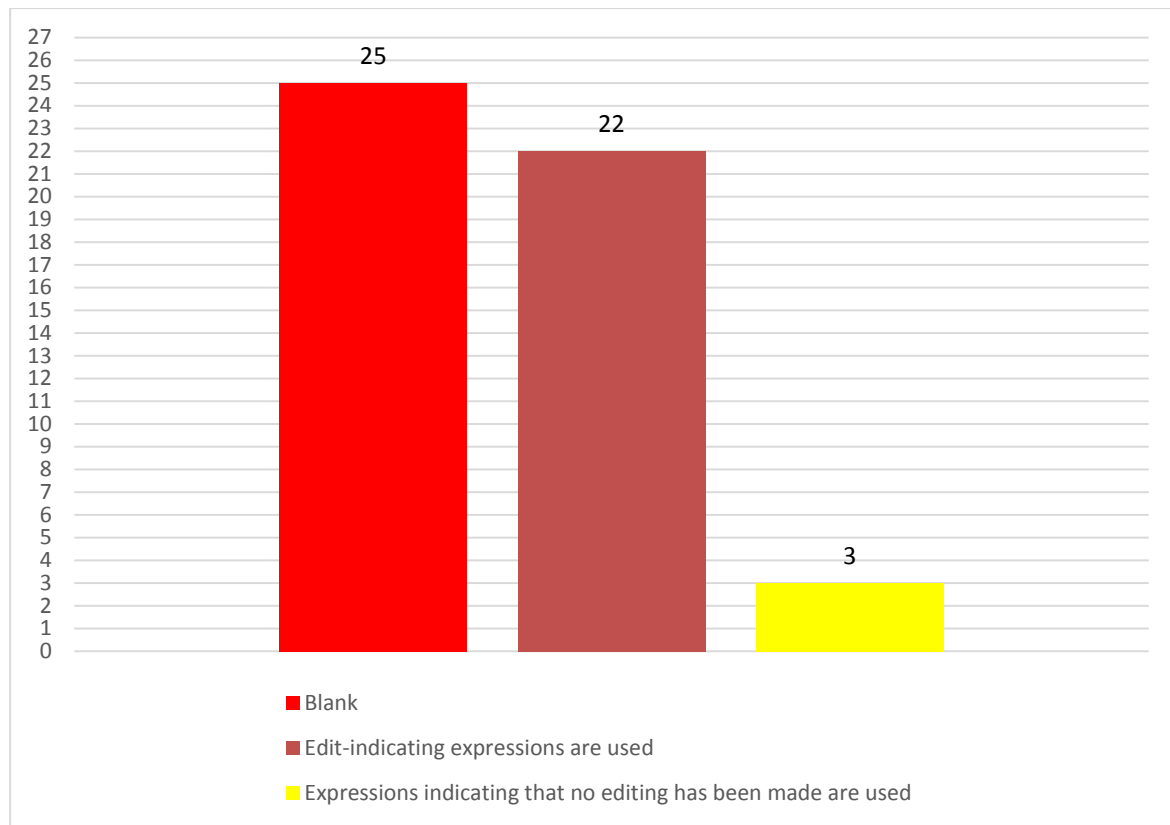
**Figure 4.** Information about work with parents

In the forms, it is stated that the parents are mostly interviewed at regular intervals. No details were given about the frequency of the interviews, their subject, or how they took place. It was also frequently stated that information was given about the work done at school and information was shared with the parents about what they should do at home. Only one form was found in which it was stated that the parent cooperated. There is no information about the details of the cooperation in that form either. Again, this section was left blank in 14 of the documents.



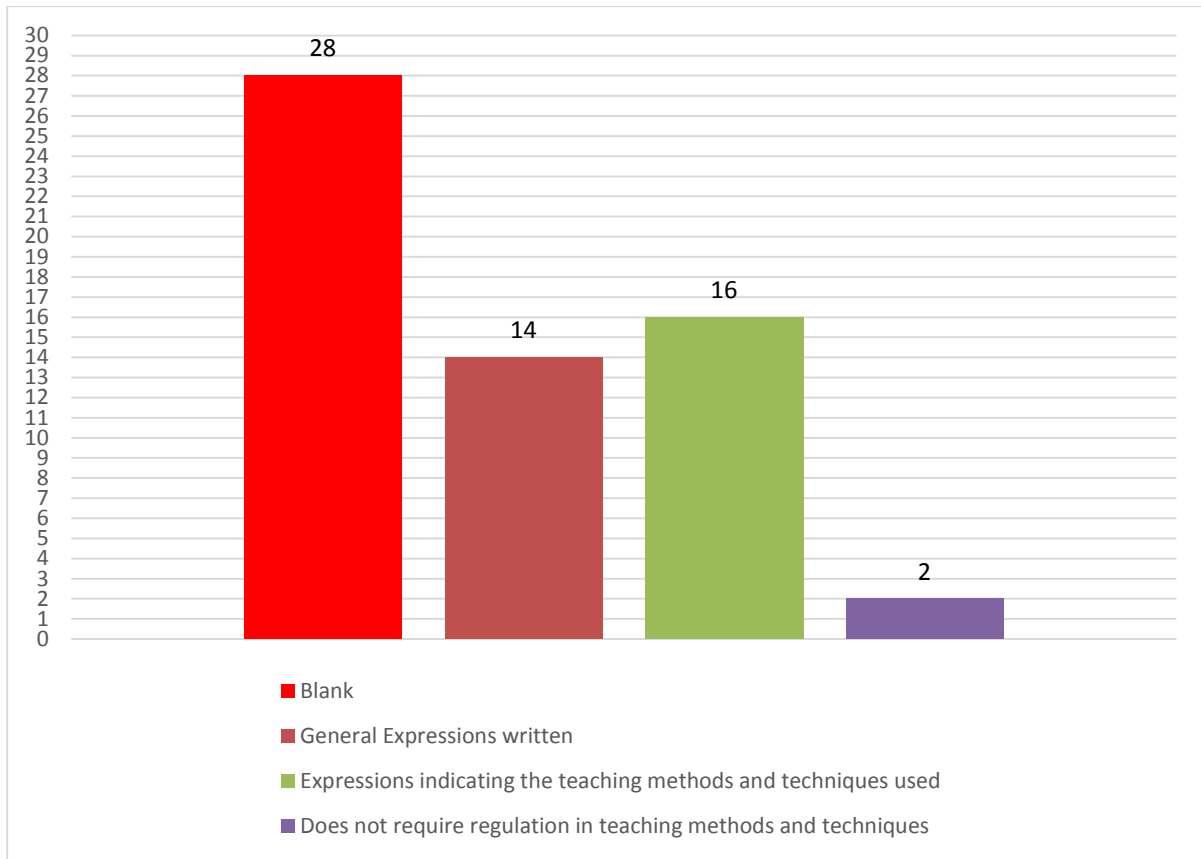
**Figure 5.** Information regarding the arrangements made in the teaching materials

One of the sections of the first review educational evaluation forms that includes classroom arrangements is related to the arrangements made in the teaching materials. The approximately at the half of the all forms examined, this section was left blank. On the 2 forms, only what is written as "done" and "seated in the front row to listen to the teacher well" does not relate to teaching materials. Another important finding here is that teachers often prefer the phrase "Teaching materials are suitable for the student's level" to refer to the educational performance of the student. Apart from this statement, no concrete statement has been added. Only 7 forms have been found in which it is written which materials were used or adapted. Again, general expressions such as "sensory material, visual material, etc." or "visual use of concrete materials because it is at the primary school level" are available in the written forms. In 6 of the 60 forms, teachers stated that they did not edit any materials.



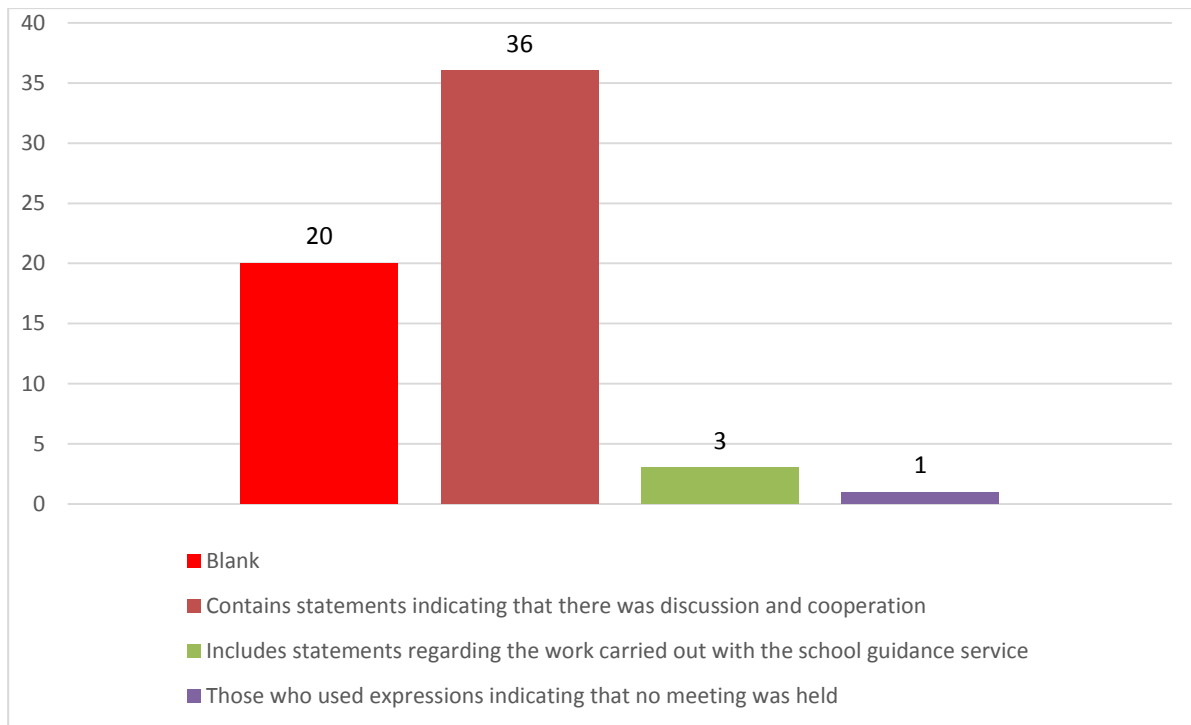
**Figure 6.** Arrangements made in the educational environment

As can be seen in the graph above, the section on the arrangements made in the educational environment was left blank in about half of all the forms examined. In 3 documents, it is stated that no arrangements have been made in the educational environment. In 22 documents, details about the arrangements made in the classroom environment are included. While teachers mostly make arrangements in the educational environment by placing students in the "front row", they make students sit with their peers to provide peer support. For example, Teachers wrote; "I put my student in a position where he can see and hear me comfortably. I make arrangements to provide peer support " .



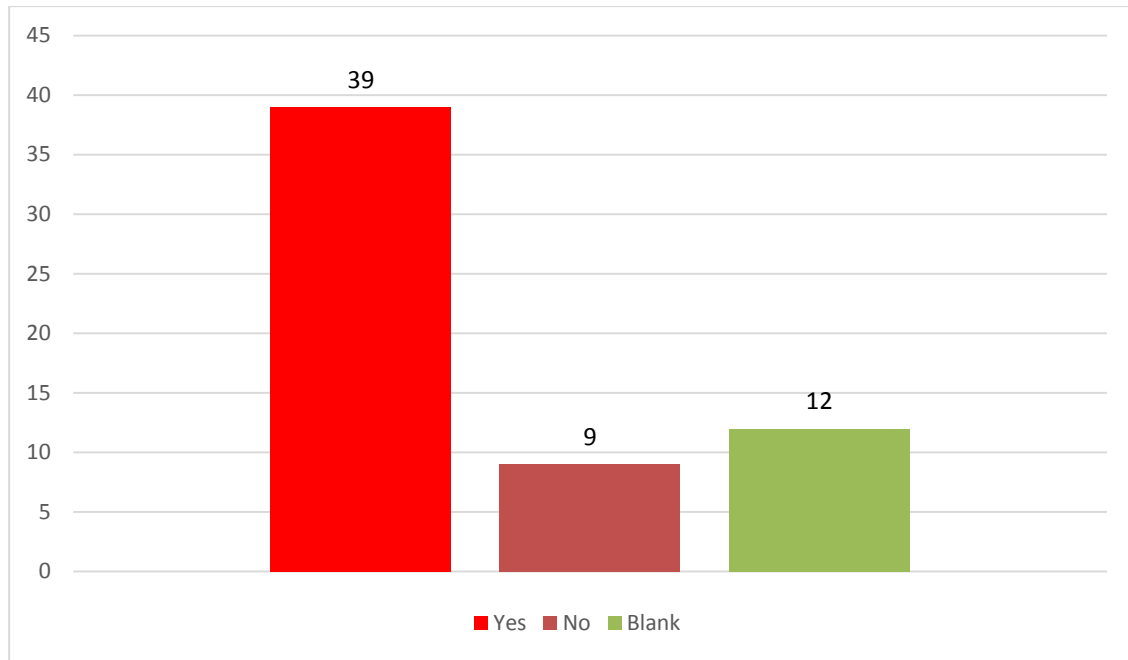
**Figure 7.** Arrangements made in teaching methods and techniques

In this section, which includes educational regulations regarding teaching methods and techniques, the section is left blank in approximately half of all forms, and in some of them, which are not related to teaching methods and techniques, expressions such as "studies that require gross motor skills are at a level that can be carried out and participation in the lesson is ensured by being supported by the course teachers", "the student is placed in the front row and better understanding is provided". In 14 documents, without giving any details, only the expressions "appropriate teaching methods and techniques were used" and "arrangements were made" were included. In 16 documents, the names of methods and techniques are written. The most commonly written method and technique is the micro-teaching technique. Demonstration and question and answer are among the most preferred methods and techniques. In 2 forms, it is written that no arrangement is required.



**Figure 8.** Cooperation with the school guidance service

In 20 of all documents examined, this section was left blank. In 36 documents, statements indicating that meetings and cooperation were carried out, such as "continuous contact was made for the development of the student", "the student's situation was discussed at regular intervals", "the parent was directed to the guidance service for support", were written. Although it is written in the forms that most meetings were made with the guidance service, the details of meetings were not included. It is also frequently stated that the student is observed by the guidance service. Of all the documents examined, one stated that the guidance service had not been interviewed. In only 3 documents, an example "individual interviews are held to support the social and emotional development of the student", "family visits were made, the family was informed about the student situation", "privacy training was given to the family", "the student and parents were in cooperation in the personal problems of the student and the parent in the reporting stages, parent visits, family trainings and trip activities", "what can be done about autism with the guidance service, the family and the teacher held meetings". This information was more concrete than the information in other forms.



**Figure 9.** Teachers' opinions on whether the student needs support education

Almost all of the documents examined were stated by the teachers that there was a need for support education for students to receive individual education. In 9 documents, teachers stated that the student did not need support training, while in 12 documents, this section was either left blank, or various keys were pressed on the keyboard until the required number of characters was filled in in order to save the document, or it was stated that nothing was written because the student was absent.

### Discussion, Conclusion & Suggestions

In this study, which tried to determine what the teachers who requested first educational evaluation for their students wrote on the educational evaluation request form, it was tried to determine what kind of arrangements the teachers made for the students in and outside the classroom before requesting educational evaluation, and what kind of cooperation they made with the students' families and guidance counsellors.

For this purpose, the educational evaluation forms filled out by the teachers for the students and sent to GRC were examined. If the contents of the documents accessed from different education levels and 3 different GRC are considered as a whole, it can be said that the vast majority of teachers have inadequacies in their professional knowledge and experience regarding the arrangements that can be made for students with special needs, they do not understand the educational evaluation form correctly, they do not know how to fill it out, or they fill out the form without being aware of the importance of the form. This judgment is also similar to the studies in the literature. These studies are briefly mentioned below.

Bozkurt (2009), in the findings of his doctoral thesis study carried out in order to describe the current situation of students diagnosed with mental disability in the diagnosis processes in the 2006-2007 academic year in the example of the special education evaluation board, which was established within the guidance research centre of a

metropolitan province; He stated that the application was made by the school for 33 of the 103 students diagnosed with intellectual disability, and that an individual development report was filled out for 16 of these 33 applications, and that only 3 of them included the intervention plan and its results, and that there was no information about the individual developmental characteristics of the child for most of the students before the diagnosis process.

In [Kırbıyık \(2011\)](#) study, conducted interviews with guidance counsellors serving on the GRC special education assessment board. During these interviews, one of the difficulties encountered in the educational diagnosis process was highlighted: classroom teachers and guidance counsellors reported that they did not plan for students with special needs, nor did they know how to fill out the relevant forms, due to the lack of coursework on educating individuals with special needs in their undergraduate education. Despite this, they did not take the support from GRC personnel.

In [Kaplan Şahin \(2016\)](#) thesis, evaluated the competencies of teachers working at Guidance and Research Centres in Antalya regarding the educational assessment process of children with Autism Spectrum Disorder. The findings of his study indicated that the information included in the individual development reports filled out by classroom teachers for students with special needs was incomplete. This situation may reflect a lack of importance given to individual development reports.

[Çuhadar \(2017\)](#)'s in the research, aimed to determine the opinions of classroom teachers regarding the stages of the educational assessment process. Based on the study's findings, he recommended that classroom teachers should be for evaluation informed about the before referral and referral processes and should receive comprehensive and effective support from specialists.

[Kuruyer and Çakıroğlu's \(2017\)](#), in their study, they examined the opinions and practices of classroom teachers regarding the educational assessment and intervention process for students with specific learning disabilities. The study's findings revealed that teachers had deficiencies in their knowledge related to the educational assessment and preparation of educational intervention programs for students with specific learning disabilities. Additionally, it was found that there were conceptual and factual errors during the assessment phase.

[Borucu and Işıkdogan Uğurlu's \(2018\)](#), their study, they mentioned that most classroom teachers expressed that educational assessments before, during, and after instruction should be conducted by special education teachers or guidance counsellors. They also noted that teachers evaluated students solely through observation rather than using any assessment forms, and when they observed something concerning, they referred the student to a special education teacher. In the same study, teachers reported experiencing time loss due to the lack information regarding the student's previous school or home life and suggested that such a practice should be implemented. This finding explains the results related to the grade levels for which educational assessment requests were made in our study.

The reviewed forms indicate that students are most frequently referred to GRCs for initial evaluation during transitions between educational levels. Some teachers reported that they did not make any adjustments during these transitions because they did not yet know the students well enough. It is possible to draw the following conclusion

from here: It can be said that teachers do not communicate or share information with student's the previous grade level teacher.

Türkkan and Doğan's (2019), the findings of their study suggest that GRC personnel, classroom teachers, and guidance counsellors believe that educational assessment request forms and individual development reports are not filled out carefully and meticulously.

Koretz and Barton's (2004), In their study on the assessment of students with special needs, they emphasized that the arrangements made during the pre-routing process were inadequate. It can also be stated that, based on the reviewed forms, the adjustments made by teachers both inside and outside the classroom were often not recorded in the educational assessment form.

The presence of a medical diagnosis in students significantly influences their referral for educational assessment. The most frequently marked reason for referral is the parents' request for an educational assessment. In one of the recent studies by Baran Karalar et al. (2024), it was noted that guidance counsellors face challenges in collaborating with classroom teachers. These challenges include classroom teachers' insufficient knowledge about the types of special needs, their inadequacies in preparing Individualized Education Programs (IEPs), and their perception of IEP preparation as overtime and an additional workload. These factors can be considered explanatory elements for all the findings of this study. Consequently, classroom teachers may fail to recognize the special needs of students without a medical diagnosis, may not want their workload to increase due to the special needs of their students, and thus may avoid referring students without a medical diagnosis for assessment. Additionally, Bozkurt (2009) stated in his thesis that request a medical board report for children subject to diagnosis from the GRC is a routine practice.

It was observed that in the section of the form regarding the student's disability areas, more than two disability areas were selected in many documents. According to information received from GRC staff, it is very rare to encounter more than two students with special needs in inclusive environments. Based on this, it is possible to say that teachers made their selection in this section based on their in-class and out-of-class observations, and interpreted the problem behaviours of the students they observed, their lack of motivation, and their negative behaviours to direct attention to themselves as a diagnosis for the student.

Teachers reported that they frequently hold meetings with parents regarding their work with students. However, the content and details of these meetings are not provided. Teachers primarily inform parents about the activities conducted at school and how to support these activities at home. Information regarding collaboration is quite insufficient. It appears that interdisciplinary collaboration is not at an adequate level during the educational assessment process. Esmer et al. (2017) noted in their study, which gathered the opinions of teachers with inclusive students in their classrooms, that teachers were unable to establish sufficient communication and collaboration with families

In the study by Sari et al. (2023), participating classroom teachers, reported that while families were overly involved in the evaluation process at GRCs, classroom teachers were not included and did not share information with GRC personnel. They expressed the belief that this situation sometimes leads to incorrect educational diagnoses.

Maraklı (2016), in his study, he reported that the participating special education teachers believed that the educational assessment could not be a ‘robust assessment’ due to parents’ inability to provide informed information.

In most of the reviewed forms, it was observed that the section related to adjustments made inside and outside the classroom was left blank by teachers. It is believed that these forms were generally filled out by school guidance counsellors rather than classroom teachers, which may explain why the sections related to classroom adjustments were left incomplete.

In Çuhadar’s (2017) study, which gathered teachers’ opinions on the educational assessment process, teachers reported that they either filled out the educational assessment forms by referring to forms previously completed by other teachers or just, signed the forms filled out by the school guidance counsellor.

In their 2023 study, Yılmaz and Doğan noted that all deficiencies in the educational assessment forms caused various issues in the evaluations conducted at GRCs. Akcan (2013), in his master’s thesis, found that classroom teachers had a low level of implementation of activities determined by the Ministry of National Education both inside and outside the classroom due to their insufficient knowledge of special education. Consequently, teachers may leave the sections related to adjustments for students with special needs blank.

In Gürgür’s (2005) doctoral study, it is noted that when teachers are supported in terms of their special education knowledge levels, there are positive developments in their professional knowledge and skills through collaborative efforts.

General statements such as ‘adjustments were made edit to the student’s level’ or ‘adjustments were made edit to the student’s needs’ are frequently used in the forms. It is observed that there are no concrete and clear expressions about what these needs are or what the mentioned level of the student is. Teachers may not have correctly understood the content of the information requested from them, may not have fully the importance of documenting the edits they made for the student’s assessment and placement, or may think that what they wrote is not considered in the Guidance and Research Centres (GRCs). There are studies in the literature that support these issues (Altun & Karasu, 2021; Baran Karalar et al., 2024; Çuhadar, 2017b; Esmer et al., 2017; Işıkdöğän Uğurlu & Kayhan, 2018).

It has been stated by teachers that they frequently hold meetings with guidance counsellors. However, the details of these meetings are explained with concrete expressions in very few forms. This indicates that while teachers often receive support from guidance counsellors, there are still deficiencies in filling out the forms. At this point, it would be beneficial to support teachers through in-service training, seminars, or courses to enhance their professional knowledge and skills related to educational assessment, and to raise awareness about the contributions of accurate and effective educational assessment (Borucu & Işıkdöğän Uğurlu, 2018).

Lastly, the majority of teachers expressed that their students need supportive education, citing the necessity for one-on-one instruction. It has been suggested that in crowded classroom environments, students’ needs are not adequately met (Baran Karalar et al., 2024; Çetinkol Sarı, 2019; Esmer et al., 2017), and teachers are unable to allocate the necessary time for each student. Consequently, the belief that students diagnosed with special educational needs would benefit from individualized instruction may have influenced this perspective.

This research is limited to the forms filled out by classroom teachers and submitted via the DYS system for initial educational assessment review at the guidance and research centre's in Meram, Selçuklu, and Karatay districts of Konya Province during the 2023-2024 academic year.

Based on the majority of the forms, it is thought that classroom teachers do not know how to fill out these forms. Considering that the historical background of special education is not very old, it is beneficial for most classroom teachers, who did not receive training on students with special needs during their undergraduate education, to participate in training that can provide them with professional knowledge and skills in this area.

Guidance and research centre personnel can visit schools during non-class hours to explain the importance of the educational assessment form to teachers and provide training on how to fill out the form. Such communication opportunities are likely to enhance collaboration between teachers and personnel (Kırbiyık, 2011).

Time adjustments can be made for teachers to prepare and evaluate activities related to students with special needs. School and class hours can be arranged so that teachers can use part of their time at school for preparation and evaluation activities. The Ministry of National Education can create positions to appoint special education consultants to each school to inform, support, and guide children with special needs, their families, teachers, typically developing students, and their families.

In future studies, in addition to examining educational assessment forms, a more comprehensive study can be conducted by obtaining the opinions of teachers, families, and GRC personnel. The impact of training provided to teachers on educational assessment and inclusion on the level of completion of these forms can be investigated.

### **Ethic**

The authors declare that this study was not subject to ethical committee approval and that all procedures adhered to the guidelines established by the Committee on Publication Ethics (COPE) throughout the research process. This research was conducted in accordance with the research permit granted by the Konya Governorship Provincial Directorate of National Education, following the application submitted through the Ministry of National Education AYSE System. The permit was issued on June 5, 2024, with the resolution number E-83688308-605.99-103823805.

### **Author Contributions**

The first author contributed to the literature review process and data collection phase. All authors performed statistical analyses, contributed to the writing of the manuscript, participated in the study design, and reviewed and approved the final version of the manuscript.

### **Conflict of Interest**

The authors declare that there are no conflicts of interest with any institution or individual within the scope of this study.

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### **Notes**

This study was prepared from the same titled study presented at the 34th National Special Education Congress.

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