

Research Article

The evaluation of knowledge competence of teachers working in private special education and rehabilitation centers about individualized education programs

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Abstract

In Turkey, educational opportunities available for students with special needs are increasing day by day, and recently, more and more students have been benefiting from these opportunities. The preparation of an individualized education program is considered as a fundamental element for individuals with special needs to benefit from these educational opportunities. In Turkey, the Decree Law No. 573 on Special Education necessitates the preparation and implementation of Individualized Education Program (IEP) compulsory for students with special needs. Very few studies are available in literature about the views and impressions of the teachers who have some responsibilities for the implementation of individualized education programs. Therefore, this research studies knowledge competency of teachers working in private special education and rehabilitation centers, where mentally retarded individuals are taught, about the individualized education programs. This is a qualitative research and the participants are 25 teachers working in private special education and rehabilitation centers downtown Konya in the 2019-2020 academic year. The research data have been collected by means of a semi-structured interview form. In the analysis of the data, the descriptive analysis technique has been adopted. The research results have revealed that the teachers working in private special education and rehabilitation centers work as a team during the preparation of the individualized education program, but some teachers do not have enough knowledge about the preparation, development and evaluation stages. Additionally, while determining the educational goals, there is a lack of information about the establishment of communication between the teachers working in guidance and research centers and the private special education and rehabilitation centers.

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Introduction

The principle of equal opportunity in education is considered as one of the basic features of democratic societies. Since each individual has different characteristics, equal opportunity in education can be ensured providing special education to individuals in need of special education. The differences are generally in physical, cognitive and affective areas. Especially, individuals with special needs have their own bodily structure, functions, features, learning characteristics in various fields, learning speed and unique emotional characteristics (Avcioglu, 2009). As far as the education of students with these characteristics is concerned, it is argued that these students should be taught in different schools. For this reason, students with special needs are taught in separate boarding or day special education schools or special education classes according to their disability groups. However, if the level of disability is not high, the students are included in the individualized education program

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and receive inclusive education together with their normally developing peers. They can also benefit from supportive education in special education and rehabilitation centers (Kargin, 2007).

In these schools, where individuals with special needs are taught, knowledge and skills expected to be acquired in a certain period of time are considered depending on the abilities of the individuals, and educational plans and programs are created accordingly. For this reason, it has been understood that there should be educational plans for students with special needs who have the right to education, just as the students with normal development, and individualized education programs have started to be implemented in Turkey (Özyürek, 2012; Pektaş, 2008).

An individualized education program, which is thought to be fundamental in providing educational opportunities to students with special needs (Smith and Brownell, 1995), shows where, when, for how long, by whom and what objectives are expected to be completed by individuals who are considered suitable for special education services. They are special education programs prepared in written form for each individual with special needs, developed by educational institutions or educational units, to meet the special needs of individuals with special needs, teachers, and parents (Fiscus and Mandell, 1983). In our country, the preparation and implementation of the individualized education program (IEP) is compulsory according to the Legislative Decree No. 573 on Special Education, dated 30.05.1997, and the Regulation for Special Education Services (2012) for students with special needs.

An individualized education program is also a program agreed upon by service recipients and service providers. The service providers consist of the special education teacher responsible for the education of the individual with special needs, the classroom teacher, the school counselor, a psychologist, and the school management. On the other hand, the service recipients are the family of the individual with special needs and, in some cases, the individual him/herself with special needs. Therefore, it can be concluded that the individualized education program is not an education program prepared by just a single person, but in the preparation, it requires the participation of all individuals responsible for the education of the individual with special needs. Additionally, in this program, all participants should adopt the long-term and short-term goals (Kargin, 2007).

The individualized education program can be compared to a compass revealing the teacher's goals and indicating where and how the student will reach. It is a written resource prepared for the services to be provided to students with special needs (Olson and Platt, 2004). The individualized education program has three basic concepts: planning, curriculum and individualization. Thus, an individualized education program is a written document aiming to ensure that students with special needs benefit from the appropriate educational environments and support services including resources room, in-class help, language and speech therapy, and physical rehabilitation.

This document, IEP, is prepared cooperatively by parents and educators and put into action with the approval of the family of the individual with special needs (Vuran, 2004). Therefore, these programs should be prepared by taking into account the thoughts and need of the families, as well (Sarı and Karaca, 2016).

In order for students to benefit from individualized education programs at the possible highest level, these programs must be functional and effective in the development of the students. Functionality in individualized education programs is related to what and how to teach students. Considering the educational history of mentally retarded individuals among different disability groups, at first, it was thought that these students did not have any learning skills. Later on, systematic programs have been prepared in accordance with student development. With the realization that individuals in need of special education have the necessary learning skills and that they can move from being a consumer to be a producer in the society, the efforts to develop suitable programs for each student with special needs have accelerated (Kosko and Wilkins, 2009).

On the other hand, teachers have some legal responsibilities regarding the preparation, implementation, monitoring and evaluation of IEPs for students with special needs (Çuhadar, 2006). Therefore, there are some issues that teachers should pay attention to when preparing an individualized education program. While preparing the programs, the goals should be determined according to the student. High expectations or

expecting more than the student can do can be an obstacle to determining the success of the student correctly. On the other side, too easy goals can be a waste of time for both the student and the teacher. For this reason, teacher competency about individualized education programs are thought as an important factor in the preparation of the individualized education program for the students (Fiscuss and Mandel, 1983; Gürsel, 2003).

Importance of the Research

Teachers working in special education and guidance research centers should take various measures to help students with special needs continue their education. These include some necessary precautions and planning. These plans are about determining what, when, where, and by whom the student will be taught (Ataman, 2012). However, in Turkey, there is limited number of studies on the knowledge competency of teachers working in private special education and rehabilitation centers regarding the individualized education programs. With this research, it will be possible to have an idea about the knowledge competency of teachers working in private special education and rehabilitation centers about the individualized education programs and the importance of the support to be provided to teachers will also be revealed by identifying the professional competence areas of them related to individualized education programs.

Purpose of the Study

There are few researches in literature about the knowledge competency of teachers who take part in the implementation of individualized education programs. Therefore, the purpose of this research is to get the opinions of teachers, working in private special education and rehabilitation centers where mentally retarded people are taught and rehabilitated, in order to determine their knowledge competencies about the individualized education programs. Apart from this main purpose, the research also reveals the following sub-purposes;

- Knowledge competency of teachers in the preparation of individualized education programs
- Knowledge competency of teachers in the development of individualized education programs
- Knowledge competency of teachers in the effective implementation of individualized education programs
- Knowledge competency of teachers in the organization of the teaching environment while implementing the individualized education programs
- Knowledge competency of teachers in cooperating with families while preparing the individualized education programs
- Knowledge competency of teachers in benefiting from support services while implementing the individualized education programs
- Knowledge competency of teachers in the evaluation of individualized education programs
- Achieving the determined goals in the individualized education programs at the end of the academic year

Method

The Research Model

This research is a qualitative study. The qualitative research is one of the ways of producing information an individual develops in order to solve the secrets existing in himself/herself and to explore the depths of the social systems that he/she has created with his/her own efforts (Özdemir, 2010). The evaluation of the knowledge competency of teachers working in private special education and rehabilitation centers about the individualized education program has been carried out using the interview technique, one of the qualitative research methods.

The Participants

25 teachers working in private special education and rehabilitation centers in downtown Konya, in the 2019-2020 academic year, are the participants of this research. Before starting the interviews, each teacher was informed that participating in the interviews was voluntary, they could leave the interview whenever they

wanted, and that the records of the interview would only be used for scientific purposes. In order to be able to get sincere opinions of the teachers, vacant classrooms were selected and one-on-one interviews were done. The purpose is to learn the teachers' sincere opinions by creating a friendly environment. Table 1 below shows demographic information of the participants.

Table 1. Demographic Information of the Participants

Variables		F	N
Gender	Male	44%	11
	Female	56%	14
Age Range	25-35	36%	9
	36-45	28%	7
	46-55	24%	6
	56-65	12%	3
Educational Background	Bachelor's Degree	92%	23
	Master's Degree	8%	2
Graduation	Special Education	32%	8
	Classroom Education	56%	14
	Pre-school Education	8%	2
	Psychological Counseling and Guidance	4%	1

Data Collection Tool

In order to collect data a semi-structured interview form, in Likert type, consisting of 8 questions was prepared. Each question has 'Yes, I have enough knowledge, 'No, I don't have enough knowledge, 'I have partially enough knowledge response options. Moreover, the participants were asked to explain their reasons for the answers. In this interview technique, the researcher prepares the interview questions that he/she plans to ask in advance. Depending on the course of the interview, the researcher can direct the interview with different questions. Therefore, the researcher may ask the participant to explain his/her answers in detail (Türnüklü, 2000). Semi-structured interviews provide qualitative data by nature. In accordance with this, in this research a verbal interview was done. Percentages and frequencies for each question and the participant answers are directly presented in the research.

Data Analysis

In the analysis of the data, the descriptive analysis technique has been adopted. This analysis, used in qualitative researches, clearly determines the conceptual aspect of the research (Sözbilir, 2009). In the descriptive analysis, direct quotations are given within the research to present the data. The purpose of using the descriptive analysis technique is to convey the findings in an organized and interpreted way. Then, directly conveyed opinions are interpreted and dealt with in cause and effect relationships. Themes can be correlated and interpreted by the researcher, too (Yıldırım and Şimşek, 2006).

In order to ensure the validity of the knowledge competency of teachers working in private special education and rehabilitation centers about the individualized education programs, taking the opinions of 4 faculty members who are experts in their fields into consideration, the semi-structured interview questions have been prepared. In order to ensure the external validity of this research, direct quotations from the data, at the end of semi-structured interviews, have also been presented. In order to ensure reliability, the findings and interpretations were reviewed by the field experts as well. As a result, it has come out that the findings and interpretations, are consistent.

Findings

This part of the research includes the findings about the knowledge competency of the teachers working in private special education and rehabilitation centers for the individualized education programs.

Table 2. Teachers Knowledge Competency in IEP

Knowledge competency in IEP		F	n
Preparing an individualized education program	Yes	84%	21
	No	16%	4
Developing an individualized education program	Yes	54%	13
	No	46%	12
Implementing the individualized education program effectively	Yes	80%	20
	Partly	4%	1
	No	16%	4
Organizing the teaching environment during the implementation of IEP	Yes	84%	21
	No	16%	4
Evaluation of the individualized education program	Yes	68%	17
	Partly	8%	2
	No	24%	6
The ability to cooperate with families during the preparation of IEP	Yes	64%	16
	Partly	4%	1
	No	32%	8
	Yes	40%	10
Helping the students benefit from support education during the implementation of IEP	Partly	40%	10
	No	20%	5
Achieving the goals in IEP at the end of the academic year	Yes	60%	15
	Partly	24%	6
	No	16%	4

Findings on the Knowledge Competency in the Preparation of the Individualized Education Program (IEP)

Considering Table 2, most of the teachers (21: 84%) participating in the interview stated that they had enough knowledge about preparing an individualized education program. Teachers thought that they had enough knowledge about the IEP preparation process, due to the fact that they worked as a team in the preparation of the education program, and the teachers knew how to evaluate the performance of students with special needs. Moreover, teachers monitored the students while preparing the IEP. Here are some teacher statements. *“I do not have any difficulties while preparing the IEP due to the existence of a team that will prepare it, being aware of the educational performance level of the student, knowing the appropriate educational environments and the required support education, and the fact that long and short-term goals have already been set”* (Teacher 3). *“The important thing for me is that the curriculum has been predetermined. Moreover, I think I have enough knowledge and experience in determining the appropriate training materials and methods, implementing the individualized education program, determining the responsible people for monitoring and evaluation, preparing the timeline and deciding on the evaluation form”* (Teacher, 10).

Due to the lack of communication between the guidance and research centers and the teachers, and the fact that the IEP preparation process has not been clearly determined there are some teachers (4: 16%) who do not think that they have enough knowledge about the IEP preparation process. Here are some teacher statements. *“Since the preparation of the individualized education program has not been clearly determined, I do not have enough knowledge about the program preparation”* (Teacher 3). *I can't complete the preparation process properly. I have various reasons for this. I think that guidance and research centers cannot evaluate students well. Their reports do not reflect the exact status of students. I think that guidance and research centers do not take the individualized education programs prepared by schools into account. Therefore, schools try to prepare*

individualized education programs according to the recommendations of guidance and research centers” (Teacher, 1).

Findings on Knowledge Competency in the Individualized Education Program Development

About half of the teachers (13: 54%) state that they have enough knowledge because there is cooperation between the teachers and the staff during the development of individualized education programs. Below are some teacher statements. *“If there is enough cooperation between the people involved in the IEP development process, I think I am competent in preparing a program. We cooperate as much as possible since IEP development requires a collaborative process.” (Teacher, 4). “Our school members cooperate on the situation of students with special needs. Therefore, since people cooperate in our school, I feel competent in the development process” (Teacher, 6).*

Some of the teachers participating in the research (12:46%) do not think that they have enough knowledge about developing an individualized education program. Some teacher statements are: *“There is not enough cooperation with the guidance and research centers during the IEP development. Since there is not enough cooperation between universities, guidance and research centers and the schools, I find myself incompetent in the individualized education program development” (Teacher, 12). “I feel incompetent in the program development. Although there are lots of electronic and digital resources available, I cannot benefit from these opportunities adequately. I am unfamiliar with technological gadgets. Teachers should cooperate, and field experts and the state should offer more support for the development of the individualized education programs (Teacher, 11).*

Findings on Knowledge Competency in the Effective Implementation of the Individualized Education Programs

Most of the teachers participating in the research (20: 80%) think that they have enough knowledge about the effective implementation of the individualized education program. One of the teachers (1:4%) state that they have enough knowledge about the effective implementation of IEP as long as the short-term goals are in accordance with the individualized education plan, and the teaching environment is suitable for students with special needs, however, this is not always the case. *“As long as the short-term goals are available in the daily plan, more time is allocated for the student with special needs, and the suitable physical environment and communication opportunities are available, I feel competent, but this is not always possible” (Teacher, 4).*

Some of the teachers participating in the research (4: 16%) state that they do not have enough knowledge about the implementation of the individualized education program. *“No, I don't feel competent. I think that I do not have enough knowledge because there are difficulties in reaching new technical methods related to the implementation of the individualized education programs. Additionally, another reason for this situation is the lack of collaborative studies with universities.” (Teacher, 7).*

Knowledge Competency in the Organization of the Instructional Environment while Implementing an Individualized Education Program

Most of the teachers participating in the research (21:84%) state that they have enough knowledge about the organization of the teaching environment for the students with special needs, since they think that they have enough knowledge about the preparation of individualized education programs. *“I do not have any problems with the organization of the environment for the individualized education program. Because it is always easy to prepare the environment to present a well-prepared program” (Teacher, 23).*

On the other hand, some teachers (4: 16%) state that they do not have enough knowledge about the organization of teaching environment since they do not know the tools and materials to be used while teaching the students with special needs. Therefore, they state that they need support for the practices related to organization of the teaching environment. *“The materials and tools that should be available in a teaching environment should be clearly determined. In addition, practice houses should be put forward more. I think, I am not competent in that” (Teacher 7).*

Knowledge Competency in the Evaluation of the Individualized Education Programs

It is clear from Table 2 that most of the teachers participating in the research (17: 68%) think that they have enough knowledge about the evaluation process. *"I feel competent in the evaluation process. We have students with specific learning difficulties. The students attend the school regularly. Therefore, we make our evaluations at the end of each session. Our evaluations are accompanied by games. In this way, the students do not get bored with the evaluation process"* (Teacher, 11). Some of the teachers (2: 8%) think that they are partly competent. *"In this context, since evaluation is very important, I may not always be competent. In this regard, the communication that teachers establish with the child and his/her social circle is very important"* (Teacher, 4). Some of the teachers participating in the research (6: 24%) state that they are not competent. *"The educational performance level of the student should be determined by taking the developmental stage and age of the students into account. However, at the end of the year, I think that long-term and short-term goals are not feasible"* (Teacher, 14).

Knowledge Competency in Cooperating with Families in Preparing the Individualized Education Program

There are some teachers (16:64%) who inform families about the status of the students, communicate with the parents frequently during the teaching process, cooperate with the families during the preparation of IEP, and think that they have enough knowledge about cooperating with families while preparing the IEP. *"I give the necessary information to the families when preparing the individualized education program. I believe that an individualized education program suitable for students will not be ready unless the required information is given to the families. The success of special education depends on the cooperation with the families"* (Teacher 1). One of the teachers participating in the research (1: 4%) state that s/he is partly competent. *"Parental approval may not always be possible for the decisions. I need support on this matter"* (Teacher, 4). Some of the families participating in the research (8: 32%) state that they do not have any idea about where, how and for how long they should communicate with the families. Therefore, they do not think that families have enough knowledge about their expectations. *"When preparing the individualized education program, it is not clear how, where and how long one should cooperate with the families. Moreover, high expectations of the families and their low levels of knowledge make it difficult for me to communicate, too"* (Teacher, 6).

Knowledge Competency in Benefiting from Support Services in the Implementation of an Individualized Education Program

Some of the teachers participating in the research (10: 40%) think that they have enough knowledge about the use of support services in special education for students with special needs. On the other hand, there are some teachers (10: 40%) who think that they are partly knowledgeable about the use of support services in special education for students with special needs. In turn, they partly benefit from the support services during the implementation of the individualized education program. *"I can benefit from support special education services to a limited extent while implementing the individualized education program. Students with special needs attend, for just a couple of limited sessions, so I think I do not have enough knowledge"* (Teacher, 18). There are some teachers who do not have any idea about when the support education programs to be provided to students with special needs should start and when they should end, and who do not adequately provide support special education services to students (5:20%) *"I don't think I have enough knowledge. Because we are not informed about when special education services will start and when they will end, and when the evaluations will start"* (Teacher, 22). *"We can't benefit because I don't have enough knowledge about it"* (Teacher, 4).

Achieving the Determined Goals at the End of the Academic Year When Preparing an Individualized Education Program

Most of the teachers participating in the research (15: 60%) state that the guidance and research centers well identify the students, so they can achieve the determined goals by the end of the academic year when preparing an individualized education program. *"I can reach the end-of-year goals in the individualized education program to a large extent. Guidance and research centers well identify the students and determine their needs correctly"* (Teacher, 25). Some of the teachers participating in the research (6: 24%) state that they cannot partly achieve the determined goals by the end of the academic year, because they could not use the time well, and considering

the time, could not prepare the instructional objectives appropriately. *"We can be successful if there is enough time and the student can learn the achievements in line with the goals. But this is not the same for every student. It is necessary to determine the time, the status of the student and the goals for the end of the academic year well"* (Teacher, 12). A small number of teachers (4: 16%) state that they cannot achieve the goals at the end of the academic year because the goals in the individualized education program are not prepared in accordance with the students with special needs. *"No, I can't reach the long and short-term goals that are required to be achieved within the specified time; they are far beyond the level and age of the individual and there are too many of them."* (Teacher, 17).

Discussion

Taking the research findings into account, it can be concluded that teachers do not have enough knowledge about developing an individual education program (IEP). Some earlier studies have similar findings as well. Developing an individualized education program suitable for the student is as important as preparing it (Kosko and Wilkins, 2009). In Öztürk's (2009) research, it is stated that teachers do not have enough knowledge about the process of developing an individualized education program. In the same study, teachers answered the question of how much knowledge they have about developing an individualized education program, taking their past experiences about special education into account. Three teachers stated that they had not had any knowledge about the individualized education program before, but later on they learnt about them at the school they worked. Two teachers, on the other hand, stated that they learnt about the individualized education program from the universities they studied during their undergraduate education. Moreover, it came out that the teachers working at the individualized education practice schools did not have enough knowledge about the individualized education programs because they had not graduated from the department of special education. In addition, it was stated that the teachers from different majors had not got any training on the individualized education programs before they started to work at special education schools.

Additionally, it has come out that especially the teachers graduating from the department of classroom teaching do not have enough knowledge about the individualized education programs (Eratay and Öztürk, 2010). In Camadan's (2012) research done to determine the self-efficacy of classroom teachers and classroom teacher candidates about IEP development, positive significant correlations emerged between the development of an individualized education program and the participants' self-efficacy. In their study Eratay and Öztürk (2010), found that one of the teachers in the study group was a graduate of special education, and the other teachers graduated from the department of classroom teaching, so they did not have any knowledge about the development of an individualized education program before their teaching experience. In addition, in the research done with the counsellors working at the guidance and research centers, it was found that the teachers had problems due to the lack of knowledge in the field of special education (Avcıoğlu, 2009).

There are some teachers who are of the opinion that they do not have enough knowledge about the effective use of time when implementing the individualized education program. Silva and Morgado (2004) state that teachers who cannot use time effectively in schools cannot achieve the long-term goals. Therefore, the individualized education program team should continuously and responsively monitor the teachers' studies. Again, considering the research findings, it can be concluded that some teachers cannot get enough knowledge because they do not work as a team during the development and implementation of the individualized education program. That's why creating individualized education program team and teacher cooperation are considered important in researches. What's more, sharing the responsibilities for the individualized education program is important for teachers in all branches. The staff in the guidance and research centers, the school administration and the teachers should work in cooperation with each other in the implementation of the individualized education program (Söğüt and Deniz, 2018; İlik and Sarı, 2017). IEP meetings should be organized within the institutions, and those meetings should be held by taking the three communication processes into account, namely information, observation and purposes. The literature states that disruptions in the cooperation between the staff in the IEP team will cause incompetency in developing and implementing the

individualized education programs (Lytle and Bordin, 2001). The research findings reveal that teachers lack the knowledge about the support services available for the students with special needs and the tools or equipment to be used in the teaching environment.

In a study dealing with primary school teachers' opinions about the preparation, monitoring and implementation of the individualized education programs, it came out that the IEP development unit was not created properly in schools, in turn, support services for students with special needs were not adequately provided and the necessary precautions were not taken because teachers did not believe in the necessity of an individualized education program (Çuhadar, 2006). Although individualized education programs are prepared for students with special needs, support services for the students are not adequately provided. Therefore, it can be concluded that teachers are not competent in implementing the individualized education programs to students with special needs. (Sadioğlu, Batu and Bilgin, 2012). In addition, some research results reveal that teachers cannot use the materials specified in the individualized education program effectively (Karaca, 2018).

The research findings indicate that the most of the teachers cooperate with the families of individuals with special needs during the IEP preparation process. A research on the cooperation with the families while preparing the individualized education program by Sanders (2010) studies the participation of the parents of the students with special needs in the individualized education program meetings. The findings of the research revealed that participation in IEP meetings may vary depending on the age, gender, class and socio-economic status of the parents, and that the participation of the students and the vast majority of their parents is guaranteed, however there are also some families avoiding cooperation. It is clear from the findings that most of the teachers have enough knowledge about the evaluation of the individualized education programs. However, it has come out that teachers who lack knowledge about the evaluation do not take the educational performance levels of the students into account. İlik (2017) states that most of the teachers have enough knowledge about the evaluation of the development of students with special needs. She found out that teachers made their evaluations in accordance with the developmental levels of the students. Moreover, those evaluations were reported by the teachers as well. However, some other research results reveal that some teachers do not have enough knowledge about the performance levels of students and the evaluation methods (Ergül, Baydık and Demir, 2010; Avcioglu, 2011). Therefore, it can be concluded that the findings of this research are similar to the results of previous researches about the preparation, implementation and evaluation of the individualized education programs.

Conclusion and Recommendations

The research revealed that most of the teachers working in private special education and rehabilitation centers work as a team in the process of preparing the individualized education programs. Therefore, it can be inferred that most of the teachers have enough knowledge about establishing the desired educational performance level, providing suitable teaching environments for the students, preparing the materials and determining the responsibilities for the individualized education programs and creating the timetable. However, there is a lack of information about the need for communication between teachers working at guidance and research centers and private special education and rehabilitation centers when determining long and short-term goals for students with special needs. Therefore, there should be informative efforts for cooperation between institutions. This cooperation needs to be achieved through communication with guidance and research centers, especially when determining educational goals by teachers.

It is obvious that some of the teachers participating in the research do not have enough knowledge about special education support services. Therefore, to establish cooperation between guidance and research centers, universities and institutions, seminars should be organized to inform teachers about the support services and the staff responsible for the support services in the individualized education programs.

Some teachers think that they do not have enough knowledge about IEP development because there is not enough cooperation between the people in charge of developing the individualized education programs. That's

why, there should be teamwork during the development of an individualized education program, and the IEP unit should place the required importance to cooperation in their studies.

Most of the teachers have enough knowledge about the organization of the teaching environment for the individualized education program. However, there are some teachers who think that there is a lack of knowledge since the tools that should be available in the teaching environment are not clearly specified in the program. Therefore, in private special education and rehabilitation centers, the tools recommended to be used in teaching should be determined by the teachers together. In addition, informative studies should be done in the institutions for the preparation of materials and the use of technology. Lastly, the researcher has concluded that the students' current academic and social skills are not taken into account by some teachers when creating instructional goals. For that reason, teachers should be informed about how to ensure the performance of students before establishing the educational goals.

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