



Examining Approval and Disapproval Behaviors of Teachers Working in Inclusive Classrooms

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The purpose of this study is to determine frequency of approval and disapproval behaviors of teachers working in inclusive classrooms during lessons and to investigate whether teachers' approval and disapproval behaviors differ in terms of their demographical characteristics. The study group consisted of 45 teachers who worked in three public schools in Ankara and who had students with special needs in their classrooms. In order to determine approval and disapproval behaviors teachers used, one hour video recordings in the classrooms of teachers in the study group were done and data of this study were analyzed by reviewing video recordings using Teacher Behaviors Observation Form and Demographical Information form was used to determine demographical characteristics of teachers. In terms of the analysis of data, mean of approval behaviors used by teachers per minute in one lesson was 0.42 whereas mean of disapproval behaviors was found to be 1.41 and the difference between these two values was statistically significant. The frequency of approval and disapproval behaviors teachers used did not differ significantly in terms of their gender, age, experience, and departments they graduated however these behaviors changed significantly in terms of teachers' grade levels they were working in.

Keywords: Teacher Behaviors, Approval, Disapproval, Inclusion, Behavior

INTRODUCTION

Kounin, who revealed the bond between teacher behaviors and student behaviors with his work of *Discipline and Group Management in Classrooms* (1970), has influenced many research studies conducted in later years. These research studies underlying "behaviorist" and "process-outcome" approach and conducted in the field of classroom management lasted more than 40 years (Anderson, Evertson, & Emmer, 1979; Anderson & Brophy, 1979; Evertson & Anderson, 1978). These studies tried to reveal which behaviors effective teachers exhibited and whether there was a bond between these behaviors and student behaviors; student and teacher behaviors in the classroom and relationship among them were involved among the variables investigated (Gettinger &

Kohler, 2006). The results of these studies showed that there was a significant relationship among teacher behaviors, student behaviors, and academic achievement (Brophy, 1979; Bulgren & Carta, 1992). Moreover, with these studies it was emphasized that teachers must approve student behaviors more to increase students' desirable academic and social behaviors (Brophy, 2006) and disapproval must be the ultimate method to be applied (Landrum & Kauffman, 2006).

Approval and disapproval behaviors appear similar to "positive reinforcement and punishment" which are used in behavior modification even though they are not equivalent (Swinson & Harrop, 2001). Approval behavior can be described as teacher rewarding appropriate student behaviors and it is defined as teacher praising a student or students immediately after an appropriate behavior has been performed or teacher expressing her/his appreciation of student herself/himself; her/his classroom studies, behaviors, or performance (Gresham, 1998; 2001; Swinson & Harrop, 2001). However disapproval behavior is stated as teacher rephending or criticizing a student or students by verbal or nonverbal reactions immediately after an undesirable behavior (Partin, 2010; Swinson & Harrop, 2001).

There are many research studies in the literature about approval and disapproval behaviors teachers use. These studies showed that using approval behavior systematically increases students' both academic and social behaviors and decreases inappropriate behaviors (Beaman & Wheldall, 2000; Chalk & Bizo, 2004; Harrop & Swinson, 2000; Swinson & Harrop, 2001). It is possible to examine these studies in two groups. White (1975), who can be included in the first group of studies, recorded for the first time frequency of natural appearance of approval and disapproval behaviors teachers used in their classrooms. Later similar studies were conducted by Heller and White (1975) and Thomas, Presland, Grant, and Glynn (1978) and in classroom observations researchers recorded the frequency of approval and disapproval behaviors of teachers working in elementary and secondary schools. In the first group of studies it was found that especially teachers in the elementary schools used disapproval behaviors (on average .66 per minute) more than approval behaviors (on average .46 per minute). In the second group of research studies which have been conducted since 1980s, differences in the approval and disapproval behaviors teachers used and especially in the first two grades of elementary schools it was seen that teachers used approval behaviors more (Beaman & Wheldall, 2000; Harrop & Swinson, 2000; Swinson & Harrop, 2001). For example, Nafpaktitis, Mayer, and Butterworth (1985) found that teachers in the sixth and seventh grades used approval behaviors (on average .90 per minute) more than disapproval behaviors (on average .29 per minute). However, the mutual result of these two groups of research studies was that teachers approved students' academic achievements more and they disapproved mostly standing up without having permission, talking without having permission, and distracting peers (Beaman & Wheldall, 2000; Chalk & Bizo, 2004; Harrop & Swinson, 2000; Heller & White, 1975; Merrett & Wheldall, 1986; Swinson & Harrop, 2001; White, 1975).

In the studies summarized above related to this topic, approval and disapproval behaviors teachers who worked in the general education classrooms used for students with normal development were examined (Beaman & Wheldall, 2000; Chalk & Bizo, 2004; Harrop & Swinson, 2000; Heller & White, 1975; Merrett & Wheldall, 1986; Swinson & Harrop, 2001; White, 1975). Even though in the literature approval and disapproval behaviors for students with special needs in general education classrooms were encountered in only one study (Partin, 2010) approval and disapproval behaviors of teachers both in general education classrooms and special education classrooms were tried to be determined. Partin examined behaviors of 67 general education teachers and 42 special education teachers. In her study, she showed that special education teachers (on average 11.83 per hour) used approval behaviors more than general education teachers (on average 7.21 per hour). However the frequency of disapproval behaviors of teachers in both groups was alike (for general education teachers 8.44 and for special education teachers 8.69 per hour on average).

In Turkey it is seen that there are studies about teacher behaviors related to using rewards. For example, in one of the studies whether teachers working in inclusive classrooms reinforced appropriate behaviors of students or not were examined by both interviewing with teachers and making observations in classrooms (Çifci, Yıkıms, & Akbaba-Altun, 2001). In studies conducted by Sucuoğlu, Akalın, Sazak-Pınar, and Güner (2008) and Sucuoğlu, Demirtaşlı, and Güner (2009) teacher and student behaviors were determined by observation. In terms of the results of these three studies it was observed that teachers did not recognize or reinforce positive behaviors of students with special needs during instruction and it was found that some of the teachers were not even aware of students with special needs in their classrooms. Three studies summarized above that were done in Turkey provide information about teachers' reward use in inclusive classrooms but they have limitations to show whether there is a difference between approval and disapproval behaviors of teachers. By gathering detailed information about approval and disapproval behaviors of teachers working in these classrooms, instructional arrangements needed for successful inclusion practices can be formed. Moreover it can be used to make the content of in-service teacher programs more functional.

The purpose of this study was to examine approval and disapproval behaviors of teachers who worked in inclusive classrooms. In line with the purpose of this study following questions were tried to be answered:

- 1) What is the frequency of approval and disapproval behaviors of teachers who work in inclusive classrooms?
- 2) Does the frequency of approval and disapproval behaviors of teachers who work in inclusive classrooms change in terms of their demographical characteristics (age, gender, experience, departments graduated, grade levels)

METHOD

Study Group

The study group consisted of 45 volunteer teachers who worked in elementary schools in Ankara and had students with special needs in their classrooms. The characteristics of teachers are listed in Table 1.

Measurement Tools

Demographical Information Form: This form was developed by the researchers in order to gather information about demographical characteristics of teachers such as gender, age, experience, departments' teachers graduated, and teachers' grade levels they were working in.

Table 1: Characteristics of Teachers in the Study Group

Demographical Variables		Number (N)	Percent (%)
Gender	Female	34	76%
	Male	11	24%
Ages	Between 28-42	23	51%
	Between 43-60	22	49%
Experience	6-18 years	21	51%
	19-42 years	24	49%
Departments	Elementary education	31	69%
Graduated	Another department	14	31%
Grade Levels Teachers Work in	1 st class	5	11%
	2 nd class	10	22%
	3 rd class	9	20%
	4 th class	12	27%
	5 th class	9	20%

Teacher Behaviors Observation Form (TBOF): Frequencies of approval and disapproval behaviors of teachers were targeted to be measured (Alberto & Troutman, 2006) by a form developed by the first researcher based on an approach of two research studies (Polirstok & Gottlieb, 2006; Reinke, Lewis-Palmer, & Merrell, 2008) which emphasize that teachers who manage their classrooms effectively use approval (rewarding) behaviors more and disapproval (reprehending) behaviors less during instruction. While TBOF was being developed by watching sample videos which were recorded in inclusive classrooms in the scope of a research study which was conducted by Ankara University Special Education Department (Sucuoğlu, Akalın, Sazak-Pınar, & Güner, 2008) and listing approval and disapproval behaviors teachers in Turkey showed. After all the verbal and nonverbal approval and disapproval behaviors teachers used during the lessons were listed, these behaviors were written on the form and another empty column in order for the observer to record the frequencies was added to the form. With this observation form, by using the event recording technique determining the frequency of teachers' approval and disapproval behaviors was aimed.

Event recording is a technique in which many behaviors can be observed and it always leads to numeric data as well as it is easily administered and it does not require making inferences about other events in the environment (Tekin & Kırcaali-İftar, 2001).

TBOF (See Appendix-1) consists of two columns, one of which includes samples of verbal and nonverbal behaviors accepted as approval and disapproval behaviors of teachers and the other one includes frequency recordings of every behavior. Approval behaviors of teachers involved in the form are as follows: (verbal behaviors) Nice, bravo, great, well done, super, great job, you're very creative, your ideas are very different, thank you, (nonverbal behaviors) "giving an applause, caress student's head, patting on student's shoulder, okay mark," and etc. Likewise disapproval behaviors are as follows: (verbal behaviors) don't talk, don't make any noise, shut up, shh, there's too much noise, be quiet, don't (do)..., why aren't you (doing)..., remove it, why didn't you bring your notebook, I forbid speaking, sit down, why are you walking around, what's going on there, raise your fingers, how should you ask for permission to speak, how should we behave, listen, listen well, if you're done sit back, (nonverbal behaviors) "showing shh with fingers, frowning," and etc.

Procedure

Gathering Data: After having required permission from Ministry of Education, videos were recorded in the classrooms of 45 teachers who were included in study group. For sampling of the teacher's approval and disapproval behaviors videos were recorded in one of the academic lessons (Turkish, Mathematics, Social Sciences, Science, and Science of Life) and while teachers were instructing a new topic.

In the periods in which teachers actively gave lectures in any of the lessons, it was aimed to make observations; because the differences among the lessons were out of the scope of this study, in which lessons observations were done were not recorded.

The observer who recorded the videos entered the classroom before the teacher arrived and found a suitable place for herself/himself in the classroom and s/he started recording five minutes after the teacher started the lesson. In order to observe approval and disapproval behaviors the interval which included active instruction of the teacher and did not include the beginning and the end of the lesson was planned to be recorded, the recording which was started at the fifth minute of the lesson was stopped at the 25th minute. Having finished the recording the observer who recorded the videos found a place for herself/himself at the back rows and waited for the lesson to end. A second observer had teachers fill in the Demographical Information Form in a time other than the lesson in which the video recording was done.

Training of Teacher Behaviors Observation Form: Four students, from Ankara University Special Education Department, were trained as independent observers to use TBOF and they worked only in data collecting process of the study. In the first session with the observers Teacher Behaviors Observation Form was introduced, a sample video recording of a lesson was watched and how to fill the form was showed. Observer training that consisted of observers watching the sample video recordings of lessons and comparing their consistency with the researcher lasted three sessions. Inter-rater

consistency of the researcher and first observer was 85%, the second observer was 88%, the third observer was 84%, and the fourth observer was 86%. These results were decided to be sufficient (Kircaali-İftar & Tekin, 1997) so that the training of the observers was completed.

Data Analysis

Observers watched the video recordings, every approval and disapproval behavior of the teachers were coded with an X on the related column on TBOF. Every behavior teachers used were given a number so that the frequency of the approval and disapproval behaviors every teacher used was established. In order to analyze the data of this study, by using SPSS 16 Software Package descriptive statistical techniques were performed and the mean and standard deviation of the approval and disapproval behaviors of the teachers in the study group were calculated. In addition to that using Mann Whitney U and Kruskal Wallis H tests it was analyzed whether there was a relationship between the frequency of the approval and disapproval behaviors of the teachers and their demographical characteristics. The reason for using these tests, the data of the study did not meet the assumptions of the parametric test (i.e. all the observations from the study group are independent of each other, the responses are ordinal, the variance of the data is not equal and distribution of scores obtained from the TBOF is not normal) (Büyüköztürk, Çokluk, & Köklü, 2010).

FINDINGS and RESULTS

Frequency of approval and disapproval behaviors obtained by assessing videos which were recorded in the classrooms of teachers using TBOF is listed below (Table 2).

When Table 2 is examined it is understood that the frequency of approval and disapproval behaviors teachers used differed significantly, but in general teachers showed approval behaviors less. For the whole group, frequency means of approval and disapproval behaviors (for approval 8.36, 0.42 per minute; for disapproval 28.22, 1.41 per minute) also showed that approval behaviors were exhibited less and the difference between them was large. Analysis of Wilcoxon Signed Ranks Test indicated that the difference between the two groups is highly significant ($z=4.28$, $p<.05$).

Table 2: Frequency of approval and disapproval behaviors of study group teachers

	Approval behavior shown in a lesson	Disapproval behavior shown in a lesson	Approval behavior shown per minute	Disapproval behavior shown per minute
N	45	45	45	45
Mean	8,3556	28,2222	.42	1.41
Std. Deviation	.44	1.33	8,89	2.66
Min	.00	1.0	.00	.05
Max	44.00	119.00	2.20	5.95

In order to find the answer to the second question, first of all normal distribution requirements of the data were examined. Therefore values for skewness coefficient, arithmetical mean, median, and standard deviation were calculated and Shapiro-Wilkis test was used because the sample size was less than 50 ($n=45$). In terms of the results of the analyses it was seen that skewness and kurtosis coefficients for the frequencies of teachers' approval and disapproval behaviors were higher than one. Moreover, mean and median values of the frequencies were not close to each other. According to these results, frequencies of teachers' approval and disapproval behaviors were not normally distributed. In the test of normality p values being calculated less than .05 ($p=.00$) supported this view. Therefore, it was decided to use non-parametrical tests for analyses of the data.

In terms of Mann Whitney-U test to determine the effects of gender, age, experience, and departments of teachers working in inclusive classrooms on approval and disapproval behaviors there was not any significant difference for the four group variables. Thus, there was no significant difference between female and male teachers (Approval $U=163.5$, $p>0.5$ - Disapproval $U=142.5$, $p>.05$), teachers aged between 28-42 and 43-60 (Approval $U=223.5$, $p>.05$ - Disapproval $U=238.5$, $p>.05$), between 6-18 years work experience and 19-42 work experience (Approval $U=248.0$, $p>.05$ - Disapproval $U=223.0$, $p>.05$), and between the graduates of faculty of education and the graduates of other faculties (Approval $U=200.0$, $p>.05$ - Disapproval $U=179.0$, $p>.05$).

In order to determine the effect of teachers' grade levels they were working in on their approval and disapproval behaviors Kruskal Wallis H test showed that teachers' approval behaviors did not change significantly in terms of their grade levels ($X^2(4) = 4.57$, $p>.05$) but their disapproval behaviors changed significantly in terms of their grade levels ($X^2(4) = 14.96$, $p<.05$). To find the source of this difference LSD test was performed (Table 3).

As it can be seen in Table 3, disapproval behaviors of teachers working in the first grade were significantly different than the behaviors of teachers working in the second, third, and fourth grades. Similarly it was seen that disapproval behaviors of teachers working in the second grade were significantly different than the behaviors of teachers working in the third and fourth grades. In summary, disapproval behaviors of teachers working in the first and second grades were significantly higher than teachers working in other grades.

Table 3: LSD Test Results Related to Significance of Differences in Frequencies of Teachers' Disapproval Behaviors in Terms of Grade Levels

		<i>Mean Differences</i>	<i>Standard Error</i>	<i>p</i>	
Disapproval Behavior	1 st Grade	2 nd Grade	7.10000	13.34302	.598
		3 rd Grade	35.71111*	13.58786	.012*
		4 th Grade	29.60000*	12.96708	.028*
		5 th Grade	28.82222*	13.58786	.040*
	2 nd Grade	1 st Grade	-7.10000	13.34302	.598
		3 rd Grade	28.61111*	11.19306	.014*
		4 th Grade	22.50000*	10.43072	.037*
		5 th Grade	21.72222	11.19306	.059
	3 rd Grade	1 st Grade	-35.71111*	13.58786	.012*
		2 nd Grade	-28.61111*	11.19306	.014*
		4 th Grade	-6.11111	10.74215	.573
		5 th Grade	-6.88889	11.48384	.552
	4 th Grade	1 st Grade	-29.60000*	12.96708	.028*
		2 nd Grade	-22.50000*	10.43072	.037*
		3 rd Grade	6.11111	10.74215	.573
		5 th Grade	-.77778	10.74215	.943
	5 th Grade	1 st Grade	-28.82222*	13.58786	.040*
		2 nd Grade	-21.72222	11.19306	.059
		3 rd Grade	6.88889	11.48384	.552
		4 th Grade	.77778	10.74215	.943

* $p < .05$

DISCUSSION and SUGGESTIONS

In this study, approval and disapproval behaviors that teachers working in the inclusive classrooms used during lessons were examined. The first aim of this study was to determine the frequency of approval and disapproval behaviors teachers used and whether there was a significant difference between these two groups of behaviors. In terms of the results, 45 teachers who participated in this study showed on average 0.42 approval behaviors per minute whereas they showed on average 1.41 disapproval behaviors and the difference between these two groups of scores were statistically significant. In other words teachers showed significantly more disapproval behaviors than approval behaviors. Even though this result is consistent with the results of the first group of research studies (Heller & White, 1975; Meyer & Lindstrom, 1969; Thomas, Presland, Grant, & Glynn, 1978) it is not compatible with the results of the research studies conducted in the last decade (Beaman & Wheldall, 2000; Harrop & Swinson, 2000; Swinson & Harrop, 2001). For example, White (1975) who conducted the first study about this topic and summarized 16 studies in which approval and disapproval behaviors of teachers were examined through classroom observations indicated that teachers showed .06 to 1.3 approval behaviors per minute and .13 to .89 disapproval

behaviors per minute (Beaman & Wheldall, 2000). On the other hand in the research studies conducted later than 1980s (Harrop & Swinson, 2000; Merrit & Wheldall, 1986; Winter, as cited in Partin, 2010) the exact opposite results were shown and teachers showed more approval behaviors than disapproval behaviors.

In this study firstly disapproval behaviors that teachers used in a minute during a lesson were more in number than the teachers' who participated in other research studies in the literature. For example, in this study three teachers used disapproval behaviors 78, 85, and 119 times respectively during a lesson. In other words these teachers used words such as "don't speak, don't make a noise, shut up, shh, there is too much noise, be quiet, don't (do)...., remove it, I forbid speaking, sit down, why are you walking around, what's going on there, raise your hand, how should we behave, listen" or nonverbal gestures such as "showing shh with fingers, frowning" 3.9, 4.25, and 5.95 times respectively on average per minute. Moreover in this study all teachers showed disapproval behaviors 1.41 times per minute, teachers who showed disapproval behaviors more than once (range: 1.25-5.95) per minute consisted the half of the study group (51.1%). When the literature is reviewed, even in the first group of research studies in which the teachers were indicated to use more disapproval behaviors it was seen that teachers used disapproval behaviors less in number. For example, White (1975) who reviewed 16 initial studies stated that the frequency of teachers' disapproval behaviors was .13 to .89 times per minute. In only one study (Partin, 2010) frequency of disapproval behaviors teachers used was consistent with the results of this study, the researcher indicated that general education teachers used disapproval behaviors 1.03 times whereas special education teachers used disapproval behaviors 1.89 times for students with special needs in their classrooms. However it can be seen that number of teachers' disapproval behaviors of Partin's (2010) study is still less than the number of teachers' disapproval behaviors of this study. Teachers in this study showing more disapproval behaviors may suggest that teachers do not know effective methods to manage problem behaviors. Results in the literature also show that teachers are incompetent in using effective behavior management strategies. Kargin, Acarlar, and Sucuoğlu (2005) suggested that teachers working in the inclusive classrooms could not control problem behaviors of students whereas Batu and Özen (1997) indicated that elementary school teachers used reactive methods (post behavioral reactions) reinforcement of opposite behaviors, verbal warning, physical punishment, restriction of activities, and removing the student from instruction to decrease problem behaviors. However in the literature it is emphasized that to decrease problem behaviors punishment methods including disapproval behaviors should be used ultimately (Landrum & Kauffman, 2006) and it is accepted that rewarding is one of the most effective tools to manage behaviors of students in the classrooms where especially children with special needs attend (Tekin & Kırcaali-İftar, 2001). Therefore, it can be suggested that inclusive classroom teachers who often state that students with special needs show many problem behaviors (Kargin, Acarlar, & Sucuoğlu, 2005; Mitchem & Benyo, 2000) should use approval behaviors more and they should be informed about this topic.

Secondly the effects of teachers' demographical variables on approval and disapproval behaviors were examined in this study. The analyses showed that variables including age, gender, experience, and whether teachers graduated from faculties of education were not effective on approval and disapproval behaviors they used. In the literature it is emphasized that teachers' age and experience affect their behaviors, teachers who are young and have less experience in teaching have more anxiety how to behave in lessons but in time they feel more prepared and comfortable in instructional topics and communication with students (Kher, Lacina-Gifford & Yandell, 2000; Melnick & Meister, 2008; Siebert, 2005). However the results of this study showed that two groups of teachers did not differ, as ages and in-service years increased frequency of approval and disapproval behaviors teachers used did not change. Likewise, gender of the teachers did not change frequency of approval and disapproval behaviors they used. However findings of research studies examining the effect of gender of teachers on classroom behaviors revealed different results. Pang's (1992) study showed that female teachers used more rewards than their male counterparts. Similarly, Boldurmaz (2000) found that female teachers used more effective strategies in managing student behaviors and Alkan (2007) stated that female teachers used more positive methods in dealing with undesirable behaviors. Findings of research studies indicating that female teachers used more positive and effective methods in managing student behaviors are in conflict with the results of this study.

One of the findings of this study which revealed that teachers who graduated from departments of elementary education did not differ from teachers who graduated from other departments and who became teachers in terms of using approval and disapproval behaviors is consistent with the results of a study (Boldurmaz, 2000) which showed that teachers who graduated from departments of elementary education did not differ from teachers who were from other departments in managing student behaviors. These results made us think that classroom teachers who graduated from faculties of education could not achieve effective strategies adequately that they could use in their classrooms. The finding that education faculties, whose main function is to raise teachers, could not make their student teachers and graduates achieve effective strategies in managing student behaviors, which is the most worrisome field for all teachers and teachers who are especially new graduates (Dinsmore, 2003; Veenman, 1984; Zuckerman, 2007), that they significantly differ from graduates of other faculties in using these strategies in their classrooms is an important result that should be emphasized.

Another important result of this study was that teachers' disapproval behaviors were significantly different in terms of grade levels they were working in and teachers working in the first and second grades used more disapproval behaviors than teachers working in the third, fourth, and fifth grades. These results are inconsistent with the results of other research studies which showed that teachers working in especially the first and second grades used more approval behaviors (Beaman & Wheldall, 2000; Harrop & Swinson, 2000; Swinson & Harrop, 2001). Teachers involved in studies conducted abroad may have used more approval behaviors in order for the first and

second graders, who attended school recently, to accommodate to school. Teachers in Turkey used more disapproval behaviors in the same period for the first two graders that this may suggest teachers focused more on negative behaviors in students' accommodation period and they used a more authoritarian approach.

As a conclusion, the results of this study showed that during instruction teachers working in the inclusive classrooms used disapproval behaviors more than approval behaviors. However, if the communication of teachers with their students focuses more on positive behaviors and it is of style that students approve, students' academic and social development will be more efficient. Even though this study is restricted to teachers who work in Ankara and have students with special needs in their classrooms, the results may illustrate the behaviors of classroom teachers in Turkey as a whole. The attitude of elementary school teachers that they focus on negative behaviors more and they use disapproval behaviors excessively may further be investigated in future studies. Moreover, in the content of in-service training programs prepared for teachers, approval behaviors which include using rewards must be discussed as it is a very effective strategy that teachers can use in managing student behaviors and their academic studies.

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Turkish Abstract**Kaynaştırma Sınıflarında Çalışan Öğretmenlerin Onaylama ve Onaylamama Davranışlarının İncelenmesi**

Bu çalışmanın amacı, kaynaştırma sınıflarında çalışan öğretmenlerin ders sırasında kullandıkları onaylama ve onaylamama davranışlarının sıklığını ve öğretmenlerin demografik özelliklerine göre onaylama ve onaylamama davranışlarının değişip değişmediğini belirlemektir. Çalışma grubu, Ankara'da devlete ait ilköğretim okullarında çalışan ve sınıfında özel gereksinimli öğrencisi bulunan 45 öğretmenden oluşmaktadır. Öğretmenlerin kullandıkları onaylama ve onaylamama davranışlarını belirlemek için çalışma grubundaki öğretmenlerin sınıflarında birer ders saati video kaydı yapılmıştır. Çalışmanın verileri, öğretmenlerin demografik özelliklerini belirlemek için kullanılan Demografik Bilgi Formu ve Öğretmen Davranışları Gözlem Formu kullanılarak video kayıtlarının analiz edilmesi ile elde edilmiştir. Verilerin analizine göre öğretmenlerin bir ders süresince her bir dakikada kullandıkları onaylama davranışları ortalama 0.42 iken, onaylamama davranışları ortalama 1.41 olarak bulunmuş ve iki ortalama arasındaki farkın istatistiksel olarak anlamlı olduğu belirlenmiştir. Öğretmenlerin kullandıkları onaylama ve onaylamama davranışlarının sıklığının öğretmenlere ait cinsiyet, yaş, deneyim ve mezun olunan bölüm değişkenlerine göre anlamlı olarak değişmediği, ancak çalışılan sınıf düzeylerine göre anlamlı değişiklik gösterdiği görülmüştür.

Anahtar Kelimeler: Öğretmen Davranışları, Onaylama, Onaylamama, Kaynaştırma

French Abstract**Examiner les Comportements Approuvés et Désapprouvés des Enseignants qui Travaillent dans les Classes Inclusives.**

Le but de cette étude est de déterminer la fréquence des comportements approuvés et désapprouvés des enseignants qui travaillent dans les classes inclusives pendant le cours, et d'examiner si les comportements approuvés et désapprouvés des enseignants diffèrent en termes de leurs caractéristiques démographiques. Le groupe d'étude a consisté en 45 professeurs qui ont travaillé à trois écoles publiques à Ankara et qui avait des étudiants avec des besoins spéciaux dans leurs salles de classe. Pour déterminer les comportements approuvés et désapprouvés des enseignants, un enregistrement vidéo d'une heure dans les salles de classe des enseignants du group d'étude a été fait. Les données de cette étude ont été analysés en revoiant l'enregistrement vidéo et en utilisant un formulaire d'observation des comportements de l'enseignant et un formulaire d'information démographique qui a été utilisée pour déterminer les caractéristiques démographiques des enseignants. En termes de l'analyse de données, le moyen de comportements approuvés utilisés par des enseignants par minute dans un cours était 0.42, tandis que le moyen de comportements désapprouvés révélait être 1.41. Et la différence entre ces deux valeurs était statistiquement significative. La fréquence des comportements approuvés et désapprouvés des enseignants ne diffèrent pas selon leur sexe, leur âge, leur expérience et le diplôme obtenu. Cependant, ces comportements ont changé de manière significative selon les niveaux scolaire sur lesquelles les enseignants travaillent.

Mots Clés: Comportements de l'enseignant; Approuvé; Désapprouvé; Inclusion; Comportement

Arabic Abstract

شاملة ص فوف في العاملين بالمعلمين الخاص الموافقة عدم و الموافقة سلوك إخ ت بار

حيث من المعلمين لسلوك بال نسبة الموافقة وعدم الموافقة تكرار تحديد هو الدراسة هذه من الهدف المعلمين سلوك موافقة وعدو موافقة قو كانت اذا البحث و الدروس خلال الشاملة الص فوف في العمل مدارس ثلثة في عملوا ممن معلم 45 الدراسة مجموعة تضم الديقوغرافية خصائصهم حسب تخ تلف سلوك تحديد اجل من . ص فوفهم في خاصة اح تياجات ذوي طلاب لديهم كان وممن أن قرا في حكومية للمعلمين الص فوية الغرف في في يديو وساعة تصوير تم, المعلمون اس تخدمها التي وعدمها الموافقة صيغة باستخدام الفيديو وتسجيلات مراجعة خلال من المعطيات تحدي وتتم الدراسة مجموعة ضمن الديقوغرافية الخصائص ل تحديد اس تخدامها تم الديقوغرافية المعلومات والمعلمين سلوك مراقبة قبل من المس تخدم الموافقة سلوك وسيلة ان الى التوصل تم المعطيات تحدي حسب للمعلمين 1.41 الموافقة عدم سلوك وسيلة نسبة بلغت بينما 0.42 بلغ الدرس في دقة كل في المعلمين الموافقة وعدم الموافقة تكرار. احصائي بشكل واضحة كانت القيمة بين هاتين بين والاخ تلاف تخرجوا التي الاق سام أو خبرتهم, عمرهم, جنسهم حسب تخ تلف لا المعلمون ي س تخدمها التي لسلوك يعمل كان التي الص فوف مس تويات ب حسب ملحوظ بشكل تغيرت السلوكات هذه ذلك من بالرغم, منها المعلمون في بها.

. سلوك , شامل, الموافقة عدم, الموافقة, المعلمين سلوك: مهمة مفردات