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Inclusion Practices and Emergency Remote Teaching from the Perspective of Classroom Teachers

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Abstract

The recent Kahramanmaraş earthquake and the COVID-19 pandemic led to the implementation of emergency remote teaching (ERT) to prevent the interruption of education services. This rapid implementation of ERT in the educational process led to many new experiences for classroom teachers in implementing teaching activities for students with special educational needs (SWD) in terms of successful inclusion practices (SIP). It is essential to have information about the teachers' experiences of SIP through ERT to determine which strategies they used to cope with the difficulties experienced in this process, to assess their needs and suggestions about the process, and to take measures to overcome these difficulties to realize effective teaching in case similar disasters occur again in the future. This study aims to determine the experiences of classroom teachers on ERT practices for effective instruction for SWD in the process of SIP. The study adopts qualitative research, and a phenomenological design was utilized to analyze classroom teachers' experiences on the subject in depth. The participants of the study consisted of eight primary school classroom teachers. The research data were obtained using a semi-structured interview form applied to the participants. Through thematic analysis of the qualitative data obtained, themes, sub-themes, and codes were created and analyzed. The findings showed that the ERT process carried out within the scope of SIP has advantages and disadvantages for teachers and SWD. The Advantages and disadvantages of teaching basic academic skills (Turkish, mathematics, life science, social studies, and science) were also identified. In addition, it was concluded that teachers have needs and expectations in the SIP process for SWD, and if necessary, studies are carried out in this regard; the more comprehensive distance education method can be used in the relevant process instead of the ERT method. Research findings were discussed within the literature framework, and limitations and recommendations were stated.

Keywords

Emergency remote teaching, distance education, successful inclusive practices, students with special educational needs, teachers' experiences, effective instruction.

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INTRODUCTION

On February 6, 2023, two significant earthquakes of magnitude 7.7 and 7.6, centered in Kahramanmaraş, located in many earthquake zones, occurred in Turkey. The earthquake killed, injured, and left many people homeless, especially in the provinces of Adana, Adıyaman, Diyarbakır, Gaziantep, Hatay, Kahramanmaraş, Kilis, Malatya, Osmaniye, and Şanlıurfa (Yamamoto ve Altun, 2023). The coronavirus (COVID-19), which emerged before this dramatic situation (in early 2020), spread rapidly through social interaction and turned into a deadly pandemic (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020a, World Health Organization [WHO], 2020). The increasing number of illnesses and deaths caused by these disasters has led to the widespread use of social isolation practices, even to the extent of curfews. When these practices were insufficient, the decision was made to temporarily suspend public service activities in many areas, including the education sector (UNESCO, 2020a). The disruption of education services due to the earthquake and pandemic has created a risk situation that may cause significant damage in the context of both individual and social development in the form of the inability of a large number of students in the world and Turkey to benefit from education services sufficiently, as well as the failure of educators to work (UNESCO, 2020b). Due to these unexpected situations, emergency boards were convened by the authorities, and a digital transformation (Bozkurt & Sharma, 2020) based on the principle of initiating teaching practices with emergency distance teaching (ERT) method at all levels to avoid or minimize interruption in education (Bozkurt et al., 2021; Mseleku, 2020; Quezada et al., 2020) (Bozkurt & Sharma, 2020; Carrillo & Flores, 2020; König et al., 2021; Terenko & Ogienko, 2020; Unger & Meiran, 2020; Yamamoto ve Altun, 2023). It is essential to point out that in our country, as a precaution against the interruption of education due to disasters, the transition to emergency remote teaching, not a comprehensive distance education (Bozkurt & Sharma, 2020), is a necessity, not a preference (Woltran et al., 2021). Therefore, it refers to a temporary situation, not a permanent systematic and comprehensive situation (Bozkurt, 2020).

Learning is possible by stretching the boundaries of time and space in the learning process with the ERT method (Huang et al., 2020). Online learning within the scope of distance education (Kırık, 2014), the first applications of which started in the 18th century with letters and then newspapers (Bozkurt, 2020), is teaching that the teacher can direct over the internet, where the teacher and the student are physically separated (Bozkurt, 2020). Today, with technology integration into education, significant advantages are possible with distance education (Yamamoto ve Altun, 2023). Different distance learning solutions can be used depending on learners' needs, such as digital learning management systems, collaboration platforms that support live video communication, or tools for creating digital learning content. Online content can be delivered using the Internet, digital technologies, audio, live interactive video, and pre-recorded video formats (Slootman et al., 2023). Online course delivery can be synchronous (synchronous) or asynchronous (asynchronous) (Setzer & Lewis, 2005). In synchronous instruction, students and teachers are online simultaneously, enabling real-time interaction between students and teachers. In asynchronous education, on the other hand, students can watch recorded instruction at a convenient time, usually with set completion deadlines. For example, students may be presented with online content that they must respond to electronically by a set date. However, asynchronous online environments often limit the teacher's ability to detect subtle differences in a student's physical appearance, emotional state, or tone (Frumos, 2020). Video conferencing tools address some of these challenges in synchronous environments (Slootman et al., 2023). However, infrastructure and hardware constraints can negatively affect the quality of video and other simulation

software. Besides synchronous and asynchronous education, hybrid or blended learning programs combine online teaching with face-to-face interactions (Coy et al., 2014).

Successful inclusion practices (SIP) are the most natural right of students with special educational needs (SWD) (Assembly, 1948). When a child's right to education is wholly or partially denied, the likelihood of success and happiness in life is reduced (Fortin, 2005). SIP can be realized by enabling SWD to benefit from the educational services they need by the principle of most minor restrictive education by providing support and additional services in the general education classroom with their peers. In many countries, SWD has benefited to varying degrees from the ongoing efforts of governments and non-governmental organizations to safeguard the SIP. Another issue that needs to be addressed at this point is the principle that all SWD should be effectively and efficiently integrated and benefit from educational opportunities in the same environment with their peers, not just inclusive practices based on the principle that children with mild to moderate special needs are educated in general education classes (Byrne, 2013; Peters, 2007). Nowadays, in Turkey, within the scope of the possibilities and regulations, inclusive practices can be carried out, not integration practices (Ministry of National Education [MoNE], 2020).

The widespread earthquakes and the pandemic have made the availability of learning environments necessary for SIP challenging for SWD (Porter et al., 2021). ERT can be considered a student-centered, student-centered method that can be used to maintain the educational activities of SWD affected by both pandemic and earthquake disasters (Slootman et al., 2023). It is possible and necessary to transition from ERT to the online classroom (Frumos, 2020). The realisation of SIP with ERT (e-inclusion) depends on the existence of educational organizations in which components such as the classroom teacher, SWD, peers, parents, school administration, and other specialists (physiotherapist, speech and language impairment therapist, etc.) actively work in a coordinated manner in cooperation, and individualized education programs (IEP) based curricula and activities are designed for the student (Francis et al., 2021; Srivastava et al., 2015). Teachers have essential responsibilities in this regard. In the process of realizing SIP with ERT, it is critical to the operation of SIP to include every SWD as much as possible in daily classroom activities, to develop a sense of belonging to the school and the classroom, to design a quality education in a shared learning environment that ensures the progress of all students, is supportive and prioritizes adaptation and transitions (Ferguson, 2008). This goal requires an effective SIP-based education process that includes instructional and physical adaptations based on socialization, personal development, equality of opportunity, and active participation (Hardy & Woodcock, 2014; Haug, 2016). In this way, contributions can be made in the form of personalized activities suitable for the needs and abilities of SWD so that they can participate in classroom activities on an equal level with their peers and learn as much as they need, thereby fulfilling their potential (Ferguson, 2008; Meyer et al., 2014; Peters, 2007). In connection with this situation, when the national and international literature is examined, it is seen that SWD, teachers, and families experience advantages and disadvantages in the process of SIP through ERT (Başar ve Gündüz, 2022; Colombo & Santagati, 2022; Jothinathan et al., 2021; Harris et al., 2020; Mengi ve Alpdoğan, 2020; Parmigiani et al., 2021; Sani-Bozkurt et al., 2022; Schuck & Lambert, 2020; Toquero, 2021). One of the challenges that can be encountered in this process is the lack of social interaction, which negatively affects the motivation and participation of the SWD. Another challenge is digital barriers for SWD, who do not have high-quality technical equipment and digital connections and are less "digitally literate." At the same time, using digital tools in education offers many more options for diversification and activation, increasing the accessibility and attractiveness of education for SWD (Slootman et al., 2023).

In addition, some teachers may have competing responsibilities, such as homeschooling their children, caring for vulnerable family members, and managing their mental health (Schleicher, 2018). All of this goes hand in hand with teaching their students remotely and maintaining the non-teaching elements of their job. These circumstances can potentially create a highly stressful situation for teachers, as individuals may assess and interpret the same stressors differently (Kim & Asbury, 2020). From the perspective of SIP, classroom teachers need to consider the characteristics of distance learning, design the curriculum, and take advantage of all the benefits of the distance learning environment (Frumos, 2020). In this respect, adapting teaching for SWD to ERT conditions immediately can reduce the likelihood that SWD will fall further behind, increasing existing social inequalities and widening the educational gap relative to their peers (Letzel-Alt, 2022). Teachers need to be aware of how they can combat this inequality through the appropriate use of digital tools in teaching technology, pedagogy, and content in a digital learning environment, taking advantage of the learning opportunities provided by technology, and balancing the possible disadvantages of technology use. Therefore, it does not only the question of whether closure can be compensated by teachers' and students' use of digital tools in online teaching but also the question of teachers' competencies and how digital competence learning opportunities contribute to teachers' coping with the challenges of the specific situation (König et al., 2021; Schleicher, 2018).

Getting information about teachers' experiences in conducting inclusive education through ERT, determining which strategies they used to cope with the difficulties experienced in this process, and evaluating their needs and suggestions about the process is essential for taking measures to overcome these difficulties in case similar disasters occur again in the future (Sani-Bozkurt et al., 2022; Slootman et al., 2023). Since distance education is likely to continue in the future, unless changes are made in the access and quality of online teaching in the SIP process, SWD will continue to be left behind by their peers. When implemented with proper planning and adequate teacher training, virtual learning environments and online teaching can achieve positive outcomes associated with face-to-face teaching, especially for SWD (Porter et al., 2021). Although many studies on distance education have been published, only a limited number of studies have addressed the depth of the outcomes, associated challenges, and opportunities of primary school-level classroom teachers' implementation of the ERT method of teaching SWD in the SIP process (Jothinathan et al., 2021; Toquero, 2021).

Findings can contribute to a more qualified and systematic planning of the ERT implementation in the SIP process for SWD. In this way, it may be possible to use the distance education method most effectively and efficiently to cope with possible problem situations that may be encountered and thus turn the crisis into an opportunity (Bozkurt, 2020). From this point of view, the study aims to determine the experiences of classroom teachers regarding the inclusion practices they realised through ERT for SWD. In line with this purpose, answers to the following main problem and sub-problems were sought within the scope of the research:

1. What are the classroom teachers' experiences regarding the inclusion practices they implemented through ERT for SWD in the SIP process?

1.1. What are the experiences of classroom teachers regarding the efficiency (advantages-disadvantages) of inclusive practices for SWD through ERT?

1.2. What are the classroom teachers' experiences on teaching academic skills (Turkish, Mathematics, Life Science, Science, Social Studies) to individuals with special needs during the process of inclusive practices through ERT for SWD?

2. What are the classroom teachers' expectations and suggestions for effective teaching through ERT for SWD in the inclusive practices process?

METHOD

This section gives information about the research method, model, participants, data collection process, data analysis, reliability, and validity of the research.

Research Design

This study was designed using phenomenology as part of qualitative research. The phenomenological design aims to conduct in-depth research on phenomena about which superficial information is available but detailed information is not (Creswell, 2017). In other words, phenomenology is a research strategy that is conducted to uncover human experience about a phenomenon (Yıldırım ve Şimşek, 2016). The rationale for this choice is that the study focused on classroom teachers' experiences of inclusion practices for individuals with special needs through ERT. A semi-structured interview was used as the data collection tool in this direction. In the semi-structured interview technique, the interview questions prepared by the researcher were supplemented with probing questions to elaborate the participants' answers and make them more explicit (McMillan & Schumacher, 2006).

Participants

The study comprised eight classroom teachers identified by the criterion sampling method. Since qualitative research primarily relies on observations and interviews, a large and diverse group of participants is unnecessary. This is because, at a certain point, both words and interviews can be repeated (Morse, 2016; Shenton, 2004). Studies with a phenomenological design suggest that study groups typically range from three to ten people (Rubin & Babbie, 2016) or six to fifteen (Guest et al., 2006). When abbreviating technical terms, they will be explained on first use. To participate, individuals must have conducted at least one ERT with an SWD in a classroom since the academic year of 2020-2021, hold a bachelor's degree in classroom teaching, have completed preparatory training, and have volunteered to join the study. The reason for seeking these criteria in the study group is to obtain valid and reliable data for the research. Criterion sampling involves developing a sample that comprises individuals, events, objects, or situations that possess the attributes required for the problem being investigated (Yıldırım ve Şimşek, 2016).

Table 1

Demographic information about the participants

Participant No	Age	Gender	Education Level	Year of Experience	Student Diagnosis
P1	39	F	Md	15	Mild Intellectual Disability
P2	27	M	Bd	5	Learning Disabilities
P3	23	F	Bd	2	Learning Disabilities

P4	37	F	Bd	13	Muscular Dystrophy
P5	31	F	Bd	6	Learning Disabilities
P6	24	M	Bd	3	Learning Disabilities
P7	26	M	Bd	2	Learning Disabilities
P8	29	F	Bd	2	Learning Disabilities

Notes: P = participant; M = Male; F = female; Bd = bachelor's degree; Md = master's degree.

Table 1 shows the demographic information of the participants in the study group. According to Table 1, 5 of the eight participating classroom teachers were female (62.5%), and three were male (37.5%). Furthermore, when looking at the diagnoses of SWD in the classrooms of the classroom teachers, most of the SWD have a diagnosis of learning disability (n=6, 75%), as well as one SWD each with a diagnosis of mild learning disabilities (12.5%) and muscle wasting (12.5%). Furthermore, looking at the level of education and years of service, one of the teachers has a master's degree (12.5%), and the others have a bachelor's degree (87.5%). On the other hand, the demographic information shows that the teachers have 2-15 years of professional experience.

Data Collection

In this study, a data collection tool was utilised via a semi-structured interview form developed by the investigators. The interview questions prepared by the researchers before the interview were supplemented with probing questions, using the semi-structured interview technique to elucidate participants' responses and clarify their answers (McMillan & Schumacher, 2006).

The interview form was completed after incorporating feedback from three field experts and adjusting the semi-structured interview questions. An example of such revisions is the inclusion of the advantages and disadvantages of teacher experiences in the context of the lessons.

The study's data were obtained from three participants in written form online and five participants who voluntarily participated in online interviews. As the research was carried out during the pandemic, semi-structured interview questions were sent to participants via email before the interviews were conducted.

If the participants did not understand the interview questions, they were requested to inform the researchers.

The data was transcribed and converted into written documents after the interviews were conducted over two months.

Data Analysis

The research data underwent thematic analysis, collating similar data according to concepts and themes for interpretation. The study arranged and analysed data in a manner comprehensible to the reader (Yıldırım ve Şimşek, 2016). The researcher assessed the interview answers provided by the participating teachers in line with established categories and themes.

In the results section, typical codes were presented descriptively using exact quotes from the viewpoints of the classroom educators in the corresponding group and topic.

Validity and Reliability

Validity is one of the strengths of qualitative research. It refers to determining the accuracy of the findings obtained from the perspective of the reader, participant, and researcher (Yıldırım ve Şimşek, 2016). To ensure the validity of the research, the interview form was finalised by incorporating feedback from three field experts in the field and implementing the required revisions. Thus, it was aimed to ensure content validity. In addition, to check the interview questions' incomprehensibility, they were sent to two classroom teachers as a pilot study before the research, and their opinions were obtained. It was aimed to contribute to the reliability of the survey through direct quotations given in the findings section. The classroom teachers who participated in the study were coded as P1, P 2, P 3... P8 in consideration of ethical principles. To calculate the reliability of the study, the formula "Reliability = Agreement/Agreement + Disagreement" created by Miles and Huberman (2015) was used. Two qualitative experts independently analysed the interview responses from the participants, and the reliability formula was calculated. Accordingly, the reliability of the study was found to be 92%. It is recommended that the reliability level should be 80% and above (Batdı, 2019). When the reliability value of 92% obtained from the study is compared with the critical importance of 80%, it is accepted that the findings from this research are reliable. The research participants were contacted with legal permission after obtaining information from the MoNE. The research process was explained to the participants beforehand.

Ethical Principles

Ethics committee permission for this study was obtained from Sakarya University Educational Research and Publication Ethics Committee with the decision dated 11.05.2022 and numbered 07/12.

FINDINGS

In this part of the study, which was carried out to determine the experiences and suggestions of classroom teachers regarding the ERT practices they carried out with the SWD, the themes, sub-themes, and codes obtained through thematic analysis are given. As a result of the thematic study conducted in line with the semi-structured interview questions within the scope of the research, "ERT Process in SIP: i. ERT from the Teachers' Perspective ii. ERT in terms of SWD iii. ERT in terms of Academic Skills Teaching and iv. Suggestions for Distance Education" themes were reached.

Table 2

ERT Process in SIPs

Themes
ERT from the Teachers' Perspective
ERT in terms of SWD
ERT in terms of Academic Skills Teaching
Suggestions for Distance Education

Notes: ERT = emergency remote teaching; SWD = students with special educational needs.

Teachers' Perspectives on ERT

Table 3

Teachers' Perspectives on ERT

Sub-theme	Code	Participant	f
Advantages of ERT for Teachers	Sustainability of the Educational Process	P1, P2, P4, P5, P6	5
	Family Support/Participation	P4, P5, P6, P7, P8	5
	Technological Facilities	P1, P2, P3, P8	4
	Ability to Use Technology	P5, P6, P7, P8	4
	Peer Teaching	P5, P7, P8	3
	Use of Methods/Techniques/Strategies	P1, P3, P8	3
	Attention Span/Activity Participation Time	P5, P7	2
	Effective and Maintenance Teaching	P5, P8	2
	Classroom Management	P2, P7	2
	Synchronous / Asynchronous Teaching	P7	1
	Feedback (Feedback)	P4	1
	IEP Preparation and Implementation	P7	1
	Recognition of SWD and Families	P5	1
	Usefulness	P3	1
	Providing Healthy Application Opportunities	P3	1

Notes: ERT = emergency remote teaching; IEP = individualised, individualised education programs; SWD = students with special educational needs.

In Table 3, under the sub-theme of "Advantages of ERT for Teachers," the participants' opinions were grouped as "Sustainability of the Educational Process, Family Support/Participation, Technological Facilities, Ability to Use Technology, Peer Teaching, Use of Methods/Techniques/Strategies, Attention Span/Activity Participation Time, Effective and Maintenance Teaching, Classroom Management, Synchronous / Asynchronous Teaching, Feedback (Feedback), IEP Preparation and Implementation, Recognition of SWD and Families, Usefulness, Providing Healthy Application Opportunities". Some sample statements made by participants about these codes were as follows:

> For the teacher, avoiding packed classrooms and continuing education is exceptionally advantageous (P2).
>
> It proved beneficial due to the supportive nature of our parent profile (P7).
>
> Its use should be adopted as it enables quicker access to all parties involved (P4).
>
> An alternative to halting education activities is an advantage for the teacher (P1).
>
> Something is to be said about our limited resources as a village school, which prevented us from utilising advanced equipment like smart boards and projectors. Nevertheless, I found a workaround by accessing the internet and using it to visually display pictures, videos, and tests to the children, resulting in a more engaging and practical teaching experience (P6).
>
> I frequently had them utilise Web 2.0 tools, which amazed them (P5).

This arrangement provided benefits for the teacher's health and budget (P3).

Table 4

Teachers' Perspectives on ERT

Sub-theme	Code	Participant	f
Disadvantages of ERT for Teachers	Classroom Management Difficulty	P2, P3, P4, P5, P6, P7, P8	7
	The Problem of Effective and Maintenance Teaching	P1, P3, P4, P5, P6, P7, P8	7
	Problem of Method/Technique/Strategy Use	P1, P2, P3, P5, P7, P8	6
	Lack of Feedback	P3, P4, P5, P7, P8	5
	Difficulty in Activity Tracking	P1, P3, P4, P5, P7	5
	Attention Span/Lack of Participation Time	P3, P4, P5, P7	4
	Technology Usage Skills Problem	P3, P5, P6, P7	4
	Lack of Sustainability of the Educational Process	P4, P5, P6, P7	4
	Technological Constraints	P3, P4, P5, P7	4
	Evaluation Issues	P3, P5, P7	3
	Inadequacy of Textbooks and Materials	P6, P7	2
	Synchronous / Asynchronous Teaching	P7, P8	2
	Lack of Social Interaction	P4, P5	2
	Technology Addiction	P5	1
	Peer Instruction/Support Missing	P5	1
	Lack of Family Support/Participation	P4	1
	The Problem of Teaching Classroom Rules and Routines	P6	1
	Lack of IEP Preparation and Implementation	P8	1
	Lack of Support and Additional Services	P4	1
	Excessive Workload	P6	1

Notes: ERT = emergency remote teaching; IEP = individualised education programs.

As can be seen in Table 4, under the sub-theme of "Classroom Management Difficulty, The Problem of Effective and Maintenance Teaching, Problem of Method/Technique/Strategy Use, Lack of Feedback, Difficulty in Activity Tracking, Attention Span/Lack of Participation Time, Technology Usage Skills Problem, Lack of Sustainability of the Educational Process, Technological Constraints, Evaluation Issues, Inadequacy of Textbooks and Materials, Synchronous / Asynchronous Teaching, Lack of Social Interaction, Technology Addiction, Peer Instruction/Support Missing, Lack of Family Support/Participation, The Problem of Teaching Classroom Rules and Routines, Lack of IEP Preparation and Implementation, Lack of Support and Additional Services, Excessive Workload." The participants' sample responses related to these codes can be stated as follows:

> From the teacher's point of view, I do not think it is beneficial. I do not believe it is helpful in the following way: now, an inclusive student is a child who needs special care. When they do not feel that close contact in the classroom, when they are far away, children can sometimes break

away, and we can see this very much in other children, and attention deficit and distraction can be much more in inclusive students (P4).

We had much difficulty with them, you know, the SWD wants to enter, and we, the classroom teachers, are more self-sacrificing, you know, I cannot just explain it. When the inclusive student does not achieve that outcome, it inevitably becomes a problem for you (P2).

We are worn out, teacher; sitting in front of that computer and explaining for one year is like 1 hour is worth 6-7 hours face to face (P8).

Yes, we had not received any training on these things, you know, giving distance education, using that board, because we had not received training on these things before, we always learned by trial and error on our own. You know, maybe it was a waste of time for us, so from that point of view, there were disadvantages (P7).

However, I cannot do anything, you know, how to do it together, so I think I had much difficulty (P5).

ERT in terms of SWD

As a result of the thematic analysis carried out in line with the answers of the participants, the theme of "ERT from the perspective of SWD" and the sub-themes of "Advantages of ERT from the perspective of SWD" (Table 5) and "Disadvantages of ERT from the perspective of SWD" (Table 6) were reached.

Table 5

ERT for SWD

Sub-theme	Code	Participant	f
Advantages of ERT for SWD	Peer Learning/Support	P5, P6, P7, P8	4
	Least Restriction	P1, P3, P5, P7	4
	Sustainability of the Educational Process	P3, P4, P5, P8	4
	Family Support/Participation	P4, P6, P7	3
	Attention Attractiveness/Event Participation Duration	P5, P7, P8	3
	Ability to Use Technology	P5, P7	2
	Synchronous / Asynchronous Learning	P3, P5	2
	Displaying Behavioural Disorder	P4, P5	2
	Technological Facilities	P8	1
	Feedback	P7	1
	Peer Bullying	P2	1
	Learning Effectively and Maintenance	P8	1

Notes: ERT = emergency remote teaching; SWD = students with special educational needs.

An analysis of Table 5 shows that under the sub-theme of "Peer Learning/Support, Least Restriction, Sustainability of the Educational Process, Family Support/Participation, Attention Attractiveness/Event Participation Duration, Ability to Use Technology, Synchronous / Asynchronous Learning, Displaying

Behavioural Disorder, Technological Facilities, Feedback, Peer Bullying, Learning Effectively and Maintenance."

The participants' sample responses related to these codes consisted of such statements as follows:

> According to my system, the older siblings get involved and can count on support in this process. This is because I might not always be available, the teacher has specific hours, or they might be too shy to reach out. In such cases, they might not understand, but if the family has a certain level of education, the older siblings will step in (P6).
>
> I think it is suitable for students who need extra support. With the teacher's help, the child is in a safe environment where they can continue calmly and without disruption or challenging behaviour (P4)."
>
> In terms of the inclusive student, for example, since the child is usually educated in a safe environment since they are connected at home, they do not leave this comfort zone for the student. Therefore, this gave him an advantage. Being related to education in a place where he is with his family and feels safe has turned into a gift for him regarding distance education (P5).
>
> Yes, I mean, web 2.0 tools were a significant advantage in keeping our attention and the attention of the children (P4).
>
> There are currently many teachers in the academy teaching about social media and digital environments instead of us. They can listen to someone else if they do not listen to me (P3).
>
> Attending education in a trusted location, perhaps near family, has become an advantage for distance learning (P5).
>
> Students have homework assignments that are delivered individually and completed by them. Assessments are checked from that location (P7).
>
> For instance, puzzle-completion activities used to be completed. "They enjoyed it, and it felt like a treat. They would say, 'Let us do this, and then let us all do puzzles together.' It was very sociable (P8).

Table 6

ERT for SWD

Sub-theme	Code	Participant	f
Disadvantages of ERT for SWD	Attention Attractiveness/Event Participation	P1, P3, P4, P5 P6, P7, P8	7
	Duration Problem		
	Technological Impossibilities	P3, P4, P5, P6, P7, P8	6
	The Problem of Feedback	P3, P4, P5, P7, P8	6
	The Problem of Effective and Permanent Learning	P1, P4, P6, P7, P8	6
	The Problem of Social Interaction	P3, P4, P5, P6, P8	6
	The Problem of Sustainability of the Educational Process	P3, P5, P6, P7, P8	5
	The Problem of Technology Addiction	P4, P5, P6, P7	4
	Least Constrained Problem	P3, P6, P7, P8	4
	Synchronous / Asynchronous Learning Issue	P6, P7, P8	3

Problem Learning Classroom Rules and Routines	P4, P5, P6	3
The Problem of Technology Using Skills	P3, P4, P7	2
The Problem of Doing Homework	P3, P8	2
The Problem of Peer Bullying and Peer Pressure	P5	1
Peer Learning/Support Issue	P5	1
Family Support/Participation Problem	P7	1
Behavior Problems Issue	P6	1
Support and Additional Services Issue	P4	1

Notes: ERT = emergency remote teaching; SWD = students with special educational needs.

When Table 6 is analysed, it is seen that the participants' opinions under the sub-theme of "Disadvantages of ERT in terms of SWD" are as follows: "Attention Attractiveness/Event Participation Duration Problem, Technological Impossibilities, The Problem of Feedback, The Problem of Effective and Permanent Learning, The Problem of Social Interaction, The Problem of Technology Addiction, The Problem of Sustainability of the Educational Process, Least Constrained Problem, Synchronous / Asynchronous Learning Issue, Problem Learning Classroom Rules and Routines, The Problem of Technology Using Skills, The Problem of Doing Homework, The Problem of Peer Bullying and Peer Pressure, Peer Learning/Support Issue, Family Support/Participation Problem, Behaviour Problems Issue, Support and Additional Services Issue." Some of the sample statements of the participants regarding these codes can be stated as follows:

> Inclusive students' participation decreased; I mean, our inclusive students were not in an excellent financial situation simultaneously (P8).

> The disadvantages include lack of one-to-one attention, inequality of opportunity, difficulty following up on homework, lack of psychological readiness for education, and shorter attention span (P3).

> There is such a problem that you have to open the screen one by one and scroll the screen one by one and examine it, which means a time process, which means minutes, and in this regard, you know, we have significant problems in terms of checking or giving feedback (P2).

> Inclusive students cannot access the internet anyway. Some do, but their internet is running out. It is not enough. Alternatively, they turn it off somehow. I do not know how they get off, but they do. Apart from that, if they log in, we deal with problems such as how to do this and enter the password. The class time is running out (P3).

> Since none of these routines, such as opening a book, preparing for the lesson, recess bell, or class time, take place at home, we, as teachers, have to draw attention to the study at a much higher level because none of these routines takes place in the form of focusing on the lesson. Likewise, it was much more difficult for me and my students to create the environment and perception that I am in class at home (P5).

> We also had big problems such as the lack of internet connection, the mother going to work, and not having a phone. In other words, we can say that its disadvantages reflected on me more than its advantages (P7).

> The Education Information Network television channel (Education Information Network [EIN] TV) was unprepared for them. Because I was watching and following EINTV in primary school, it did not address individual differences. It was content prepared for the average student, which was also a disadvantage for them (P6).
>
> For inclusive students, yes, it was just the phone, playing games, or different activities; I mean, I never saw them using it in the lesson. I mean, we were trying to involve them, but I think they did not want to; of course, maybe there was progress in the use of phones at home, but screen addiction increased at home, so they used phones and tablets (P4).
>
> It is too much for him. It is difficult for him to see these videos from EINTV or the videos made. So, I do not think it is very effective (P1).

ERT in terms of Teaching Academic Skills

The third question was asked to the participants about the experiences of classroom teachers regarding the efficiency of inclusion practices carried out through distance education. As a result of the thematic analysis carried out in line with the participant's responses, the theme of "ERT in terms of Academic Skills Teaching," the sub-themes of "Turkish Language Teaching," "Mathematics Teaching," "Life Science Teaching," "Social Studies Teaching" and the codes of "advantages/disadvantages" belonging to these sub-themes were reached.

These themes, sub-themes, and codes can be seen in Table 7.

Table 7

ERT, in terms of Teaching Academic Skills

Sub-theme	Code	Participants
Teaching Turkish	Advantages	P6, P8
	Disadvantages	P1, P2, P4, P5, P6, P7, P8
Teaching Mathematics	Advantages	P6, P7
	Disadvantages	P1, P2, P3, P4, P5, P6, P8
Teaching of Life Science	Advantages	P5, P7
	Disadvantages	P2, P3, P4, P6, P7
Teaching Social Studies	Advantages	P8
	Disadvantages	P2, P3, P4, P5, P8
Teaching Science	Advantages	P4, P8
	Disadvantages	P2, P4, P6, P5

Notes: ERT = emergency remote teaching.

As Table 7 shows, under the theme of "ERT in terms of Teaching Academic Skills, "the participant opinions consisted of sub-themes as "Turkish Teaching, Mathematics Teaching, Life Science Teaching, Social Studies Teaching, Science Teaching" and "Advantages" and "Disadvantages" codes for each sub-theme.

Some of the sample statements of the participants regarding these codes can be stated as follows:

I did not have any problems with visual reading. The child tells me what they see in the picture they see well. When I ask them to tell me what they see in the picture, they tell one of them, especially the one who likes to talk, so they mean it, so there is no regression in visual reading (P6).

I mean, the literacy process seems impossible to me, especially for a student with a distracted attention span in distance education (P7).

The most significant loss is that their reading has slowed down and regressed. I mean, I had students who never picked up a book even though they were halfway through the third grade. I had a system. I used to give the child a book every day and test them the next day to see if they had read it. I used to get feedback and make them read, but now we cannot do this remotely (P1).

The most challenging subject for us was Turkish, followed by Mathematics, then Life Science, Science, and Social Studies, and these continued relatively more positively than Turkish. However, we still experience a lack of this in Turkey, for example, in distance education (P5).

There were severe losses due to not getting the sounds correctly, especially in situations that require close attention, such as writing letters and holding a pencil (P2).

I generally used EIN videos. Since their videos were explained with animations, they attracted their attention, and I benefited more from them because the subjects were abstract (P4).

For example, one of my parents was trying to teach the child numbers in mathematics, you know, by making them more concrete, you know, addition, subtraction, you know, my parent was trying to be interested (P3).

Life science was more interactive because we taught the lesson more conversationally or with their memories; for example, we started to teach a class with a case study, listening to their memories and seeing their sharing from there was more interactive (P7).

In science, you know, experiments that we could not do much, how to do them, I would open videos on the internet and videos of mixtures, sinking and swimming in the water, properties of substances by giving pictures. This was very good for us for science lessons. In the village, we did not have many opportunities to do this because I could not open videos. We did not always have experiment materials or anything. This way, I could open videos and show them (P8).

Suggestions for Distance Education

Finally, as a result of the thematic analysis carried out based on the participants' answers, the theme "Suggestions for the process of distance education for inclusion students" and the sub-theme "Teachers' expectations" were reached.

These themes, sub-themes, and codes are shown in Table 8.

Table 8

Suggestions for Distance Education

Sub-theme	Code	Participant	f
Teachers' Expectations	Teaching Technology Use Skills to Teachers	P3, P4, P5, P6, P7, P8	6
	Teaching Technology Use Skills for SWD	P3, P4, P6, P7, P8	5
	Sample interactive activities for SWD	P2, P4, P5, P6, P8	5
	Teaching technology skills to families	P3, P6, P8	3
	Solving Internet infrastructure problems	P4, P8	2
	Technology equipment support	P8	1
	Support and Additional Services for SWD	P6	1

Note: SWD = student with special educational needs

Analysing the theme "Teaching Technology Use Skills to Teachers, Teaching Technology Use Skills for SWD, Sample interactive activities for SWD, Teaching technology skills to families, Solving Internet infrastructure problems, Technology equipment support, Support and Additional Services for SWD." Some of the sample responses from participants to these codes can be presented as follows:

However, many of my friends still cannot use this technology. We have always tried to help them, but there should be in-service training. This should be in the form of not only how to use "EIN" and "Zoom" but also the use of "Web 2.0" tools in the course (P4).

> If I did not know any better, there were not enough resources. For example, we were trying to produce resources ourselves in this process. However, we do not have a very high level of knowledge on this subject, such as creating a video, program, or presentation (P5).
>
> More exciting lessons can be taught, and SWD can be emphasised as much as possible (P2).
>
> Maybe richer in content, we can get bored just like children. You know, there may be activities in that style (P7).
>
> I can suggest especially informing the families and trying to show interest that the teacher cannot lead closely through the families (P3).
>
> Considering the rural problem, these network problems are enormous. Internet infrastructures should be organised (P8).
>
> I mean, for example, what we suffered the most at first was that we did not receive training on this subject. Maybe more effective in-service training for teachers, not online (P6).
>
> When the teacher assigns homework to other students, one-to-one attention time can be increased for SWD (P1).

CONCLUSION

As a result of the analyses conducted, the research findings were as follows: ERT practices in SIP: i. Facilitations and difficulties of ERT in SIP for teachers, ii. Facilitations and challenges of ERT in SIP for

SWD iii. Teaching academic skills through ERT in SIP, and iv. Expectations and suggestions for distance education in SIP and the following results were achieved:

In the SIP process, it was determined that ERT was advantageous for classroom teachers in terms of sustainability of the educational process, family support/participation, technological facilities, ability to use technology, peer teaching, use of methods/techniques/strategies attention span/activity participation time, effective and maintenance teaching, classroom management, synchronous/asynchronous teaching, feedback (feedback), IEP preparation and implementation, recognition of SWD and families, usefulness, providing healthy application opportunities. In this context, it is noteworthy that ERT has advantages such as preventing the interruption of the educational process, increasing the attractiveness of attention and thus the effectiveness of teaching by appealing to more than one sense in the teaching process; some families (parents and siblings) being more supportive to the SWD during the ERT process, protecting the health of the teacher while fulfilling their duty, and ERT being more economical than face-to-face education in terms of applicability. Similar to the research finding, Colombo and Santagati's (2022) study conducted in Italy during the first wave of the emergency closure period to analyse the teaching activities with SWD and the difficulties that arose in terms of school content shows that although there was a deterioration in school content in general, in some cases, teachers were indeed able to provide new, customised, empathetic and more attentive support to SWD and their families. In contrast, technological impossibilities, lack of feedback, lack of sustainability of the educational process, lack of peer teaching/support, synchronous/asynchronous teaching, lack of attention span/participation time, the problem of technology use skills, assessment problems, technology dependency, limitation of effective and permanent teaching, the issue of method/technique/strategy use. According to the classroom teachers, ERT has disadvantages in classroom management difficulty, the problem of effective and maintenance teaching, problem of method/technique/strategy use, lack of feedback, difficulty in activity tracking, attention span/lack of participation time, technology usage skills problem, lack of sustainability of the educational process, technological constraints, evaluation issues, inadequacy of textbooks and materials, synchronous/ asynchronous teaching, lack of social interaction, technology addiction, peer instruction/support missing, lack of family support/participation, the problem of teaching classroom rules and routines, lack of IEP preparation and implementation, lack of support and additional services. Similar to this result, Toquero (2021) conducted a study to investigate the difficulties, strategies, and expectations faced by teachers in inclusive education during the pandemic and found that teachers experienced educational concerns, intermittent virtual socialisation, and psychological crises. Similarly, Yong et al. (2021) found that teachers faced difficulties such as being unable to direct the gateway during the training, lacking knowledge and skills, not meeting all needs, not being able to attract students' attention, and not getting support from parents.

It was determined that ERT was advantageous for SWD in terms of technological facilities, feedback, sustainability of the educational process, peer learning, synchronous/asynchronous learning, attention span/activity participation time, technology usage skills, effective and permanent learning, family support/participation, most minor restriction, recognition of SWD and families, reduction of peer bullying/pressure and behavioural disorders. The most noteworthy of these advantages can be listed as the fact that SWD feels safer at home and participates more in the lesson, distance education offers better accessibility, especially for those with orthopaedic disabilities, they are less likely to be exposed to peer bullying, and peer pressure, they learn more efficiently by being exposed to more visual stimuli, and homework assignments can be followed up using some programs. Similar to this result, Parmigiani

et al. (2021) aimed to investigate how classroom and special education teachers organise inclusive online teaching/learning strategies and practices in the ERT process that emerged due to COVID-19. Similar to the result of the study, Pihlainen et al. (2023) focused on parents' perspectives on the basic psychological needs of their children with special needs, such as competence, autonomy, and relationships concerning the education of their children with special needs in the ERT process; it was concluded that some parents found the traditional school environment noisy and restless and that learning in a peaceful home environment supports children to concentrate, progress and learn at their own pace.

However, the analyses indicate that ERT has several drawbacks with regards to SWD in the SIP process, such as the challenges faced in education include technological barriers, feedback reception, sustainability of the educational process, facilitating peer support, balancing synchronous and asynchronous teaching, managing attention span and participation time, ensuring technology proficiency, preventing technology addiction, promoting effective and permanent learning, enhancing social interaction, instilling classroom rules and routines, assigning homework, engaging family support/participation, minimising restrictions, addressing peer bullying and pressure, managing behavioural issues, and providing additional services and support. Concentration, peer cooperation, socialisation, group work, screen addiction, opportunity inequality, family indifference, and behavioural disorders are listed as disadvantages of online learning. Similar to the research findings, Mengi and Alpdoğan (2020) concluded in their study that, similar to "screen addiction," long-term EIN connection of SWD increases technology addiction among SWD. In addition, the research by Başar Yüksel and Gündüz (2022) revealed that both families and SWD struggled to adapt to distance education, motivating their children and facilitating activities. The process added to their workload and caused stress.

Furthermore, the benefits and drawbacks of the ERT procedure in the SIP procedure were assessed by teachers in the areas of Turkish language, mathematics, life science, social studies, and science teachings. More specifically, in Turkish education, improvements have been made in visual reading; however, difficulties in reading aloud, such as slow reading, adding and subtracting, incomprehensible writing problems, and reluctance towards reading and writing, have been observed. In mathematics education, learning difficulties have been observed in basic arithmetic operations, rhythmic counting, problem-solving, pattern recognition, and abstract thinking. In teaching life science and social studies, participants encountered difficulties with daily practical skills, establishing causality, understanding chronology, comprehending rules, authentic learning, empathising, and socialising. While some participants in science teaching did not face any challenges, others noted disadvantages in group instruction, experimentation, and collaboration. As per the study conducted by Jothinathan et al. (2021), it was discovered that primary school teachers could not transfer teaching skills for academic subjects in general education classes to ERT as effectively as in conventional face-to-face education.

Finally, the classroom teachers' expectations and suggestions for making the ERT process more successful and even for using distance learning instead of ERT in the SIP process in the future, including sample interactive activities for SWD, teaching technology use skills to SWD, teaching technology use skills to teachers, teaching technology use skills to families, solving Internet infrastructure problems, providing technological equipment assistance, providing support and additional services to SWD, training teachers in distance learning technologies for SWD and families, and adapting EIN content for SWD. In parallel with the research findings, the study conducted by Woltran (2021) found that teachers had problems with lack of personal communication with students, additional workload and stress, lack

of technical equipment, lack of digital skills, and providing individual support for SWD. The study also suggested that sustainable working conditions should be created to counteract the long-term effects of heavy workloads on teachers. However, the difference between distance learning and regular online teaching during the pandemic should also be considered when developing and implementing policies (Slootman et al., 2023). In their study, Chatzoglou et al. (2023) concluded that an intensified, detailed teaching process should be included to compensate for learning losses related to SWD because of the pandemic. They also suggested that teachers should have the necessary pedagogical experience through synchronous and asynchronous teaching.

The research can be repeated for different courses (such as foreign language courses and art education courses), for different levels (secondary school, high school, and university), for teachers of various branches, according to the opinions of SWD and families, for administrators, for supervisors (education inspectors), for education policymakers.

The study was limited to Turkish, mathematics, life sciences, social studies, and science courses. To obtain more detailed data, it can be carried out in the context of other academic skills (foreign language, art education). In addition, collecting data from SWD and families as participants may contribute to a better understanding of the process.

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