

Preschool and Special Education Teachers' Behavioural Management Strategies

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ABSTRACT. This study examined behavioural management strategies used in the classroom by preschool and special education teachers working with normally developing and disabled children. The study sample consisted of 25 preschool teachers and 31 special education teachers. Teachers were administered a 12-item, 5-point Likert-type scale to determine their classroom management profiles and responded to open-ended interview questions designed by the researchers to identify their classroom management strategies. The frequency of the different types of participant responses was analysed. Study findings revealed similarities and differences in the strategies used by preschool teachers and special education teachers working with disabled children.

Key Words: Early childhood education teacher; behavioural management strategies; special education teacher

INTRODUCTION

Classroom management is important because classroom management strategies significantly influence the stability of behavioural change. Students have different interests and abilities which must be organized and directed in ways to maximize involvement and minimize disruptions. Many events occur at the same time and teachers must react immediately. Management doesn't include just negative behaviours; it includes also monitoring events before negative behaviours occur (Doyle, 1990).

There are several discipline models in classroom management;

1. Canter's Model: For Canter authority is very important. It helps teachers to use disciplinary in an effective way. In this model teacher make children obey the rules.

2. Glasser's Model: According to Glasser, there has to be rules in the classroom. In this model teacher is a guide and children can be logical and manage their behaviour (As cited in Cemaloğlu and Kayabaşı, 2007; Tertemiz, 2003).

3. Kounin's Model: Kounin believes that it is important to control events before misbehaviours. For him management is controlling problems before negative behaviour in the classroom, but discipline is a way after misbehaviour occurs. (As cited in Cemaloğlu and Kayabaşı, 2007; Eggen and Kauchak, 2001).

4. Gordon's Model: According to Gordon, teacher should analyze the reason and the result of behavior. If the problem is because of the child, teacher should talk with him about that. If it is because of the teacher then child and the teacher should cooperate about the problem (As cited in Cemaloğlu and Kayabaşı, 2007; Tertemiz, 2003).

Behavioural management does not just involve changing problematic behaviours but includes designing environments that promote appropriate behaviours and discourage the formation of inappropriate behaviours (Yılmaz, 2008; Ataman, 2000; Yiğit, 2004).

Teachers are primarily responsible for using behavioural management strategies to establish positive behavioural changes. Teachers who effectively manage classrooms are aware that no single strategy always works for every child or subject and are prepared to adopt alternative strategies if a particular classroom management strategy fails (Uysal, Altun and Akgün, 2010; Oliver and Reschly, 2007). Teachers who know a child as an individual are able to tailor behavioural management strategies to the child's personal characteristics. For teachers who use classroom management strategies effectively, rewards or punishments are unnecessary (Schickedanz, York, Stewart and White, 1990).

Ekici, Aluçdibi and Öztürk (2012) state that teachers are the organizer of the education in the classroom and each of them mostly applies different classroom management profiles. In this research, the classroom management profiles conducted by the teachers are authoritarian, admired, strayed and

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indifferent classroom management profiles.

Teachers with classroom management skills utilise positive discipline methods, performative learning and problem-solving strategies. In addition, they might engage in activities such as rearranging the classroom layout and learning materials, preparing activity plans, ensuring that directions are clear and easily understood, planning transition periods, preparing educational materials and adopting preventive measures such as social skills exercises. Although these practices might not always be sufficient, they can reduce or prevent undesirable behaviours (Uysal et al., 2010; Sucuoğlu, 2008).

Because the characteristics of classes and students vary, classroom management policies must vary as well (Yılmaz, 2008; Başar, 1999). Depending on the student and the circumstances, managing student behaviour requires the application of different techniques (Yılmaz, 2008; Özyürek, 2001; Erdoğan, 2002). Teachers must employ classroom management strategies when students exhibit undesirable behaviours (Ellis and Blake, 1986), and the strategy that is chosen influences whether the behavioural problem persists or is eliminated (Uysal et al., 2010).

Many primary school teachers experience problems with children's behaviour in the classroom environment. Problematic behaviour patterns are more frequently observed in classes containing students with special needs and sometimes escalate in these classes. As a result, teachers frequently complain about the behaviour of children with disabilities, which occasionally culminates in a teacher's request that "the student be transferred to another class." The problem behaviours that teachers encounter in blended classes are exacerbated by teachers' failure to effectively implement techniques for controlling these behaviours or to seek external assistance regarding these methods. As a result, students who exhibit undesirable behaviours—particularly students with special needs—can cause problems for the class and the school as a whole (Sucuoğlu, 2006).

Establishing appropriate classroom behaviours and preventing or controlling inappropriate or undesirable behaviours is a complex and challenging task. Teachers can find it stressful when a student with special needs exhibits a behaviour problem, and the situation can deteriorate if they do not know the student well. When addressing a behavioural issue, teachers must decide carefully and quickly which behavioural management strategy to use because spontaneous reactions to these behaviours might lead them to become entrenched or increase their frequency and intensity. The behaviour problems of many students with special needs closely resemble or are even identical to the problems exhibited by normally developing students, and various techniques can be used to modify these behaviours or foster alternative behaviours (Sucuoğlu, 2006).

To reduce or extinguish undesirable student behaviours, both the source of the problematic behaviour and the preventative measures to be implemented must be accurately determined (Başar, 1999). The most important factor in identifying the appropriate strategy for undesirable behaviour is to correctly understand the nature of the behaviour (Sarıtaş, 2006). There is a difference between standard and special education in terms of education environment, teaching invention, curriculum, teaching methods, expectations, physical environment and children's socializations. These differences are crucial for occurrence the effective classroom management (Eripek, 2004). Therefore it is critical concepts that whether standard and special education teachers use the same behaviour management strategies in order to establish effective behaviour management, special education teachers use different strategies according to the special need of child or group in the classroom and individual differences of them, characters of the teachers, group and environment on behaviour management strategies and it is aimed to investigation of comparison of strategies in standard and special education areas.

Behavioural management is a crucial issue in both early childhood education and special education. While working with children teachers aim to manage the classroom and provide the classroom management s/he focus on the children's providing their behaviour management and self-regulation. In the classroom, teachers are very important in order to provide the needs of children, qualified interaction and social approval of special need children in classroom, school and society (Avcı, 1998). Therefore, early childhood and special education teachers are very crucial and in this research, they were specifically chosen.

METHOD

Sample

The present study examined the classroom behavioural management strategies used by a sample of 56 preschool and special education teachers in the province of Ankara, Turkey; 31 teachers (4 males and 27 females) were special education teachers in special education centres in Ankara, and 25 were preschool teachers in private or state-sponsored kindergartens. All of the preschool teachers were women. In this study, a sample of early childhood and special education teachers was targeted in order to determine the differences between their classroom management strategies.

Data Collection

Teachers were administered a 12-item, 5-point Likert-type scale to determine their classroom management profiles and responded to open-ended interview questions designed by the researchers to identify their classroom management strategies.

The Likert-type "Classroom Management Profile" scale, which was developed by Bosworth (1996) and adapted for use in Turkey by Akman and Umay (2007), the scale, is made up of four management profile: authoritarian, democratic, authoritative and laissez-faire. Profile scores can range from a minimum of 3 to a maximum of 15; for each teacher, the profile with the highest score was considered to be the classroom management profile. Classroom Management Profile Scale was developed as a 12-item scale. Statements 1, 3, and 9 are for the authoritarian style. Statements 6, 10, and 12 refer to the democratic style. Statements 4, 8 and 11 refer to the authoritative style. Statements 2, 5, and 7 refer to the laissez-faire style. Score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. For the general of the scales the Cronbach Alpha Reliability Coefficients have been found as 0.76 and 0.85 (Kurt, Ekici, Aksu and Aktaş, 2013).

Data Analysis

SPSS 16.0 software (SPSS Inc., Chicago, USA; 2007) was used to analyse demographic information. The interview data were categorised based on teacher responses to identify teachers' positive and negative behavioural management strategies. Teacher attitudes toward classroom management (authoritarian, democratic, authoritative or laissez-faire) were based on responses to the 5-factor, 12-item Classroom Management Profile Scale.

Demographic Characteristics of the Sample

In the preschool teacher group, 19 teachers were between the ages of 21 to 25; 5 were between the ages of 26 to 30; and one was between the ages of 36 to 40. In the special education teacher group, 6 teachers were between the ages of 21 to 25; 9 were between the ages of 26 to 30; 2 were between the ages of 31 to 35; 3 were between the ages of 36 to 40; one was between the ages of 41 to 45; one was between the ages of 46 to 50; 4 were between the ages of 51 to 55; and 5 were 56 years or older.

All of the preschool teachers and 27 of the special education teachers were female.

With regard to teaching experience, 16 of the preschool teachers had been teaching for 3 years or less; 7 had taught from 4 to 7 years; and 2 had taught from 8 to 11 years. For the special education teachers, 7 had taught for 3 years or less; 7 had taught from 4 to 7 years; 5 had taught from 8 to 11 years, 2 had taught from 12 to 15 years, one had taught from 16 to 19 years; one had taught from 20 to 23 years; 2 had taught from 28 to 31 years; 3 had taught from 32 to 35 years; one had taught from 36-39 years; and 2 had taught for 40 or more years.

In the preschool teacher group, 22 teachers were university graduates, and 3 were vocational school graduates. In the special education teacher group, 25 teachers were university graduates, one was a female vocational school graduate and one was a rural teacher school graduate. Four of the special education teachers did not identify the school that they graduated from.

In the preschool teacher group, 16 teachers were preschool teaching majors, and 8 majored in child development and education. In the special education teacher group, 3 teachers majored in primary school teaching; 8 majored in child development and education; 3 majored in teaching of the hearing-impaired; 2 majored in psychology; 3 majored in preschool teaching; one majored in education and teaching; and 3 had associate degrees in child development.

With regard to teaching experience in special education area, 8 of the special education teachers had 3 years or less of teaching experience; 11 had from 4 to 7 years of teaching experience, 9 had from 8 to 11 years of teaching experience; and 3 had from 12 to 15 years of teaching experience.

RESULTS

Tables 1 through 26 present study findings regarding teachers' strategies for reinforcing positive behaviours and for modifying or eliminating undesirable behaviours.

Teachers' Strategies for Reinforcing Positive Behaviours

Table 1. Teachers' use of 'rewards' as a strategy to reinforce positive behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		24	1	25	13	3	16
Democratic		3	-	3	-	-	-
Laissez-faire		1	-	1	-	-	-
Authoritarian and Democratic		1	-	1	7	2	9
Authoritarian, Democratic, and Laissez-faire		1	-	1	-	-	-
Total		30	1	31	20	5	25

Most of the special education teachers (30) employed 'Rewards' as a strategy to reinforce positive behaviours; these teachers exhibited 'Authoritarian' (24), 'Democratic' (3), 'Laissez-faire' (1), 'Authoritarian and Democratic' (1), or 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles. One of the special education teachers did not employ this strategy; this teacher exhibited an 'Authoritarian' classroom management profile.

Most of the preschool teachers (20) also used 'Rewards' as a strategy to reinforce positive behaviours. Thirteen of the preschool teachers with an 'Authoritarian' classroom management profile used this strategy, while 3 did not. Seven of the preschool teachers with an 'Authoritarian and Democratic' classroom management profile used this strategy, while 2 did not.

Table 2. Teachers' use of 'consolidation' as a strategy to reinforce positive behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		25	-	25	2	14	16
Democratic		3	-	3	-	-	-
Laissez-faire		1	-	1	-	-	-
Authoritarian and Democratic		1	-	1	2	7	9
Authoritarian, Democratic, and Laissez-faire		1	-	1	-	-	-
Total		31	-	31	4	21	25

All of the special education teachers employed 'Consolidation' as a strategy to reinforce positive behaviours.

Most of the preschool teachers (21) did not use 'Consolidation' as a strategy to reinforce positive behaviours. Two of the preschool teachers with an 'Authoritarian' classroom management profile used this strategy, while 14 did not. Two of the preschool teachers with an 'Authoritarian and Democratic' classroom management profile used this strategy, while 7 did not.

Table 3. Teachers' use of 'verbal reinforcement' as a strategy to reinforce positive behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		20	5	25	12	4	16
Democratic		1	2	3	-	-	-

Laissez-faire	-	1	1	-	-	-
Authoritarian and Democratic	1	-	1	5	4	9
Authoritarian, Democratic, and Laissez-faire	1	-	1	-	-	-
Total	23	8	31	17	8	25

Most of the special education teachers (23) used ‘Verbal Reinforcement’ as a strategy to reinforce positive behaviours; these teachers exhibited ‘Authoritarian’ (20), ‘Democratic’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Eight of the special education teachers did not use this strategy; these teachers exhibited ‘Authoritarian’ (5), ‘Democratic’ (2), and ‘Laissez-faire’ (1) classroom management profiles.

Most of the preschool teachers (17) used ‘Verbal Reinforcement’ as a strategy to reinforce positive behaviours; 8 did not. Twelve of the preschool teachers with an ‘Authoritarian’ classroom management profile used this strategy, while 4 did not. Five of the preschool teachers with an ‘Authoritarian and Democratic’ classroom management profile used this strategy, while 4 did not.

Table 4. Teachers' use of 'reflection' as a strategy to reinforce positive behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian	-	25	25	7	9	16	
Democratic	-	3	3	-	-	-	
Laissez-faire	-	1	1	-	-	-	
Authoritarian and Democratic	-	1	1	1	8	9	
Authoritarian, Democratic, and Laissez-faire	-	1	1	-	-	-	
Total	-	31	31	8	17	25	

None of the special education teachers employed ‘Reflection’ as a strategy to reinforce positive behaviours.

Eight of the preschool teachers used ‘Reflection’ as a strategy to reinforce positive behaviours; 17 did not. Seven of the preschool teachers with an ‘Authoritarian’ classroom management profile used this strategy, while 9 did not. One of the preschool teachers with an ‘Authoritarian and Democratic’ classroom management profile used this strategy, while 8 did not.

Table 5. Teachers' use of 'family consultation' as a strategy to reinforce positive behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian	1	24	25	1	15	16	
Democratic	-	3	3	-	-	-	
Laissez-faire	-	1	1	-	-	-	
Authoritarian and Democratic	-	1	1	1	8	9	
Authoritarian, Democratic, and Laissez-faire	-	1	1	-	-	-	
Total	1	30	31	2	23	25	

Most of the special education teachers (30) did not employ ‘Family Consultation’ as a strategy to reinforce positive behaviours; these teachers exhibited ‘Authoritarian’ (24), ‘Democratic’ (3), ‘Laissez-faire’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. One special education teacher employed this strategy; this teacher exhibited an ‘Authoritarian’ classroom management profile.

Only two of the preschool teachers used ‘Family Consultation’ as a strategy to reinforce positive behaviours; one of these preschool teachers exhibited an ‘Authoritarian’ classroom management profile and one exhibited an ‘Authoritarian and Democratic’ classroom management profile.

Table 6. *Teachers' use of 'speaking with the child' as a strategy to reinforce positive behaviours*

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		1	24	25	3	13	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	1	8	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		1	30	31	4	21	25

Most of the special education teachers (30) did not use 'Speaking with the Child' as a strategy to reinforce positive behaviours; these teachers exhibited 'Authoritarian' (24), 'Democratic' (3), 'Laissez-faire' (1), 'Authoritarian and Democratic' (1), and 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles. One special education teacher with an 'Authoritarian' classroom management profile used this strategy.

Four preschool teachers used 'Speaking with the Child' as a strategy to reinforce positive behaviours; 21 did not. Three of the preschool teachers with an 'Authoritarian' classroom management profile used this strategy, while 13 did not. One of the preschool teachers with an 'Authoritarian and Democratic' classroom management profile used this strategy, while 8 did not.

Table 7. *Teachers' use of a 'role model' strategy to reinforce positive behaviours*

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		2	23	25	2	14	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		1	-	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		3	28	31	2	23	25

Most of the special education teachers (28) did not use a 'Role Model' strategy to reinforce positive behaviours; these teachers exhibited 'Authoritarian' (23), 'Democratic' (3), 'Laissez-faire' (1), and 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles. Three special education teachers employed this strategy; these teachers exhibited 'Authoritarian' (2) and 'Authoritarian and Democratic' (1) classroom management profiles.

Only two of the preschool teachers used a 'Role Model' strategy to reinforce positive behaviours. Both of these teachers exhibited an 'Authoritarian' classroom management profile.

Table 8. *Teachers' use of 'physical reinforcement' as a strategy to reinforce positive behaviours*

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		1	24	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		1	30	31	-	25	25

Most of the special education teachers (30) did not employ 'Physical Reinforcement' as a strategy to reinforce positive behaviours; these teachers exhibited 'Authoritarian' (24), 'Democratic' (3), 'Laissez-faire' (1), 'Authoritarian and Democratic' (1), and 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles. One special education teacher employed a 'Physical Reinforcement' strategy; this teacher exhibited an 'Authoritarian' classroom management profile.

None of the 25 preschool teachers used 'Physical Reinforcement' as a strategy to reinforce positive

behaviours.

Teachers' Strategies for Eliminating Negative Behaviours

9 special education teachers used 'Time-Out' as a strategy to extinguish negative behaviours; these teachers exhibited 'Authoritarian' (6), 'Democratic' (1), 'Laissez-faire' (1), and 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles. The other 22 special education teachers did not use this strategy; these teachers exhibited 'Authoritarian' (19), 'Democratic' (2), and 'Authoritarian and Democratic' (1) classroom management profiles.

Table 9. Teachers' use of 'time out' as a strategy to eliminate negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		6	19	25	5	11	16
Democratic		1	2	3	-	-	-
Laissez-faire		1	-	1	-	-	-
Authoritarian and Democratic		-	1	1	1	8	9
Authoritarian, Democratic, and Laissez-faire		1	-	1	-	-	-
Total		9	22	31	6	19	25

Six preschool teachers used a 'Time-Out' strategy to extinguish negative behaviours; 19 did not. Five of the preschool teachers with an 'Authoritarian' classroom management profile used this strategy, while 11 did not. One of the preschool teachers with an 'Authoritarian and Democratic' classroom management profile used this strategy, while 8 did not.

Most special education teachers (21) used 'Ignoring the Behaviour' as a strategy to extinguish negative behaviours; these teachers exhibited 'Authoritarian' (16), 'Democratic' (3), 'Authoritarian and Democratic' (1), and 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles. Ten special education teachers did not use this strategy; these teachers exhibited 'Authoritarian' (9) and 'Laissez-faire' (1) classroom management profiles.

Table 10. Teachers' use of 'ignoring the behaviour' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		16	9	25	3	13	16
Democratic		3	-	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		1	-	1	1	8	9
Authoritarian, Democratic, and Laissez-faire		1	-	1	-	-	-
Total		21	10	31	4	21	25

Four of the preschool teachers used 'Ignoring the Behaviour' as a strategy to extinguish negative behaviours; 21 did not. Three of the preschool teachers with an 'Authoritarian' classroom management profile used this strategy, while 13 did not. One of the preschool teachers with an 'Authoritarian and Democratic' classroom management profile used this strategy, while 8 did not.

Table 11. Teachers' use of 'explaining that the behaviour was inappropriate' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		-	25	25	5	1	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	1	8	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-

Laissez-faire	-	31	31	6	19	25
Total	-	31	31	6	19	25

None of the special education teachers used ‘Explaining that the Behaviour Was Inappropriate’ as a strategy to extinguish negative behaviours.

Six of the preschool teachers used ‘Explaining that the Behaviour Was Inappropriate’ as a strategy to extinguish negative behaviours; 19 did not. Five of the preschool teachers with an ‘Authoritarian’ classroom management profile used this strategy, while 11 did not. One of the preschool teachers with an ‘Authoritarian and Democratic’ classroom management profile used this strategy, while 8 did not.

Table 12. Teachers' use of 'speaking with the child' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		4	21	25	7	9	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	1	8	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		4	27	31	8	17	25

Most of the special education teachers (27) did not use ‘Speaking with the Child’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (21), ‘Democratic’ (3), ‘Laissez-faire’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Four of the special education teachers used this strategy to extinguish negative behaviours; all of these teachers exhibited an ‘Authoritarian’ classroom management profile.

Eight of the preschool teachers used ‘Speaking with the Child’ as a strategy to extinguish negative behaviours; 17 did not. Seven of the preschool teachers with an ‘Authoritarian’ classroom management profile used this strategy, while 9 did not. One of the preschool teachers with an ‘Authoritarian and Democratic’ classroom management profile used this strategy, while 8 did not.

Table 13. Teachers' use of a 'cooperation with the family' strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		5	20	25	3	13	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		5	26	31	3	22	25

Most special education teachers (26) did not use ‘Cooperation with the Family’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (20), ‘Democratic’ (3), ‘Laissez-faire’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Five of the special education teachers used this strategy to extinguish negative behaviours; all of these teachers exhibited an ‘Authoritarian’ classroom management profile.

Three of the preschool teachers used a ‘Cooperation with the Family’ strategy to extinguish negative behaviours; 22 did not. All of the preschool teachers who employed this strategy exhibited an ‘Authoritarian’ classroom management profile.

Table 14. Teachers' use of 'deprivation' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		6	19	25	6	10	16
Democratic		1	2	3	-	-	-

Laissez-faire	1	-	1	-	-	-
Authoritarian and Democratic	-	1	1	4	5	9
Authoritarian, Democratic, and Laissez-faire	-	1	1	-	-	-
Total	8	23	31	10	15	25

Most of the special education teachers (23) did not use ‘Deprivation’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (19), ‘Democratic’ (2), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Eight of the special education teachers used this strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (6), ‘Democratic’ (1), and ‘Laissez-faire’ (1) classroom management profiles.

Ten of the preschool teachers used a ‘Deprivation’ strategy to extinguish negative behaviours; 15 did not. Six of the preschool teachers with an ‘Authoritarian’ classroom management profile used this strategy, while 10 did not. Four of the preschool teachers with an ‘Authoritarian and Democratic’ classroom management profile used this strategy, while 5 did not.

Table 15. Teachers' use of 'thinking about their mistake' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian	-	25	3	25	1	15	16
Democratic	-	3	1	3	-	-	-
Laissez-faire	-	1	1	1	-	-	-
Authoritarian and Democratic	-	1	1	1	1	8	9
Authoritarian, Democratic, and Laissez-faire	-	1	1	1	-	-	-
Total	-	31	31	31	2	23	25

None of the special education teachers used ‘Thinking about Their Mistake’ as a strategy to extinguish negative behaviours.

Only two of the preschool teachers used ‘Thinking about Their Mistake’ as a strategy to extinguish negative behaviours. One of these preschool teachers exhibited an ‘Authoritarian’ classroom management profile and one exhibited an ‘Authoritarian and Democratic’ classroom management profile.

Table 16. Teachers' use of 'sending a letter to the family' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian	-	25	3	25	1	15	16
Democratic	-	3	1	3	-	-	-
Laissez-faire	-	1	1	1	-	-	-
Authoritarian and Democratic	-	1	1	1	1	8	9
Authoritarian, Democratic, and Laissez-faire	-	1	1	1	-	-	-
Total	-	31	31	31	2	23	25

None of the 31 special education teachers used ‘Sending a Letter to The Family’ as a strategy to extinguish negative behaviours.

Only two of the preschool teachers used a ‘Sending a Letter to The Family’ strategy to extinguish negative behaviours. One of these preschool teachers exhibited an ‘Authoritarian’ classroom management profile and one exhibited an ‘Authoritarian and Democratic’ classroom management profile.

Table 17. Teachers' use of 'indignation' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian	-	25	3	25	-	16	16
Democratic	-	3	1	3	-	-	-
Laissez-faire	-	1	1	1	-	-	-
Authoritarian and Democratic	-	1	1	1	4	5	9

Authoritarian, Democratic, and Laissez-faire	-	1	1	-	-	-
Total	-	31	31	4	21	25

None of the special education teachers used ‘Indignation’ as a strategy to extinguish negative behaviours.

Four of the preschool teachers used ‘Indignation’ as a strategy to extinguish negative behaviours; 21 did not. These 4 preschool teachers exhibited an ‘Authoritarian and Democratic’ classroom management profile.

Table 18. Teachers' use of ‘diverting attention to something else’ as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		8	17	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		1	-	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		9	22	31	-	25	25

Most of the special education teachers (22) did not use ‘Diverting Attention to Something Else’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (17), ‘Democratic’ (2), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Nine of the special education teachers used a ‘Diverting Attention to Something Else’ strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (8) and ‘Laissez-faire’ (1) classroom management profiles.

None of the preschool teachers used ‘Diverting Attention to Something Else’ as a strategy to extinguish negative behaviours.

Table 19. Teachers' use of ‘reflection’ as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		2	23	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		2	29	31	-	25	25

Most of the special education teachers (29) did not use ‘Reflection’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (23), ‘Democratic’ (3), ‘Laissez-faire’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Two of the special education teachers used this strategy to extinguish negative behaviours; both of these teachers exhibited an ‘Authoritarian’ classroom management profile.

None of the preschool teachers used ‘Reflection’ as a strategy to extinguish negative behaviours.

Table 20. Teachers' use ‘warnings’ as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		3	22	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		1	-	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-

Laissez-faire						
Total	4	27	31	-	25	25

Most of the special education teachers (27) did not use ‘Warnings’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (22), ‘Democratic’ (3), ‘Laissez-faire’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Four special education teachers used this strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (3) and ‘Authoritarian and Democratic’ (1) classroom management profiles.

None of the preschool teachers used ‘Warnings’ as a strategy to extinguish negative behaviours.

Table 21. Teachers' use of 'responding to undesirable behaviour with undesirable behaviour' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		1	24	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		1	-	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		2	29	31	-	25	25

Most of the special education teachers (29) did not use ‘Responding to Undesirable Behaviour with Undesirable Behaviour’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (24), ‘Democratic’ (3), ‘Laissez-faire’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. Two of the special education teachers used this strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (1) and ‘Authoritarian and Democratic’ (1) classroom management profiles.

None of the preschool teachers used ‘Responding to Undesirable Behaviour with Undesirable Behaviour’ as a strategy to extinguish negative behaviours.

Table 22. Teachers' use of 'threats' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		-	25	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		1	-	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		1	30	31	-	25	25

Most of the special education teachers (30) did not use ‘Threats’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (25), ‘Democratic’ (3), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. One special education teacher used ‘Threats’ as a strategy to extinguish negative behaviours; this teacher exhibited a ‘Laissez-faire’ classroom management profile.

None of the preschool teachers used ‘Threats’ as a strategy to extinguish negative behaviours.

Table 23. Teachers' use of 'consultation with other teachers' as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		1	24	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9

Authoritarian, Democratic, and Laissez-faire	-	1	1	-	-	-
Total	1	30	31	-	25	25

Most of the special education teachers (30) did not use ‘Consultation with Other Teachers’ as strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (24), ‘Democratic’ (3), ‘Laissez-faire’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. One special education teacher used this strategy to extinguish negative behaviours; this teacher exhibited an ‘Authoritarian’ classroom management profile.

None of the preschool teachers used ‘Consultation with Other Teachers’ as a strategy to extinguish negative behaviours.

Table 24. Teachers' use of ‘replacing negative behaviour with positive behaviour’ as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		1	24	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		-	1	1	-	-	-
Total		1	30	31	-	25	25

Most of the special education teachers (30) did not use ‘Replacing Negative Behaviour with Positive Behaviour’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (24), ‘Democratic’ (3), ‘Laissez-faire’ (1), ‘Authoritarian and Democratic’ (1), and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles. One special education teacher used this strategy to extinguish negative behaviours; this teacher exhibited an ‘Authoritarian’ classroom management profile.

None of the preschool teachers used ‘Replacing Negative Behaviour with Positive Behaviour’ as a strategy to extinguish negative behaviours.

Table 25. Teachers' use of ‘establishing eye contact’ as a strategy to extinguish negative behaviours

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		1	24	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		1	-	1	-	-	-
Total		2	29	31	-	25	25

Most of the special education teachers (29) did not use ‘Establishing Eye Contact’ as a strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (24), ‘Democratic’ (3), ‘Laissez-faire’ (1), and ‘Authoritarian and Democratic’ (1) classroom management profiles. Two special education teachers used this strategy to extinguish negative behaviours; these teachers exhibited ‘Authoritarian’ (1) and ‘Authoritarian, Democratic, and Laissez-faire’ (1) classroom management profiles.

None of the preschool teachers used ‘Establishing Eye Contact’ as a strategy to extinguish negative behaviours.

Table 26. *Teachers' use of 'assigning responsibility to the child' as a strategy to extinguish negative behaviours*

Profile	Teaching Field	Special Education		Total	Preschool		Total
		Employed	Did Not Employ		Employed	Did Not Employ	
Authoritarian		2	23	25	-	16	16
Democratic		-	3	3	-	-	-
Laissez-faire		-	1	1	-	-	-
Authoritarian and Democratic		-	1	1	-	9	9
Authoritarian, Democratic, and Laissez-faire		1	-	1	-	-	-
Total		3	28	31	-	25	25

Most of the special education teachers (28) did not use 'Assigning Responsibility to the Child' as a strategy to extinguish negative behaviours; these teachers exhibited 'Authoritarian' (23), 'Democratic' (3), 'Laissez-faire' (1), and 'Authoritarian and Democratic' (1) classroom management profiles. Three special education teachers used 'Establishing Eye Contact' as a strategy to extinguish negative behaviours; these teachers exhibited 'Authoritarian' (2) and 'Authoritarian, Democratic, and Laissez-faire' (1) classroom management profiles.

None of the preschool teachers used 'Assigning Responsibility to the Child' as a strategy to extinguish negative behaviours.

Table 27. *Special education teachers responses regarding differences between disabled children and normally developing children in the strategies used for effecting behavioural change*

Are there differences between children with disabilities and normally developing children in the strategies used to effect behavioural change?			
Person	Yes	No	Why
T1	*		Different strategies should be used because there is a difference in how they understand messages. Individual differences should be taken into account.
T2		*	The methods for behavioural management are the same, but there might be some differences in form and timing depending on individual differences.
T3		*	The behavioural problems and remedies are the same, but disabled children are delayed relative to their peers.
T4	*		When we cannot solve the problem by talking, we use behavioural methods with the disabled children.
T5	*		A simple strategy that might work for a normal child might not work for a disabled child.
T6	*		Because their developmental characteristics, interests and perceptions are different, the strategies also naturally differ.
T7		*	Because all children are the same. When children encounter a determined educator, their behaviour always shows improvement.
T8		*	I do not think that there are differences between strategies, but there might be differences in form and how the application intervals are timed, depending on the individual.
T9	*		Because their perception and performance are different.
T10	*		
T11			
T12	*		
T13	*		
T14	*		Depending on the particular disability of the student, more incremental behavioural management strategies should be used.
T15	*		Special needs students have attention deficits, problems in comprehension, communication deficits and problems in expressing themselves.
T16	*		There are differences such as communication deficits, problems in comprehension, hyperactivity and attention deficits, inability to express oneself, inability or difficulty in memory retention.
T17	*		Disabled children are exposed to more systematic strategies.
T18		*	One must see disabled students as normal students and blend them with normally developing students, and they should be supported by an education appropriate for their capacities.
T19	*		Normal individuals have much higher levels of comprehension than the disabled children.
T20	*		The behavioural management process is different and occurs more slowly for disabled children.
T21	*		Normally developing children have higher levels of comprehension. The strategies used for disabled children are more comprehensive.
T22	*		There are differences in the behavioural strategies used.

T23	*		When working with children with special needs, more repetition and reinforcers are required, and often a single method will prove insufficient. It might be necessary to resort to multiple methods.
T24	*		There are differences in the strategies used.
T25		*	Though they are fundamentally the same, the process occurs more slowly for disabled children.
T26	*		Disabled children have behavioural deficits in perceiving and reacting to stimuli.
T27	*		Because children with special needs have problems with auditory perception, memory retention, comprehension and visual memory.
T28	*		Because normally developing children acquire behaviour more quickly.
T29		*	The reactions of both groups are similar when they are exposed to the same strategies.
T30		*	There is no significant difference in strategies. The procedure is the same, but the process occurs more slowly for disabled children.
T31	*		The strategy to be used depends on the nature of the child's disability.

Most of the special education teachers (22) thought that there were differences in the behavioural management strategies that were used with the disabled children compared to normally developing children, 8 thought that there were no differences, and one participant did not express an opinion. Most of the teachers who thought that there was a difference between the behavioural management strategies mentioned differences between disabled and normal children in comprehension, memory and interests as well as the need to use specific strategies that were adapted to each child. Most of the teachers who thought that there were no differences noted that the behavioural management process occurred more slowly for disabled children compared to normally developing children and that individual differences should be respected. In this regard, one participant (T18) stated:

“With children who exhibit normal development, behavioural management strategies are not based on a behavioural analysis. In contrast, with disabled children, more systematic strategies based on behavioural analysis are employed”.

Another participant (T9) stated:

“I do not think that there are differences between strategies, but there might be differences in form and how the application intervals are timed, depending on the individual”.

Table 28. *Preschool teachers' responses regarding differences between disabled children and normally developing children in the strategies used for effecting behavioural change*

Are there differences between children with disabilities and normally developing children in the strategies used to effect behavioural change?			
Person	Yes	No	Why
R1	*		It varies depending on the type of disability, age and intelligence. For the disabled child, the most appropriate behavioural management strategy should be determined through teamwork.
R2	*		There is no difference if the child's disability is physical. However, when there is a mental disability, the number of stimuli and reinforcements differ.
R3	*		One must be more patient and follow a more incremental teaching strategy because their learning speeds and styles are different.
R4	*		Depending on the nature of the disability, there will be differences in communication, comprehension and what attracts their attention.
R5	*		
R6	*		They are different because their level of comprehension differs.
R7	*		They are different because their level of comprehension differs.
R8	*		The strategies used differ because behavioural management occurs more slowly with disabled children and there are psychological differences.
R9	*		
R10	*		A behaviour taught to a child who exhibits normal development might be explained to a disabled individual in different manner and using different materials.
R11	*		There are differences between the strategies used because the characteristics, emotions and needs of disabled children differ.
R12	*		Different strategies must be used for every group—not just for normally developing and disabled children—because their environments (e.g., the city or town they live in) and their developmental status differ. Depending on the nature of the child's disability, reinforcers might differ.
R13	*		The behaviour and comprehension level of disabled children differ. For this reason, different strategies are used.

R14	*		There is a difference between the two groups of children in terms of behaviour and comprehension. For a child with a physical disability, comprehension is difficult because the behaviour is different.
R15	*		There is a difference between the two groups of children in terms of behaviour and comprehension. For a child, who has a bodily disability, comprehension is difficult because the behaviour is different.
R16	*		Because all children are different, different strategies should be used for each individual.
R17	*		The behaviour, needs, comprehension and feelings of the two groups are different.
R18	*		There is a difference between the two groups of children with respect to behaviour and comprehension. For a child, with a physical disability, comprehension is difficult because the behaviour is different.
R19	*		The intelligence level and some abilities are different.
R20	*		It is possible to find solutions with normal children by talking to them. However, when dealing with disabled children, solutions can be found only through a behavioural approach.
R21	*		Disabled children's education should be based on the type of disability they have.
R22	*		Because the perceptions of disabled children are different.
R23	*		Because all children are different, different strategies should be used for all of them.
R24	*		Their perceptions and abilities are different.
R25	*		When using behavioural management strategies with disabled children, we must get to know them much better; we must thoroughly understand the extent of their disability and develop a strategy accordingly.

The preschool teachers who participated in the study unanimously agreed that there were differences between the behavioural management strategies used for children with disabilities and for children exhibiting normal development. Teachers stated that it was necessary to consider the type of disability. They also emphasised that the perceptions, intelligence levels, abilities and needs of disabled children differed from those of children exhibiting normal development. In this regard, one participant (R25) noted:

“With a normal child, all behavioural management strategies can be used. For instance, with normal children, eye contact can be used to warn them, or physical interventions can be used to change the behaviour. However; not all strategies can be used with disabled children. For instance, one cannot establish eye contact with an autistic child, and the extent to which physical education can be used on a child with a physical disability is limited. Therefore, when using behavioural management strategies with disabled children, we must get to know them much better; we must thoroughly understand the extent of their disability and develop a strategy accordingly.”

CONCLUSION AND DISCUSSION

In general, there are two principles of classroom management: Being preventive rather than being responsive and determining desired behaviours and teaching them (Emmer and Stough, 2001). Classroom management does not just involve eradicating negative behaviours but in transforming negative behaviours into positive behaviours and ensuring that these positive behaviour continue to persist. The present study identified the behavioural management strategies of 31 special education teachers and 25 preschool teachers in Ankara, Turkey.

There are several classroom management strategies which are used like problem solving, operant learning (As cited in Uysal et al., 2010; Bear, 1998), talking with children, praising, divestment, punishing (As cited in Uysal et al., 2010; Martin, Linfoot and Stephenson, 1999) etc. In the present study, teachers in both groups used of rewards, verbal reinforcement, family consultation, speaking with the child, and modelling appropriate behaviours as strategies to reinforce positive behaviours. Teachers in both groups also used of time-outs, ignoring the behaviour, speaking with the child and deprivation as strategies to extinguish negative behaviours. Special education teachers differed from preschool teachers in using the strategy of physical reinforcement, and preschool teachers differed from special education teachers in using the strategies of projection and positive behaviour consolidation. Special education teachers used diverting attention to something else, projection, warnings, responding to an undesirable behaviour with undesirable behaviour, threats, consulting with other teachers, replacing negative behaviours with positive behaviours, establishing eye contact, and assigning responsibility as strategies to extinguish negative behaviours, whereas preschool teachers used explaining the wrongness of the action, thinking about their mistake, sending a letter to the family and indignation as strategies.

Children in a class differ in their prior experience, values, cultural background, interests and intelligence. They also display different needs, expectations, priorities, degree of preparedness, rate of learning, forms of learning, attitudes and feelings (Saritaş, 2006; Öztürk; 2002). Consequently, teachers' behavioural management strategies should be based on the individual dynamics within each group.

In this regard, 22 of the special education teachers thought that there were differences between behavioural management strategies for disabled children and normally developing children, 8 did not think that there was a difference, and one participant did not express an opinion. In contrast, all of the participating preschool teachers thought that there were differences in strategies for the two groups. At the result of a research, one of the most important results is that Biology Teachers mostly prefer to use appreciated classroom management profiles and behind this, authoritarian, strayed and indifferent classroom management profiles come. This situation shows that teachers help the student to learn more, they will behave democratic while deciding the rules in the classroom and they will prepare a suitable classroom environment in order to provide the students' expressing themselves. All of these mention that these teachers are the ideals who have positive communication behaviours (Ekici et al., 2012).

Although eradicating undesirable classroom behaviours requires expertise and the ability make rational decisions (Çelik, 2002), the study results indicated that teachers often behaved impulsively to immediately control the situation. One of the problems that emerged was the inability to identify the specific strategy that should be used for a particular undesirable behaviour. Rather than extinguishing the undesirable behaviour, interventions aimed at a specific undesirable behaviour sometimes led to other undesirable behaviours (Saritaş, 2006).

Undesirable behaviours in the classroom prevent teachers from achieving their teaching objectives. Adopting behavioural management strategies provides a concrete and practical way to overcome the difficulties that are invariably encountered in the classroom (Güleç and Alkış, 2004).

Başar (1999) has identified strategies that teachers can use to eradicate undesirable behaviour in preschoolers, such as understanding the problem, ignoring the problem, providing warnings, assigning responsibility, contacting the school administration or family (Saritaş, 2006), rearranging the classroom layout and learning materials, and establishing classroom rules (Sucuoğlu, 2006). In addition, the teacher should use language that indicates that he or she understands the child's feelings and the true reasons for the child's behaviour when communicating with a child who exhibits undesirable behaviour (Wolfgang and Wolfgang, 1995).

Although behavioural management strategies are very diverse, preschool and special education teachers used similar strategies to reinforce positive behaviours and extinguish negative behaviours. However, the reported strategies also exhibited differences that were related to individual differences and the nature of the child's disability.

In the research, strategies that are used by special education and early childhood education teachers worked with normal developed children, are determined and presented. Research focuses on the difference between the strategies used by teachers who work with normal developed and special need children and carries out the deficiency in the area. All these information provide both special education and early childhood education teachers in order to use correct behaviour change strategy.

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Özel Eğitim Öğretmenlerinin ve Okul Öncesi Öğretmenlerinin Kullandıkları Davranış Değiştirme Stratejilerinin İncelenmesi

ÖZ. Bu çalışma engelli ve normal gelişim gösteren çocuklarla çalışan özel eğitim ve okul öncesi eğitimdeki öğretmenlerin sınıf ortamında kullandıkları davranış değiştirme stratejilerini incelemektedir. Araştırmanın çalışma grubunu 32 özel eğitim öğretmeni ve 26 tane okul öncesi öğretmeni oluşturmaktadır. Öğretmenlerin sınıf yönetiminde kullandıkları stratejileri belirlemek amacıyla araştırmacılar tarafından hazırlanan açık uçlu sorulardan oluşan görüşme formu ve 12 soruluk, 5 seçenekten oluşan Likert tipi sınıf yönetimi profili ölçeği kullanılmıştır. Bu ölçek aracılığıyla özel eğitimdeki ve okul öncesi eğitimdeki öğretmenlerin sınıf yönetimi profilleri belirlenmeye çalışılmıştır. Katılımcıların görüşme formuna verdikleri cevapların frekans dağılımları da verilmiştir. Araştırma sonucunda engelli çocuklarla çalışan özel eğitim öğretmenleri ile okul öncesi öğretmenlerinin kullandıkları stratejiler arasında benzerlikler ve farklılıklar bulunmuştur.

Anahtar Kelimeler: Okul öncesi eğitimi öğretmeni, davranış değiştirme stratejileri, özel eğitim öğretmeni

ÖZET

Amacı ve Önemi: Araştırmanın amacı engelli ve normal gelişim gösteren çocuklarla çalışan özel eğitim ve okul öncesi eğitimdeki öğretmenlerin sınıf ortamında kullandıkları davranış değiştirme stratejilerinin incelenmesidir. Yapılan araştırma ile engelli ve normal gelişim gösteren çocuklarla çalışan özel eğitim ve okul öncesi öğretmenlerinin kullandıkları davranış değiştirme stratejileri incelenerek öneriler sunmaktır. Sınıf ve öğrencilerin özellikleri değiştikçe, yönetsel uygulamalar da farklılaşmakta, öğrenci davranışlarının yönetimi, duruma, öğrenciye ve koşullara göre farklı tekniklerin kullanılmasını gerektirmektedir. Günümüzde sınıf yönetimi, her geçen gün önem kazanmakta ve sınıf yönetiminde kullanılan stratejilerin öğrenilenlerin davranışa dönüşmesinde, kalıcı hâle gelmesinde ve davranışın değiştirilmesinde önemli bir etkiye sahip olduğu görülmektedir.

Yöntem: Araştırmanın çalışma grubunu 31 özel eğitim öğretmeni ve 25 tane okul öncesi öğretmeni oluşturmuştur. Çalışma grubuna alınan öğretmenlerin sınıf yönetiminde kullandıkları stratejileri belirlemek amacıyla araştırmacılar tarafından hazırlanan açık uçlu sorulardan oluşan görüşme formu ve 12 soruluk, 5 seçenekten oluşan Likert tipi ‘Sınıf Yönetimi Profili Ölçeği’ kullanılmıştır. Bosworth (1996) tarafından geliştirilen ve ülkemize Akman ve Umay (2007) tarafından uyarlanan 5’li Likert tipinde olan ölçek toplam 12 sorudan ve ilgili, demokratik, katı, hoşgörülü, tükenmiş olmak üzere beş profilden oluşmaktadır. Ölçekten en az 2 en yüksek 15 puan alınabilmektedir. Öğretmen hangi profilden en yüksek puanı aldıysa o yönetim profiline sahip olmaktadır.

Bulgular: Araştırmaya katılan özel eğitimde çalışan 32 öğretmenden 22 tanesi engelli çocuklarla normal gelişim gösteren çocuklara uygulanan davranış değiştirme stratejileri arasında farklılık olduğunu düşünürken, 9 tanesi farklılık olmadığını düşünmektedir. Davranış değiştirme stratejileri arasında farklılık olduğunu belirten öğretmenlerin çoğu; her bir çocuğa bireysel stratejiler uygulanması gerektiğinden, engelli çocukların normal gelişim gösteren çocuklara göre algılarında, belleklerinde, ilgilerinde farklılıklar olduğundan söz ederken; farklılık olmadığını düşünen öğretmenlerin çoğu; davranış değiştirme stratejileri arasında fark olmadığını belirtmekle birlikte, engelli çocuklarda davranış değiştirme sürecinin normal gelişim gösteren çocuklara göre daha uzun olduğunu ve çocukların genel olarak bireysel farklılıklarının göz önünde bulundurulması gerektiğini ifade etmişlerdir. Araştırmaya katılan 26 okul öncesi öğretmenin hepsi engelli çocuklarla normal gelişim gösteren çocuklara uygulanan davranış değiştirme stratejileri arasında farklılık olduğunu belirtmişlerdir. Öğretmenler; engelli çocukların engel tiplerinin dikkate alınması gerektiğini belirtmişler ve engelli çocukların algılarının, zekâ düzeylerinin, becerilerinin, ihtiyaçlarının normal gelişim gösteren çocuklara göre daha farklı olduğunu vurgulamışlardır.

Tartışma ve Öneriler: Araştırma sonucunda engelli çocuklarla çalışan özel eğitim öğretmenleri ile okul öncesi öğretmenlerinin kullandıkları stratejiler arasında farklılıklar bulunmuştur. Okul öncesi eğitimde istenmeyen davranışları ortadan kaldırmak için öğretmenin kullanabileceği bazı stratejiler vardır. Bunlar; sorunu anlamak, görmezden gelmek, uyararak, sorumluluk vermek, okul yönetimi ile ilişki kurmak, aile ile ilişki kurmak, sınıfın fiziksel koşullarını düzenlemek, sınıf kurallarını belirlemektir. Diğer taraftan öğretmen uygun olmayan davranış gösteren çocuğa onun duygularının ya da davranışının altında yatan gerçek nedeni anladığını belirten ifadeler kullanılmalıdır. Davranış değiştirmede kullanılan stratejiler çok çeşitli olmasına rağmen, özel eğitim ve okul öncesindeki öğretmenler olumlu davranışı pekiştirirken, olumsuz davranışı söndürürken hemen hemen aynı stratejileri kullanmakta; ancak bireysel farklılıklara ve engel tipine göre farklılıklar gösterdiğini belirtmişlerdir.