The views of students in an inclusive classroom environment in high school on the course learning process

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Abstract. This study aims to determine the problems of students in an inclusive classroom environment in high school during the classes and to suggest some solutions to these problems. In this study, a case study of qualitative research methods was used. In the 2017-2018 academic year, 12 students in an inclusive classroom environment studying in a high school institution in Erzurum city center form the working group of the research. The data of the study were collected with an interview form consisting of open-ended questions. The data were presented with content analysis by creating themes, codes and direct quotations from students' expressions. In the study, it was concluded that there is no change in curriculum content, examination and teaching adaptations for inclusion students. Although some of the students in an inclusive classroom environment stated that they received support from their families, it was observed that the cooperation with the individuals involved in the process did not fully take place. According to the obtained data, suggestions for shaping the educational environments of students in an inclusive classroom environment were presented.

Keywords: Inclusive education, inclusive classroom environment, students with special needs, problems of the learning process

INTRODUCTION

Meeting the educational and social needs of individuals with special needs and developing an educational and instructive system that ensures to minimize the difficulties the basis of social integration (Armstrong, 2017). Since social acceptance has an important place in the lives of people, to establish social relations with other individuals in individuals with special needs, to maintain it, to see love and value by society, to be liked, to be appreciated, to live without being dependent on anyone (Aksoy, 2016; Abdrasheva, Nurzhanov, Ishanov, Rymhanova & Zhumataev, 2016).

Special education is part of the general education system, where the state establishes the requirements to ensure equal opportunities in education for individuals affected by the disability and where the educational needs of individuals with special needs are taken into account (Abdrasheva et al. 2016; Aksoy, 2016; Cavkaydar, 2016). Inclusive education, which has an important place in special education, is an area where supportive education services are provided to individuals with special needs according to the way they are affected by disability and they are trained with their peers (special education services) article 23). The success of Inclusive education depends on the adequate and effective provision of special education services for the student with special needs (Diken, 2015). For these services to be adequate and effective, the problems in the field need to be known and some issues should be re-evaluated. Besides, the success of inclusive education depends on the active participation of teachers, administrators and parents with the support of special education services (Khudorenko, 2011; Petrescu, 2013).

Researchers express their opinions and concerns about inclusive education in general discussions on education, blogs on websites, newspapers and other public forms (Armstrong, 2017; Imaniah & Fitria, 2018; Shevlin, Winter & Flynn, 2013). According to these researchers, there are many problems to be addressed concerning inclusive education. Researchers believe that problems in this field will be minimized by possessing a multi-level perspective (MLP) (Armstrong, 2017). According to MLP, to achieve the expected impact from inclusive education, the following should be considered:

• A purposeful curriculum to meet the educational needs of students with special education (Armstrong, 2017; Khudorenko, 2011) i.e. individualized education program (IEP) should be prepared (Aksoy, 2016; Ataman, 2011; Cavkaytar, 2013).

• The individualized education program should include a summary of the expectations, needs, interests, and performance of students with special education within a specified period. Ethical and effective pedagogy should be adopted to raise the educational levels of students with special education (Special Education Services Regulation, 2006).

• An order in which students with special needs will not experience the feeling of exclusion in the educational environment, and they see a value should be tried to create. (Gül & Vuran, 2015; Khudorenko, 2011).

• Technical equipment and material support to meet the needs of these students should be provided in educational institutions (Gül & Vuran, 2015). Besides, teachers should be informed about the special needs of individuals with special needs in schools (Abdrasheva, Nurzhanov, Ishanov, Rymhanova & Zhumataev, 2016).

•In each school, the lack of health care for inclusive students should be eliminated, and multi-faceted education services including rehabilitation activities, pedagogues, therapists, and educational psychologists should be provided.

It is an educational system in which there are various configurations (Aksoy, 2016; Ataman, et al. 2012; Gül & Vuran, 2015; Uzoğlu et al. Denizli, 2017) in Turkey as well as in the whole world (Charema, 2007; Chitiyo, 2007; Chitiyo & Chitiyo, 2007; Ferguson, 2008; Grönlund, Lim & Larsson, 2010; Singal, 2008) that individuals who need special education continue their education together with their peers who are not inadequate (Aksoy, 2016; Armstrong, 2017; Ataman, vd., 2012). When the general situation of this system in Turkey is examined, it is seen that teachers do not have adequate information in the schools (Babaoğlan & Yılmaz, 2010; Berry, 2011; Demir & Açar, 2011; Saraç & Çolak, 2012; Demolished & Spring, 2012) and arrangements are not made to meet the educational needs of students (Gül & Vuran, 2015; Sadioğlu, Batu, Bilgin & Oksal, 2013).

Studies on the problems encountered in inclusive education in the literature show that the lack of materials, lack of physical environment, (Balo, 2015; Erişkin, Kıraç & Ertuğrul, 2012; Kargın, Acarlar & Sucuoğlu, 2003; Shevlin, Winter & Flynn, 2013), and teachers do not have sufficient knowledge about the preparation of Individualized Education Program (Avcıoğlu, 2011; Kargın et al., 2003). Also, families who are the most important part of cooperation in special education (Diken, 2013; Aksoy, 2016) are not able to communicate effectively (Demir & Açar, 2011; Slavica, 2010) are shown among the important problems.

Since the types of disabilities of students in an inclusive classroom environment are different from each other, educational environments should be shaped according to the characteristics of these students. The learning needs of students in an inclusive classroom environment must be determined to achieve the goals set in the education and training process. It is seen as important to know the problems experienced by the students in an inclusive classroom environment in the course learning process and to achieve the purpose of inclusive education. This study was considered important in terms of identifying the problems of integration students in the course learning process, taking these problems into account and restructuring the education and training environments in this direction. When the literature is examined, it is seen that almost all of the students without special needs have their ideas related to courses, management, and teachers, but the ideas of the students with special needs remain somewhat in the background (Gül & Vuran, 2015). Moreover, it is thought that this study may be a reference to future studies since there are very few studies on the education of students in an inclusive classroom environment in Turkey. This study was found to be important in terms of identifying the problems experienced by students in an inclusive classroom environment in the course learning process. This study aims to determine the problems of students in an inclusive classroom environment in high school education in the course learning process and the solution suggestions for the problems they face. For this purpose, the research questions of the study are as follows:

1. What are the main problems experienced by students in an inclusive classroom environment in the education process?
2. What are the courses where students confront difficulties and reasons for the difficulties of students in an inclusive classroom environment?
3. What can be suggested for the problems students experience in an inclusive classroom environment?

METHODS

To provide a rich description of the subject studied in the study (McMillan & Schumacher, 2010; Yıldırım & Şimşek, 2013), an illustrative case study from qualitative research methods was used. The most basic characteristic of qualitative studies is the elaboration of one or more situations and the determination of how the resulting situations affect each other.

1. Data collection tool

In this study, a semi-structured interview form was used as a data collection tool. The theoretical framework and purpose of the study were determined by conducting a literature review while preparing interview questions. Following the purpose of the study, the problems that the inclusive students may experience during the course learning process have been identified. In the study, students were asked about the problems (e.g. student, physical environment, exams and textbooks), they faced in the course learning process, solution suggestions for the problems they faced, the courses they had the most difficulty in and the reasons for their difficulties. Thus, a description of the causes and solutions of the problems identified concerning the nature of the situation studies was intended. For students to express their problems and solution suggestions clearly, the questions are simple and understandable. During the interview, the interview guide was also prepared to detail the interview according to the answers of the students. Interview questions were shown to school guidance teachers and two experts in the field of special education. Below are the interview questions:

1. What kind of problems do you have during the course?
2. What are the problems you are having because of the classroom environment?
3. What are the problems you are having from books?
4. How do you do your exams?
5. What are the issues you want to take support for the courses?
6. In which classes do you have the most difficulty? Why?
7. Can you make suggestions for solving the problems you have specified?

Interview questions and a digital audio recorder were used during the interviews. Interviews were conducted individually with each student and lasted for 7-15 minutes. During the interviews, an observation book was used to keep some situations related to the students. First, the researcher thanked the students for their voluntary participation in the study. Later, the content of the interview questions was mentioned. It was explained that there were no right or wrong answers lest students felt they were in the exam and that if they did not understand the questions, the questions could be repeated or explained. Furthermore, the researcher asked the students for permission to register, stating that the records would only be used for writing the study and that their names would never be given. After informing the students in this context, the researcher asked if they were ready to start the interview and started the interview when the students were ready. During the interview with students with hearing impairments, the advisory teacher helped to communicate.

2. Analysis of data

The data were transcribed and analyzed following the content analysis. In content analysis, the answers given by the students to the interview questions were turned into written documents. The written documents were examined, the codes were determined and the resulting student opinions were put together under similar codes. The answers given under the same question are placed in appropriate codes to form a whole.

Since the types of disabilities of students in an inclusive classroom environment are different from each other, each student stated the problems and expectations they had.

To provide internal reliability in the study, two researchers coded separately. (Yıldırım & Şimşek, 2005). Whether the encodings made by the researchers overlapped with each other was checked using the formula "Consensus/(Consensus + difference of opinion) x 100". Within the scope of this study, external validity was achieved by making direct citations from the sentences in which the students in an inclusive classroom environment expressed their opinions.

3. Study group

The working group consists of 12 students in an inclusive classroom environment studying at a high school in the city center of Erzurum in the 2017-2018 academic year. Five of the students included in the study are Intellectual and two are a physical disability. Besides, four students have a hearing impairment and one student has a chronic disease (leukemia).

The working group was created using the purposive sampling method. Purposive sampling allows in-depth study of situations considered to have rich knowledge (Fraenkel, Wallen & Hyun, 2009; McMillan & Schumacher, 2010). The participation of the students in the study was based on voluntariness.

In the study, the abbreviations used in the tables are listed below:
ID: Intellectual disability
HD: Hearing disability
PD: Physically disability
CD: Chronic diseases
Demographics for students are given in Table 1:

Table 1. *Demographics of students*

Students	Disability	Gender	Class	Explain
ID1	Intellectual disability	Female	9	Mild intellectual disability
ID2	Intellectual disability	Male	11	Mild intellectual disability, also physically disability
ID3	Intellectual disability	Male	10	Mild level intellectual disability
ID4	Intellectual disability	Female	12	Moderate intellectual disability
ID5	Intellectual disability	Male	11	Mild intellectual disability
HD1	Hearing disability	Female	12	He's been using a hearing aid for a year and he can barely hear with it, 94% of hearing loss.
HD2	Hearing disability	Female	12	She can barely hear even with a hearing aid
HD3	Hearing disability	Male	12	No hearing aid, used for a certain period is not using at the moment
HD4	Hearing disability	Male	12	Never used a hearing aid
PD1	Physically disabled	Male	9	Initially, the curvature of the right arm based on nerve damage
PD2	Physically disabled	Male	10	Left foot completely prosthetic
CD	Chronic Diseases	Female	9	Leukemia/Her education was interrupted for four years because of illness.

1. Findings on the main problems of students in an inclusive classroom environment in the educational process:

Table 2. *Problems arising from student characteristics during the course*

Theme	Category	Code	Students
		Interview of students	
	Social	I speak less	ID1
		My friends make me talk.	PD1
		I get angry quickly.	CD
		I am crying right now.	CD
		My friends are making fun of me.	ID1, HD1, HD2
Student Characteristics	Academic	My concentration deteriorates quickly.	CD
		I do not know how to study?	HD2, HD3
		I forget quickly.	HD2, ID1
		I memorize it, I get confused.	ID1
		I barely understand what I'm reading.	ID1, ID3
		I am working, but I can't.	ID3
		I cannot work the course	PD1
		I do not understand the issues.	PD1, ID1, ID3
		I have to read the book all the time.	HD2, ID2

When Table 2 is examined, it is seen that students in an inclusive classroom environment have problems due to their social and academic characteristics during the course. Students in an inclusive classroom environment have problems such as reading comprehension, trying to memorize, forgetting quickly, being unaware of how to study. The students stated that they were exposed to unpleasant behaviors by their friends. The student with chronic disease stated that she was very sensitive about everything, that she was nervous quickly and cried. Sample views of students on the problems they experience according to student characteristics:

"Everything is related to me, I cry quickly, I cannot control myself, it gets worse when I cry this time, I cannot talk ...(CD)"
"No matter how much the teacher tells me, I understand when I work (HD)"
"If I can understand the issues I cannot understand, I read but I have not forgotten immediately, I'm confused ...(ID1) "
"I have no idea how to study, I do not know, I try to read a lot, but I do not seem to be ...(HD2) "
"I don't understand the teacher's explanation of the subject, I have to read the notebook, but I read it in the evening I forget in the morning (ID2) "

Table 3. *Problems experienced during the course*

Category	Code	Students
	Interview of students	
During the course	I cannot write the board in the book.,	ID1
	I am looking at my friend's notebook next to me.	
	I cannot write the board at the time it is given to be written in the notebook, I cannot complete	ID1, HD3
	Lots of topics, I am confused	ID2, ID1
	I cannot keep up with what the teacher said.	ID1, ID2, HD4

When Table 3 is examined, students in an inclusive classroom environment experience problems such as the inability to write the board in the notebook, the short period given to write the board in the notebook, and the inability to catch up with the teacher. Sample views of students in an inclusive classroom environment about the problems they experience during the course:

> I can't write the board in the notebook, it's easier to write than my friend, even though I understand what's written I forget when I write, my friend writes Fast and it's easy to write, but sometimes I don't understand... (ID1)
> There seem too many topics that the teachers tell us. I become confused when it comes to a lot. Can't the subjects be less? The teacher tells a lot. I don't understand again. (HD2)

Table 4. P*roblems caused by the physical environment*

Category	Code	Students
	Interview of students	
Physical environment	Extreme noise in the classroom	PD1, CD, HD2, ID1
	When the light hits, I cannot see the board.	ID1, ID2
	I cannot sit comfortably in the chair	PD2

When Table 4 was examined, students in an inclusive classroom environment stated that there was extreme noise in the classroom and they could not see the board when the light hit in the category of problems related to the physical environment of the classroom. The student with physical disabilities stated that he could not sit comfortably in the chair because of the prosthesis in his foot.

> Sample expressions of the students about the physical environment of the classrooms:
> "I can't fold my foot comfortably, the gap between the rows is too small for me, so I usually want to sit in the front row to open the distance but sometimes my friends want to sit in front of the classroom...PD2"
> "I always tell my friends to be quiet in class, I never hear them when they talk ... HD2"
> "Sometimes I can't tolerate the noise in the classroom, at the frustrating level, the teacher allows them to study for the exams, but the class speaks though ... CD"
> "There are a lot of things involved, I don't understand when my friends don't shut up. ...HD4"

Table 5. *Problems arising from exams in the education process*

Category	Code	Students
	Interview of students	
Exam	I can't do the exam alone.	ID1, PD1, HD4
	I'm taking both the regular exam and the fusion exam.	ID1, ID2, HD4
	Exam questions are difficult	HD3, ID1
	It's always the same note	ID2
	Teacher helps me	ID1
	My friend helps me	ID4

When Table 5 was examined, students in an inclusive classroom environment stated that they were unable to take the exams alone, that they generally received the same grade from each course, and that took the exam twice. They also stated that their teachers or friends helped when they took the exams and that they could not take the exam if they did not help. Sample views of the students in an inclusive classroom environment about the problems they experience due to exams:

"We take exams twice, both with friends and the inclusion exam. Those with friends are difficult, the questions on the inclusion exam are few, short...ID1"
"Can't we just have one exam? I don't know if two exams are required. I always get the same grade...ID2"
"I can't do the exam alone... My arm hurts a lot when I write, I get tired right away, I have to have someone with me ... PD1"
" I can do the exams sometimes, I can't do the Math... First, there's the exam that my friends and I are all with, and then the inclusion exam, can they combine the two? HD2"
''Exams are always hard, the teacher helps me...ID1"

Table 6. *Problems arising from textbooks*

Category	Code	Students
	Interview of students	
Book	I am having trouble understanding books.	ID1, ID3
	No books for some lessons,	ID3
	I use test books	HD2, CD

When Table 6 is examined, students with inclusive education stated that they generally use books as course material. The students also stated that they did not understand some of the topics in the books and that some of the textbooks were not given. Sample views of the students in an inclusive classroom environment about the problems they experience due to the book:

"I wasn't given a book, and even if they did, I don't understand. ... ID3"
"I don't understand when you work in books. Since I'm taking a break, I work on the books my brother bought first. ... CD"

Table 7. *Problems arising from the teacher*

Category	Code	Students
	Interview of students	
Teacher	I am afraid of some teachers.	HD2, PD1, ID4
	I do not hear my teacher's voice	HD1, HD2, HD3, HD4

When Table 7 was examined, students in an inclusive classroom environment stated that they were afraid of some teachers and could not hear the teacher's voice. Sample views of students in an inclusive classroom environment on teacher-related problems:

"I need to be with the teacher, I can't hear when I'm away, I don't understand when I'm not. ... HD2"
"I'm afraid of some of the teachers, but I don't want to name them. ...HD4"
"Some teachers have no voice, I don't hear ...HD3"

Table 8. *Problems arising from support training*

Category	Code	Students
	Interview of students	
Support education	We requested a teacher for one-on-one training at home but he did not show up	CD
	Sometimes my relative helps me with my homework.	ID3, HD2
	My family is supportive	CD, ID2

When Table 8 was examined, the student with chronic diseases stated that she requested a teacher for one-to-one instruction at home, but the teacher was not given. Other students stated that they had received help from relatives for their homework. Sample views of students in an inclusive classroom environment in support education:

> "My teacher, I took a break for two years because of my illness, so I stayed behind. We requested a one-on-one teacher to come, we got a report from the hospital, they gave me a teacher, to help with the exam, but did not come, there was no teacher, I worked myself.... CD"

The findings of the cause of problems in the courses and courses in which high school students in an inclusive classroom environment have the most problems in the education process:

Table 9. *The reasons and courses that students in an inclusive classroom environment are having problems with*

Courses	Reasons	Students
Language and expression	I want to be able to do it I feel sad when I can't	HD2, ID3
	I am having trouble reading and writing	ID1, ID2, ID3
	It is too slow to understand and explain.	ID1, ID2, ID4
	I forget quickly.	ID1, ID2, ID3,ID4
	I cannot tell what I've read.	HD2, ID2,ID3
Math	I am biased against long problems, I do not like it	CD
	I do addition and subtraction, I can't division and multiplication	HD2, ID1, ID3
	I cannot do it when there are a figure and a table in the question	CD, HD1, ID1
	I do not understand very complicated subjects.	ID2, PD2
	I am taking private lessons.	HD1
History lesson	I am forgetting the names of the states.	HD2, HD3
	I am getting sleepy	HD4
Geography	I am not interested at all.	CD, PD1
English	I forget quickly.	ID1, ID2, ID3, HD1, HD3, PD1
	I understand it in class, but I cannot do it on the exam.	CD, HD2
German	I do not like it at all	CD

When Table 9 is examined, it is seen that students in an inclusive classroom environment often have difficulty in language and expression and mathematics lessons. Students also have difficulty in English, history, German and geography classes. In the course of language and expression, it is observed that students often forget quickly, cannot explain what they are reading and have trouble reading and writing. In a mathematics class, some of the students stated that they could not do the basic process in mathematics and did not understand very complicated subjects. Sample views of students about the courses they have problems with and their reasons

> "I'm addition and subtraction math, I can't do the division and multiplication, it's hard to make them...ID1"
> "I'm biased against long problems in math, my concentration is deteriorating, I'm interested in numerical courses, I'm sleepy in history class. ... CD"
> "I can do it because I study in English, but I can't do it right away as soon as the teacher tells me... I never liked German ... CD"
> "I'm not interested in geography, some of the procedures basic process in mathematics are difficult, of course, I do it if I work, but I don't like studying. ...PD1"

"I don't understand math, I can't do it, I don't want to listen, I can't unable to bear up under difficulties, I have to study, but I don't... PD2"

 "I said OK get it in class, but I can't explain it, it's nice to be able to do it, I get so sad when I can't... HD2"

 "I can't tell what I read. I forget it right away... I don't like to talk. ... ID2"

The findings on the solution suggestions for the problems faced by students in an inclusive classroom environment in the educational process:

Table 10. *Solutions to problems faced by students*

Theme	Interview of students	Students
Course	The teacher told me one-on-one.	CD, HD1, HD2
	My friends' classes are good, they can help me	PD1, PD2, ID1
	I was taking private lessons.	HD2
Exam	Exams can be tested, I can't write much, my arm hurts	PD1
	I cannot write because of my arm sitting next to my friend on the exam.	PD1
	I do not want to take two exams.	ID1, ID2, ID3, ID4, HD1, HD2, HD3
Book	I have to work from different sources.	CD
	It should not be the same book with my friends	ID3, ID4, HD2
Student		ID1, ID2, HD1
	I do not understand one person's narrative.	
	I understand better with one-on-one teaching	ID1, ID2, ID3
	I forget right away, I have to do it again with someone.	ID1
	I have to read the book all the time.	HD2, ID2
	My relative was helping me with my classes, he can help again.	ID2
	My family supports me both in my education and my illness.	ID2, CD
Teacher	Teachers should be sympathetic to me.	HD2,
	Teachers should speak in clear language	HD2
	Teachers should tell slowly	HD2
	The teacher must repeat itself over and over again	ID1, ID2, HD2
Physical environment	I want to sit at the front.	ID3
	My friends, please be quiet, I cannot hear	HD1, HD2, HD3, HD4
	Do not make fun of my friends	HD1, ID1, ID3
	The gap between the chair and the table must be appropriate	PD2

When Table 10 was examined, students in an inclusive classroom environment stated that they wanted to get one-to-one teacher support for solving their problems during the course process and that their friends could help them in the lessons. Students do not want to take two separate exams, require peer support during the exam and prefer the exams to be multiple choice. Textbooks are not for them and inadequate for lessons. In an inclusive classroom environment, students do not understand the subjects only through the teaching of the teacher, even if they understand the subject, they do not get the results they want from the lessons when they are not able to be the person to support them. They want teachers to use clear language during class, to speak slowly and to be sympathetic.

"I don't get it with one person telling me. ... ID1"

"Even though we took the exam, the teachers are taking the exam again, I don't like it, it's better if it's the only one. ... ID1"

"I don't understand because of the noise in class, so I understand better when a one-on-one friend tells me, my uncle's son helps me in my family. ...ID2"

"I want the teachers to be sympathetic, and I'm biased on everything because of my hand. ... PD1"

"My friends make a lot of noise in class, I say shut up, but they don't shut up, they need to be understanding and shut up. ...HD2"

"a single book or teacher is not enough for me, I have to read the book, I was taking private lessons with my cousins outside of school, we went to a private teacher in mathematics ... HD2"

DISCUSSION and CONCLUSIONS

Interviews with students in an inclusive classroom environment with different disability groups have shown that adaptations and differentiation are not adequately included in teaching. Individualized training programs should be implemented to achieve the expected success of inclusive education.

The problems that the students experience in terms of academic characteristics in the educational process result from the characteristics which affect the success of the disability groups as well as the students' indifference to the courses. Teaching adaptations need to be made to enable students with special needs to increase their interest in the course and to be motivated to the learning environment. It is thought that students with special needs have different degrees of interest, skills, and abilities. The study conducted by Lundeen and Lundeen, (1993) with special needs students showed that these students scored higher than the reading comprehension scores they had previously received in the collaborative learning environment.

The lack of social acceptance of students may cause problems in communication with friends. In studies examining the level of social acceptance of students in an inclusive classroom environment, it was concluded that students with special needs were excluded by their peers consistent with this study finding (Akçamete & Ceber, 1999; Baydık & Bakkaloğlu, 2009; Manetti, Schneider & Siperstein, 2001; Smoot, 2004). Furthermore, Iarskaia-Shimnova and Loshakova (2004) stated that the social pressure faced by students with special needs was not limited to the school environment.

The fact that the students in an inclusive classroom environment have problems such as not being able to write the board in the notebook during the course, not being able to keep up with what the teacher tells them shows that the appropriate teaching adaptations have not been made. According to the students' opinion, teachers usually teach lessons on the board. In the study conducted by Yağmış and Bahar (2002), what they found that that teachers in an inclusive classroom environment did not make any differentiation in the content of the course and did not fall outside the traditional activities is similar to this study findings. The researchers call for a restructuring of the curriculum for all students and the development of the methods used by teachers to adapt the students with special needs to the lessons (Blankenship, Fore & Boon 2005; Iarskaia-Smırnova & Loshakova, 2004; Schumacher, Deshler, Bulgren, Davis, Lentz & Grossen, 2002). Since disability is the limited functioning of any function (Mitra, 2006), content should be developed and differentiated in line with this limitation. Because the level of readiness, interest and academic characteristics of the students in the learning environment are different from each other, it is not expected that the success and interest of the students will progress in a positive direction if the necessary instructional adaptations are not made. When the learning environment is organized according to the abilities of students with special needs (Norwich, 2014), it is thought that there will be an increase in success (Olçay-Gül, 2014).

Making the necessary arrangements in the physical environment is considered as an indication of the value given to students. (Aksoy, 2016). It is also important to know what the special needs require, rather than knowing the special needs of the student (Schumacher et al. 2002). However, this study concluded that no physical arrangements were made for students with physical and hearing impairment. Many of the students in an inclusive classroom environment stated that they wanted to sit in the front row and that their friends in the classroom were making noise. Helping students with special needs individually leads to the integration of

students (Khudorenko, 2011). It is thought that the presence of a suitable chair and table for students with physical disabilities in the learning environment will lead to social acceptance among their peers and increased self-confidence.

In this study, students in an inclusive classroom environment stated that they received family support in their homework. However, the student who had a break from education due to her illness had problems in getting teacher support. Technical equipment, rehabilitation activities, material, and teacher support to meet the needs of students are considered important in terms of achieving the purpose of inclusive education (Abdrasheva et al., 2016). Special education is difficult but not seen as a system that cannot be done (Amstrong, 2017). According to Grönlund, Lim & Larsson (2010), limited governmental support, ineffective policies and legislation, inadequate funding, the inadequacy of special education teachers, economic crisis, the use of ineffective and inefficient assistive technologies are a long list of long barriers to the successful implementation of inclusive education.

The students in an inclusive classroom environment stated that they took the exam twice and stated that they did not like this situation. They also stated that they usually take the same grades from the exams and that the teacher and friends help. Students with special needs should be given peer and teacher assistance to support their inadequacy rather than answer questions in the exam. The exam adaptation is to make adjustments to the number of questions in exam, duration, and number of questions in accordance with the characteristics of the student (Cavkaydar, 2013). Adaptations in the environment should be aimed at involving students in the educational environment (Khudorenko, 2011). It is necessary to prepare a curriculum suitable for the purpose, to meet the holistic needs of learners with special needs, and to make appropriate exam adaptations in line with 'how to know what is known'(Armstrong, 2017). The Decree Law 573 on special education on the adaptation of the exam "Registrar students are evaluated according to the class passing and examination regulations of the school. Taking into account the individual and developmental characteristics of the students, the necessary measures are taken in the examinations and arrangements are made." It is indicated.

The students in an inclusive classroom environment stated that they generally use books as course materials but they have difficulty in understanding the books. The use of notes or documents prepared for them, rather than using the same book as course material, can be important in ensuring students' integration into the environment. Educational programs and training process should be planned to take into account the needs of each student, including students with special needs (Khudorenko, 2011; Petrescu, 2013). In the prepared plan, course materials that will make the meaning of what students with special needs learned should be included.

Among the most difficult courses for students in an inclusive classroom environment are Mathematics, Literature, Geography, English and German. They stated that they could not understand the subjects in which images such as shapes and graphics were present in the mathematics course. In the literature class, they stated that they had difficulty with language and expression because they forgot quickly. Students often find the lessons difficult, boring and incomprehensible because they do not have instruction for them. They also think that they do not know how to study and cannot do some courses even if they study them. When deciding on the content to be taught in the educational environment, arrangements must be made both on the level of the content (Levy, 2008) and on the suitability of the content to the student level (Rock, Gregg, Ellis & Gable, 2008).

In interviews with students in an inclusive classroom environment, students expressed an idea of how to solve their problems. Some students have stated that teachers should explain the lesson slowly and speak in an audible tone. They also stated that they needed one-to-one instruction in basic courses such as mathematics and language expression. The focus of the ideas expressed by the students is the educational environment arrangements to be made taking into account student characteristics, performance and requirements. While shaping the educational environment, the individualized education program should be prepared and features that will develop socially and educationally without separating students with special needs from the environment should be included. As a result, the educational environment can be differentiated

according to the individuals with special needs by becoming aware of their differences without turning their inadequacies into obstacles.

Suggestions

Based on the data obtained from this study, a pool of questions can be created and a scale can be developed for use in quantitative studies. By applying the prepared scale to a larger working group of students in an inclusive classroom environment, problems in this area can be identified in more detail.

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