



SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH PHYSICAL DISABILITIES

Republic of Türkiye — Ministry of National Education
Directorate General for Special Education and Guidance Services

English translation of the Turkish original “Bedensel Yetersizliği Olan Bireyler İçin Destek Eğitim Programı”. The complete content, including all tables, has been preserved.

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A. Introduction

1. What Are Support Education Programs?

Article 14 of Decree Law No. 573 on Special Education, issued in 1997, states: “Individuals requiring special education shall be provided with special education support in educational settings of every type and level in order to achieve the aims of the education programs they attend. For this purpose, individual and group education opportunities shall be provided. For individuals of compulsory education age who require special education and who are not in a condition to attend any educational institution, education programs aimed at developing basic life skills and meeting their learning needs shall be implemented, regardless of their level of being affected by the disability.” With this article, the foundation of support education services was laid. The aim of the support education programs is to serve both families and individuals—without any age limit—by supporting individuals in maintaining their lives independently, in their developmental areas and in academic skills, and by providing rehabilitation for those who need it. Many changes that have taken place in the field of special education have created the need to re-prepare the support education programs currently in use. In this context, while the support education programs were being re-prepared with the broad participation of academics, experts and teachers—in an individual-centred way that guides the teacher, incorporating new methods and techniques as well as developments in the field of special education—the following processes were followed:

- Teaching programs of different countries that have been renewed and updated in recent years for similar reasons were examined,
- Academic studies on special education and support education programs were reviewed,
- Relevant legislation, primarily our Constitution, was examined,
- Focus group meetings were held with teachers and experts working in special education and rehabilitation centres and in guidance and research centres, in which their views on the content and implementation of the support education programs were obtained,
- Four separate workshops of approximately four days each, attended by all stakeholders, were organised for structuring and preparing the support education programs and for evaluating the process.

In line with all these studies, all opinions, suggestions, criticisms and expectations were evaluated by working groups composed of expert personnel, teachers and academics from the relevant units of the Ministry of National Education. In line with the findings obtained, the support education programs were reviewed, updated and renewed.

2. Aims of the Support Education Programs

The general aims of the Support Education Programs, prepared on the basis of the “General Aims of Turkish National Education” and the “Basic Principles of Turkish National Education” expressed in Article 2 of the Basic Law of National Education No. 1739, and the “Basic Principles of Special Education” contained in Decree Law No. 573 on Special Education, are as follows:

1. To support the healthy development of individuals with special needs in the areas of language and communication, self-care and daily living, and physical, cognitive, social and emotional domains, taking their individual developmental processes into consideration
2. To provide individuals with special needs with the basic academic skills they will need in their daily lives and to support them in becoming independent individuals who use these skills

effectively

3. To support individuals with special needs who have adopted national and spiritual values by developing the competences they have acquired in a way that ensures their interaction and integration with society
4. To support and develop, throughout life, individuals who can interact with people, adapt to social rules, strive to participate in social life and maintain their lives independently

3. Perspective of the Support Education Programs

The fundamental aim of our education system is to provide the individual with knowledge, skills and behaviours integrated with our values and competences. While knowledge, skills and behaviours are sought to be acquired through teaching programs, our values and competences establish the integrity among these knowledge, skills and behaviours. Values are the essential heritage that has reached the present day from the national and spiritual sources of society and that will be transferred to the future. Competences, on the other hand, are the transfer of this heritage into life. In this respect, values and competences, inseparably, are addressed together with the knowledge, skills and behaviours that are sought to be acquired through learning and teaching processes, and they form the perspective of the program.

a. Our Values

Values are the common thoughts, aims, basic moral principles or beliefs that are accepted as correct and necessary by the majority of the members of a social group or society in order to ensure and maintain its existence, unity, functioning and continuity. Values are unifying phenomena adopted by society or by individuals. At the same time, values are criteria believed to meet the social needs of society and to be for the good of individuals. One of the basic aims of values education is to enable individuals to develop a healthy, consistent and balanced personality. Values have an important role in shaping people's attitudes and behaviours.

The education system is not merely a structure that is academically successful and that imparts certain predetermined knowledge, skills and behaviours. Raising individuals who have adopted fundamental values is the essential duty of the education system; educational and instructional activities must be able to influence the values, habits and behaviours of the new generation. The education system fulfils its function within the framework of imparting values through an educational program that also encompasses the teaching programs. The educational program is formed by taking into account all elements of the education system, such as teaching programs, learning-teaching environments, educational tools and materials, extracurricular activities and legislation. In the support education programs, the aim is to develop the ten root values envisaged by the Ministry of National Education for education programs. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness. These values will be addressed in learning and teaching processes both on their own and together with the sub-values related to them and with the other root values. In the Support Education Program for Individuals with Physical Disabilities, the aim is to develop these ten root values and the sub-values related to them.

In the support education programs, with this understanding, our values have not been regarded as a separate program or learning area, unit, topic, chapter, etc. On the contrary, our values, which are the ultimate purpose and spirit of the whole educational process, have been included in each of the support education programs.

b. Competences

Our education system aims to raise individuals of character who possess knowledge, skills and behaviours integrated with competences. Competences—the range of skills that individuals will need in their personal, social, academic and working lives at both national and international level—have been defined in the Turkish Qualifications Framework (TQF). Eight key competences have been identified in the TQF: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science/technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression. Within the framework of special education, competences relating to communication in foreign languages have not been addressed in the support education programs. The competence definitions addressed in the Support Education Program for Individuals with Physical Disabilities are explained below:

Sense of initiative and entrepreneurship: Refers to the individual's ability to turn ideas into action. In addition to creativity, innovation and risk-taking, it also includes the ability to plan and manage projects in order to achieve goals. This competence constitutes a basis for individuals to be aware of the context and conditions of their work—not only at home and in society—and to seize business opportunities. It also covers the specific knowledge and skills needed by people who undertake or contribute to social and commercial activities.

In the Support Education Program for Individuals with Physical Disabilities, the support of the sense of initiative and entrepreneurship is aimed at within the Daily Living Activities Module.

4. Structure of the Support Education Programs

A modular approach has been adopted in the support education programs. The word “module” literally means a divisible part of a whole. In other words, it is a small unit that has meaning integrity within itself. In this context, a module is a written material containing the definition and aims of the relevant module, the activities that need to be carried out to achieve these aims, and the measurement tools.

The support education programs have been created by taking into account the needs of individuals in the relevant disability group. These modules consist of instructional experiences that are based on individual teaching, that have a beginning and an end, that show integrity within themselves and that are organised within a systematic framework. The support modules have been prepared in a structure that has integrity within itself and that functionally complements one another, in a way that allows the individualised education program to be prepared and implemented. The goals in the modules consist of the knowledge, skills and attitudes to be acquired by the individual. In addition to guiding the practitioner, the modules bring a standard to the education to be implemented by special education and rehabilitation centres and also facilitate the measurement and evaluation process. In planning teaching with modules, individual teaching is taken as the basis as far as possible. When determining the aims of modular education programs, the characteristics of the individual, society and subject area are taken into consideration. Preparing a program that is suitable for the level of individuals with special needs, that meets the needs of society and in which topics are updated according to scientific and technological developments has been adopted as a principle.

The support education programs consist of various modules that will ensure the achievement of the intended aims and of sections belonging to these modules. In each module, the goals expected to be reached by individuals, the target behaviours and specific explanations—taking into account the competence level of individuals in practice in order to achieve the goals—are included. The explanations may concern sub-dimensions of the program such as the characteristics of the goal,

prerequisite learning, teaching method, material and measurement.

Modules consist of sections within themselves. The sections within the modules have been addressed with a linear and a spiral approach according to the characteristics of the fields. In this sense, the support education programs are linear, because within some modules there are sections in which gradual progress and prerequisite learning are compulsory. That is, one cannot move on to another goal before a goal has been achieved. Some modules, on the other hand, have a spiral character in terms of the content approach, because the sections within the modules can be expanded in terms of scope from time to time and can be repeated at different times.

As a result, the support education modules consist of sections that are individual-oriented, structured around clearly stated goals, integrated within themselves and that make it possible to evaluate individual performance. Furthermore, each of the support education modules, which are oriented towards individual learning, covers certain skills and/or knowledge. The support education modules that have been prepared have the characteristic of taking the individual's interests, wishes and abilities into account, of bringing a different understanding to educational practice and of providing the possibility of moving between modules.

The modules give teachers the opportunity for continuous evaluation throughout the teaching process. The evaluations have been created through cases or the solution of problems selected from the real environment.

Codes

The following systematic approach has been followed in the coding of sections, goals and target behaviours in the support education programs.

1	1.1	1.1.1	1.1.1.1
Module Number	Section Number	Goal Number	Target Behaviour Number
2	2.1	2.1.1	2.1.1.1
Module Number	Section Number	Goal Number	Target Behaviour Number

5. Learning-Teaching Approach of the Support Education Programs

The support education programs have been prepared according to learner-centred program designs. Learner-centred program designs are based on progressivist and pragmatist educational philosophy. In learner-centred program designs, the needs of the individual are determined in advance and the program is prepared accordingly. The program content consists of common interests and learning is a part of the individual's life experience. Learner-centred program designs may be individual-centred or experience-centred. In learner-centred designs, the interests and needs of the individual are important. In this respect, the two resemble each other. However, while in learner-centred designs the need is determined in advance, in experience-centred designs the learner's needs are determined by the teacher in school life and in social life.

In this sense, while the support education programs were prepared in a learner-centred way, teachers implementing the programs have also been advised to take experience-centred practices as a basis. In this sense, the teacher's momentary attitudes and decisions and their competence in program implementation are extremely important. In learner-centred and experience-centred programs, when the learning and teaching process is planned, the individual's performance level, characteristics and learning styles must be taken into account. Taking the individual's current and

future educational needs into consideration and including behaviours oriented towards the knowledge, skills and attitudes that the educational needs to be determined will require have been the focal point of the support education programs.

Modular teaching programs have been prepared in a way that supports the teaching methods, strategies and techniques recommended in practice, individual performance evaluations, and lifelong learning based on individual-centred active learning. Furthermore, the cooperation of the family and the teacher, who are supportive and guiding elements throughout the individual's life, is also highly important for this program.

For all individuals in need of special education, an "Individualised Education Program (IEP)" must be prepared and implemented on the basis of the support education programs, in line with their individual characteristics, performance and needs. In determining the goals to be included in the IEP, in organising the learning-teaching process and in evaluating achievement, the readiness and the cognitive, social and physical characteristics of that individual may differ. For this reason, when the learning-teaching process is planned, individual differences (current performance, readiness levels, learning styles and needs, socio-cultural differences, etc.) must be taken into consideration. In line with these explanations, an IEP oriented towards the individual must be prepared.

Appropriate strategies, methods, tools and materials must be selected in the learning and teaching process. Care must be taken to ensure that the activities to be included in the learning and teaching process are prepared and implemented gradually—from the concrete to the abstract, from the easy to the difficult, from the known to the unknown, and from the near to the far. Attention must be paid to ensuring that the language used in the studies and the activities implemented are appropriate to the individual's age and developmental characteristics. Appropriate environments must be prepared and diversified with activities so that individuals can communicate effectively in daily life and participate actively in the social environment. Indeed, individuals with special needs require different methods and techniques when learning compared with typically learning individuals. Teaching methods and techniques based on multiple senses must be used in teaching programs.

B. Support Education Program for Individuals with Physical Disabilities

1. General Aim of the Support Education Program for Individuals with Physical Disabilities

With this program, individuals with physical disabilities are expected to:

1. Develop their skills in the typical motor development stages
2. Develop their gross and fine motor skills
3. Achieve correct posture, movement and balance control at all developmental stages
4. Acquire the skills to perform daily living activities independently
5. Use their trunk, arms and legs functionally in activities appropriate to their developmental level
6. Achieve the sensory, perceptual and motor integrity necessary for proper posture and movement
7. Develop their skills related to transfer, changing position and ambulation
8. Develop their skills in using assistive devices, tools and equipment
9. Develop their cognitive, sensory, psychological and social integrity in addition to their movement ability

2. Structure of the Support Education Program for Individuals with Physical Disabilities

The Support Education Program for Individuals with Physical Disabilities consists of eight modules. These modules are shown in the scheme below.

Module	Sections in the Module
Beginner Level Motor Skills	• Supine • Prone
Sitting	• Supported Sitting • Unsupported Sitting
Preparation for Walking	• Crawling • Kneeling • Transition to Standing
Walking	• Supported Standing • Unsupported Standing • Supported Walking • Unsupported Walking
Advanced Level Gross Motor Skills	• Going Up and Down Stairs • Gross Motor Performance
Fine Motor Skills	• Grasping and Releasing • Drawing Skills • Hand Skills and Hand-Eye Coordination
Sensory Perception Motor / Sensory Processing Skills	• Proprioceptive System • Vestibular System • Tactile System • Visual Perception

Module	Sections in the Module
Daily Living Activities	• Independence at Home • Personal Care Activities • Undressing • Dressing • Opening/Closing Clothing Fasteners • Eating and Drinking Activities

Modules, Sections and Course Hours

Module	Sections and Course Hours	Total
Beginner Level Motor Skills	1. Supine — 125 course hours 2. Prone — 125 course hours	Total: 250 course hours
Sitting	1. Supported Sitting — 150 course hours 2. Unsupported Sitting — 150 course hours	Total: 300 course hours
Preparation for Walking	1. Crawling — 100 course hours 2. Kneeling — 100 course hours 3. Transition to Standing — 100 course hours	Total: 300 course hours
Walking	1. Supported Standing — 125 course hours 2. Unsupported Standing — 125 course hours 3. Supported Walking — 125 course hours 4. Unsupported Walking — 125 course hours	Total: 500 course hours
Advanced Level Gross Motor Skills	1. Going Up and Down Stairs — 75 course hours 2. Gross Motor Performance — 75 course hours	Total: 150 course hours
Fine Motor Skills	1. Grasping and Releasing — 100 course hours 2. Drawing Skills — 100 course hours 3. Hand Skills and Hand-Eye Coordination — 100 course hours	Total: 300 course hours
Sensory Perception Motor / Sensory Processing Skills	1. Proprioceptive System — 100 course hours 2. Vestibular System — 100 course hours 3. Tactile System — 100 course hours 4. Visual Perception — 100 course hours	Total: 400 course hours
Daily Living Activities	1. Independence at Home — 50 course hours 2. Personal Care Activities — 50 course hours 3. Undressing — 50 course hours 4. Dressing — 50 course hours 5. Opening/Closing Clothing Fasteners — 50 course hours 6. Eating and Drinking Activities — 50 course hours	Total: 300 course hours
8 Modules		Total 2500 course hours

NOTE: In accordance with paragraph 3 of Article 31 of the Ministry of National Education Regulation on Special Education Institutions, a module may be recommended to be repeated once, specifically for that purpose.

3. Teaching-Learning Process of the Support Education Program for Individuals with Physical Disabilities

Learning-Teaching Approaches

In order to impart the goals and target behaviours included in the modules, cues appropriate to the individual's needs—such as physical assistance, verbal cues, sign cues and modelling—and backward chaining and forward chaining approaches are used.

Physical Assistance

Physical assistance is the cue that is generally used first when education is begun. Physical assistance is help given by means of appropriate hand contact and guidance during movements requiring physical activities and skills. It is used in teaching movements and skills that the individual cannot perform or has great difficulty in performing. For example, if the individual cannot lock their knees while standing, the therapist enables them to stand by using hand holds in a way that helps them lock their knees.

Physical assistance can be applied gradually in two forms: full physical assistance and partial physical assistance. According to the individual's need, physical assistance starts with full physical assistance and is gradually reduced according to the state of progress; then partial physical assistance is also reduced and progress is made towards observation with verbal guidance.

Together with physical assistance, verbal and sign cues must also be used. In parallel with progress over time, physical assistance gives way to verbal cues and the aim is for the individual to perform the activity independently.

Verbal Cue

Among the cues used while imparting activities and skills to the individual, this is the cue containing the least assistance. The verbal cue is used to guide the individual with verbal expressions and to give the individual a cue in situations requiring verbal skills. The verbal cue must not be confused with giving instructions. Presenting a verbal cue means reminding the individual how to perform the activity or skill, or guiding the individual with expressions appropriate to their developmental level. The verbal cue may be used together with other cues depending on the situation; however, the point to be considered is that short and concise expressions should be used instead of long and complex ones. Verbal cues are frequently given together with modelling and physical assistance, and the individual's learning of the skill is facilitated. As the individual learns the necessary movements and skills, the number of verbal cues is reduced.

Sign Cue

The aim of this technique is to guide the individual with different signs while imparting a skill. In the sign cue technique, the practitioner may use hand-arm and head movements and signs, gestures and facial expressions in order to give cues. During the teaching of a skill, sign cues may be used to approve a correct movement or to disapprove an incorrect movement. When the individual acquires the desired skill, the help of sign cues must be reduced and removed in parallel with progress. It is usually used together with the verbal cue.

Modelling

Modelling is the demonstration of the stages of a skill by performing them in the teaching of the activity and skill that the individual is expected to perform, and the individual's learning by imitating the model. The model may be the practitioner, a peer, a sibling, a parent, a material, etc. The stages

of performing the skill are first demonstrated by the model, and then the individual observes and performs the activity and skill by imitating. The therapist first demonstrates on the model how the stages of the activity and skill to be taught to the individual are performed in order, and then has the individual perform them. The first stage of each activity and skill is performed first and the individual is asked to imitate it. Then the other stages are moved on to in order. After this stage, work is carried out so that the individual generalises this to other activities and skills.

Chaining Method

The chaining method may be applied as forward and backward chaining.

Forward Chaining Method: The targeted activity or skill is divided into sub-steps. In forward chaining, the individual performs the first step of the skill and the remaining steps are completed by the therapist. When the first step of the activity or skill has been learned independently, the next step is moved on to.

Backward Chaining Method: The exact opposite of forward chaining is applied. All steps except the last stage of the skill are completed by the therapist. The last stage is completed by the individual. When the individual performs the last step independently, the teaching of the previous step is carried out by the therapist. The backward chaining method is more effective particularly in dressing and undressing skills.

Materials to Be Used in the Education/Teaching Process

1. Exercise mats of various heights and sizes
2. Exercise balls in various sizes
3. Mirrors mounted on walls or movable mirrors
4. Balance board
5. Walking aids such as a walker and a three-point cane (tripod)
6. Parallel bars
7. Climbing ladder and wall
8. Elastic exercise bands
9. Elastic and/or rigid tapes that adhere to the skin
10. Rolls, wedges and pillows of various shapes and sizes for positioning the individual
11. Supported and unsupported chairs, stools and benches for positioning
12. Standing tables
13. Sandbags of various weights
14. Special assessment and test materials (sensory integrity, hand function tests)
15. Ball pool and balls
16. Swings of various types for sensory (vestibular) stimulation (T swing, platform swing, etc.)
17. Trampoline
18. Materials of different properties, textures and shapes for tactile perception
19. Basketball hoop and ball adapted for individuals
20. Bowling ball and pins (toy)
21. Building blocks in various sizes and colours

22. Toys that allow geometric shapes and colours to be matched
23. Pegboard platforms and pegs
24. Activity training board (containing materials such as buttons, zips and snap fasteners)
25. A platform with beads or balls that can move in different directions along wires
26. Doll toys whose various body parts can be removed
27. Visual and auditory materials
28. Toys with sound, light and movement
29. New materials in line with scientific and technological developments, flexible or rigid corsets (corsets made of materials such as neoprene, Vitratene, polypropylene, carbon and the like)
30. Virtual reality, augmented virtual reality, robotic rehabilitation devices, electromechanical equipment

4. Measurement and Evaluation in the Support Education Program for Individuals with Physical Disabilities

Individuals in need of special education learn more easily when different and multiple learning techniques are used in the learning process and when practices addressing more than one sense are carried out. For each individual affected by a disability, the type and degree of being affected by the disability, the time of onset of the disability, the services provided and their individual characteristics differ from one another. Accordingly, their learning levels also differ considerably. For this reason, an IEP must be prepared in accordance with each individual's individual characteristics. The IEP is a written document developed to meet the educational needs of the individual affected by a disability in appropriate educational environments with the necessary support services. An IEP must be developed for each individual determined to be affected by a disability. Developing the IEP before beginning special education is necessary in order to organise the special education service to be provided in accordance with the individual's needs. The IEP must include the individual's existing performance level, the goals expected to be achieved by the individual at the end of the year/term, the educational services and the duration of these services. In addition, it must cover the transition services to be provided between educational environments or levels for the individual and the measurement of progress.

In order to determine the individual's needs as part of the IEP preparation process, evaluations must be carried out free from errors at the beginning of the teaching process, during the teaching process, at the end of the teaching process and at the end of the year. In this process, it is particularly important that the initial rough and detailed evaluations are carried out in a way that reflects the individual's actual performance. While measurement and evaluation practices are being carried out, formative (process evaluation) and summative evaluation (general end-of-year evaluation) processes must be followed as a basic principle, and different data collection methods and measurement tools must be used.

The measurement and evaluation practices of the Support Education Program for Individuals with Physical Disabilities consist of the stages of determining the individual's needs, pre-teaching (initial) evaluation, post-teaching (final) evaluation and progress monitoring, and end-of-year evaluation. The implementation process of these evaluation stages is explained below.

1. Determining the Individual's Needs

A rough evaluation is carried out in order to determine individuals' needs. At the guidance and research centre (GRC), which modules of the relevant support education program and which sections within those modules the individual will receive is determined as a result of the rough evaluation. At the same time, at the special education and rehabilitation centre, rough evaluations must be carried out for the modules and sections determined by the GRC, and the individual's needs must be determined in more detail. As a result of the rough evaluation, the individual's areas of need must be determined and goals and target behaviours (short- and long-term objectives) must be set. In this way, the individual's IEP is prepared. While needs are determined and prioritised in the rough evaluation, the individuals' age, grade level, individual characteristics, learning characteristics and the functionality of the skills in daily and school life must be taken into consideration.

The data collection process for individuals' rough evaluations at the special education and rehabilitation centre must be carried out in three dimensions.

I) Conducting interviews: More than one data source must be used for the interviews. These are:

- a) The individual's family

- b) Their teachers at school (pre-school teacher, classroom teacher, guidance counsellor, etc.)
- c) The individual themselves

If an interview is to be conducted with the individual, the individual's age and performance level are important. An interview with the individual will be meaningful in terms of supporting and enriching the interviews conducted with the individual's family and teachers.

II) Conducting observation: At this stage, the teacher/expert must personally carry out the observation. When observing, structured or naturalistic observation must be preferred according to the individual and the environment in which the observation is to be made. The observation results must be related to the interviews conducted.

III) Applying checklists and rubrics: After the interviews and observations, individuals must be measured one-to-one using checklists and rubrics.

2. Pre-Teaching (Initial) Evaluation

Pre-teaching (initial) evaluation is the detailed evaluation to be carried out in order to determine at which step (level) the individual is, before beginning teaching related to the goals and target behaviours selected for the individual's IEP as a result of the rough evaluation.

In pre-teaching evaluations, data are collected by carrying out one-to-one practices for each individual. At this stage, the Criterion-Referenced Test (CRT) (see the sample form in Annex 1), the Checklist containing skills divided into small steps (see the sample form in Annex 2) and the Rubric (see the sample form in Annex 3) may be used. The data obtained from the measurement tools used must be recorded on the Performance Record Form (Annex 4).

3. Post-Teaching (Final) Evaluation and Progress Monitoring

Post-teaching evaluation is the evaluation carried out in order to see to what extent the individual has acquired or understood the behaviour after the teaching of the relevant target behaviours has been completed. At this stage, the detailed evaluation tools used before teaching must be used. The data obtained from the measurement tools at the end of teaching must again be marked on the Performance Record Form (Annex 4).

It is important for the effectiveness and efficiency of teaching that measurement and evaluation practices are carried out together with teaching during the individuals' teaching process—that is, while the relevant target behaviours are being imparted. For this reason, evaluations must be carried out during teaching and at the end of sessions in order to monitor the individual's progress, and the evaluation results must be recorded on a graph or on record charts. In addition, the individual's progress must be monitored by examining the individual's products, and if the expected responses are not at the desired level, the necessary instructional arrangements must be made regarding the method used, the tools and materials, the environment, the number of exercises, etc. Furthermore, record charts, graphs and individual products (worksheets, homework, etc.) must be examined at certain intervals during the term and the effectiveness and efficiency of teaching must be evaluated. As a result of this, the individual's portfolio must be created.

The portfolio is an individual development file. It is a type of evaluation in which the individual's performance records and studies are kept in a planned and orderly manner in line with a purpose throughout a year, in which samples of the studies are found, and through which how the individual is developing can easily be monitored. The basic aim of evaluation with portfolios is to determine how the individual is progressing by evaluating the individual's learning process and its outcome together. Individual development files created as a result of the systematic collection of the studies carried out

by the individual make it possible to evaluate as a whole the individual's different abilities and levels, strengths, achievements and development over a period of time. Portfolios differ according to the goals we will implement in the education and teaching process. Types of portfolios may be classified as the working portfolio, the showcase portfolio and the evaluation portfolio. Of these, the evaluation portfolio contains all the records the teacher needs in order to evaluate the individual. Such portfolios show the individual's development in line with the goals set in the teaching programs. In this type of portfolio, the aim is to evaluate the individual's achievement by scoring each piece of work placed in the file. These portfolios may be used for level-determining evaluation and contain sample and best works showing that most of the goals and behaviours in the teaching program have been acquired. For this reason, it is important that products focused on individuals' development and strongest aspects are placed in the portfolios and that individual and teacher comments about the products are written.

In this context, individuals' portfolios must contain the graphs obtained in the evaluation process, record forms, videos, audio recordings and products showing the different skills in which the individual is strongest. In portfolio practices, keeping the individual's products, the individualised education program, the IEP Progress Monitoring Summary Form (Annex 5), samples of measurement tools, performance record forms, record charts and video and audio recording samples showing the individual's studies will make it possible to monitor the process better. A holistic approach is adopted in evaluating such portfolios. Ethical principles must be observed regarding the sharing of portfolios; portfolios must not be shared with persons or institutions other than the individual's family, teacher and the GRC.

4. End-of-Year Evaluation

The steps to be followed in this evaluation are stated below:

- a) All of the individual's performance indicators (the individual's products, teacher observations, interviews, record charts, graphs, the Performance Record Form showing the individual's performance in a section or module) are examined from a holistic perspective.
- b) As a result of this examination, individuals' performance is transferred to the IEP Progress Monitoring Summary Form (Annex 5).
- c) The portfolio content is completed.
- d) The Portfolio Checklist (Annex 6) showing the contents of the portfolio is filled in.
- e) The Portfolio Rubric (Annex 7) is sent to the GRC together with the individual's file.

The portfolio file must consist of three sections. The following documents must be included in each section.

First Section: Portfolio Checklist, Portfolio Rubric (two copies of each shall be included; one shall be filled in by the special education and rehabilitation centre and the other shall be left blank and filled in at the GRC), the IEP, the IEP Progress Monitoring Summary Form (two copies shall be included, one of which shall remain at the GRC), and the Performance Record Forms in which the initial and final evaluations are recorded by the teachers

Second Section: Samples of the measurement tools used, samples of the record forms and graphs used in progress monitoring, and audio recording and video samples showing the individual's performance

Third Section: The studies carried out by the individual during the teaching process; homework samples, worksheet samples, video and audio recording samples showing the individual's studies, etc. must be included.

GRC End-of-Year Evaluation

The GRC monitoring process is carried out by evaluating the individual's development within the framework of the goals and target behaviours defined in the IEP and by examining the information and data presented in their portfolio. The steps to be followed in the GRC's evaluation are stated below:

- a) The individual's portfolio is examined and it is checked whether the documents stated in the Portfolio Checklist are present. This form is filled in and taken to be archived.
- b) The individual's IEP, the IEP Progress Monitoring Summary Form, and the record charts and graphs showing the individual's performance are examined.
- c) The individual's performance is evaluated.
- d) The individual's IEP, the record charts and graphs showing the individual's performance and, if any, the video and audio recordings are examined and the Portfolio Rubric (Annex 7), which is included in the file in two copies, is filled in.
- e) Explanations regarding the strengths of the portfolio and the aspects that need to be developed are written. It is arranged so that one copy remains at the special education and rehabilitation centre and the other at the GRC.
- f) As a result of the evaluations and examinations carried out, education is planned again according to the individual's development. The GRC takes and archives a copy of the IEP Progress Monitoring Summary Form, the Portfolio Rubric and the Portfolio Checklist in the individual's portfolio.

Measurement Tools and Record Forms Within the Scope of the Support Education Program for Individuals with Physical Disabilities

The measurement tools below may be used in order to evaluate the individual's performance.

Measurement Tools

They are used to determine the individual's performance before, during and at the end of teaching.

Interview Forms: These are semi-structured measurement tools used particularly in the rough evaluation process in interviews conducted with families, with the individual's teachers at school and with the individual themselves.

Observation Forms: These are measurement tools used in the process of observing individuals one-to-one in rough evaluation, initial evaluation, evaluation during the teaching process and final evaluation. Observation forms are mostly semi-structured forms.

Criterion-Referenced Test (CRT): This is a measurement tool used through direct observation in order to determine whether persons possess predetermined qualities and on which subjects individuals should be taught. The CRT is prepared according to the goals and target behaviours in the teaching program. It shows where to begin teaching and provides information about whether the individual has made progress during teaching and whether the objectives have been achieved after teaching. In the CRT, individual performance is mostly compared with a predetermined criterion. CRTs are teacher-made tests and make instructional objectives more explicit and specific. They draw the boundaries of the instructional content.

Checklist: This is a measurement tool used mostly during the observation of individuals' target behaviours in various processes, in which two-category responses are marked as (+) if the individual performs a behaviour and (-) if they do not.

Rubric: These are tools in which various criteria and the performance level relating to each criterion are defined in order to measure individual performance in line with a specific purpose. These tools require it to be determined in advance which score will be given in which situation. There are two types of scoring keys: analytic and holistic. Scoring keys may be analytic or holistic. Holistic scoring keys are used to reach a general judgement about the individual's performance, while analytic scoring keys are used to evaluate performance in detail.

Rating Scale: Rating scales are measurement tools that define performance relating to the characteristic being measured at various levels and that make it possible to determine to what degree the criteria are met. Rating scales have two forms. One of these is attitude scales containing response categories such as "strongly agree" and "agree". The other is performance rating scales that allow raters to classify the individual's performance according to a certain criterion as "poor", "fair", "good" or "very good".

Portfolio Rubric: It has been developed in order to examine the adequacy of the individual's portfolio at the GRC and to provide guidance to the special education and rehabilitation centre.

Record Forms

Performance Record Form: This is a form on which the initial and final evaluation results of each target behaviour are marked. It provides information about the individual's state of achieving the goals and target behaviours in the relevant section.

Portfolio Checklist: This is a checklist showing the contents of the portfolio.

IEP: This is the individual-specific education program containing the individual's needs, goals and target behaviours.

IEP Progress Monitoring Summary Form: This form contains columns for the numbers of the target behaviours the individual has achieved according to the initial evaluation result, the numbers of the target behaviours it is aimed to teach, the target behaviours worked on, the target behaviours that were targeted but not achieved, the reason for non-achievement and recommendations. In the column "target behaviours worked on", the numbers of the target behaviours taught during the term must be entered; in the column "target behaviours that were targeted but not achieved", the numbers of the target behaviours that could not be taught; in the column "reason for non-achievement", detailed explanations such as insufficient time, insufficient equipment and absenteeism; and in the column "recommendations", recommendations for each section (the suitability of the section for the individual, the suitability of the target behaviours for the individual, re-working on the target behaviours that were not achieved, etc.).

5. Points to Be Considered While Implementing the Support Education Program for Individuals with Physical Disabilities

- The goals/target behaviours included in the modules have been determined in a way that will ensure the achievement of the general aims of the “Support Education Program for Individuals with Physical Disabilities”.
- If individuals with physical disabilities have another disability (intellectual, visual, hearing, etc.) in addition to their diagnosed physical disability, appropriate goals/target behaviours for the individual must be determined from the modules of the programs belonging to the additional disability area they have, and these must be included in the individual and/or group education program.
- The Support Education Program for Individuals with Physical Disabilities must serve the purpose stated at the implementation stage—in order to enable individuals with physical disabilities to benefit from social resources on equal terms together with other individuals—and must be carried out in harmony with real life. At the stages of the modules where it is needed, the practitioner must definitely include educational activities that ensure that the acquired skills are performed in practice together with the individual in social living areas (playgrounds and parks, shops and markets, cinema and theatre halls, public transport vehicles). In addition, the individual must definitely be evaluated in the natural living environments in which they are present during the day (home, nursery, school, park, etc.); arrangements supporting and increasing their independence and facilitating the daily living activities of the family and the individual must be made, and it must be ensured that the goals/target behaviours obtained through the program are maintained in all natural living environments.
- The modules constituting the Support Education Program for Individuals with Physical Disabilities have been prepared for the disability areas that individuals have. Although there is an ordering among the modules according to developmental stages, the modules are not always prerequisites for one another. For example, an individual who cannot succeed in the “Beginner Level Motor Skills” module may move on to the subsequent “Sitting” module when their developmental characteristics and needs are taken into consideration. Again, more than one module may be included in the program at the same time according to the individual’s needs.
- Sections may be recommended on their own, or several sections may be recommended at the same time according to the individual’s needs. All of the goals and target behaviours in a section must be achieved independently.
- In order for the goals/target behaviours in the program modules to be achieved, the necessary tools, materials and equipment stated in the module must be provided during the education process.
- The institution providing support education services within the scope of the Support Education Program for Individuals with Physical Disabilities must work in cooperation, where necessary, with:
 - The guidance and research centre,
 - The formal/non-formal education institution the individual attends,
 - The relevant health institution if the individual is receiving treatment,
 - The employer if the individual is working,
 - General and local administrations.

- During the implementation of the modules included in the Support Education Program for Individuals with Physical Disabilities, the functional skills that need to be imparted must be adapted according to individual differences. Progress in the program must be organised according to the rates and characteristics of function and movement loss, which vary from person to person.
- In individuals with physical disabilities, motor, sensory, perceptual, cognitive and communication problems occur at different levels, and the responses of individuals with physical disabilities to support education programs vary. This program may need to be changed or repeated in line with the needs of individuals with physical disabilities and perhaps in every lesson hour. For example, in an individual with excessive muscle contractions, since the severity of these contractions will differ from day to day, the practices to be carried out on that day may also differ. Since the functional skills targeted to be imparted will change depending on the severity of the limitation, individual goals come to the fore for each individual and it is not possible to know exactly the time required to reach the goals. The program to be created following a detailed evaluation must be prepared taking individual goals into consideration.
- The support program for individuals with physical disabilities must be implemented individually.
- Compensations must be taken into consideration during the teaching of the goals and target behaviours included in the modules. When movement is required in one part of the body, attention must be paid to the alignment/proper positioning of the other parts.
- The instructions given during studies with individuals being short, clear and understandable will ensure that performance is increased.
- Cooperation with the family must be included within the Support Education Program for Individuals with Physical Disabilities, and education must be enriched with applied video recordings, brochures, etc. prepared by relevant experts.
- Within the scope of cooperation with the family, rather than the approach of giving the individual a home exercise program, approaches that give the individual the opportunity to experience/use the movements, functions and activities targeted to be imparted in their natural living environment must be included. Therefore, the individual, the family and/or the caregiver must be at the focus of the education, physiotherapy and rehabilitation programs.
- Ethical principles must be observed during evaluations and practices, and the socio-cultural level and beliefs of the individual and the family must be taken into consideration.
- In the sensory perception motor skills module, the sections on the tactile system, proprioceptive system, vestibular system and visual perception, which are included within the concept of sensory processing, have been included.
- In the sections included in the fine motor skills module and in the goals/target behaviours within them, posture, muscle tone, joint range of motion, body perception (the position of body parts relative to one another) and sensory perception motor integrity (sensory processing) affect the individual's performance. For this reason, while working with the individual, attention must be paid to the aforementioned matters and optimum conditions must be ensured from a neuromusculoskeletal point of view.
- Support education may be provided at any age (0-99). However, the Special Education Evaluation Board decides whether physical disabilities occurring depending on age are to be evaluated within the scope of this program, taking into consideration the report given by the relevant specialist physician.

6. Goals and Target Behaviours

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH PHYSICAL DISABILITIES — GOALS, TARGET BEHAVIOURS AND EXPLANATIONS

Module 1 — BEGINNER LEVEL MOTOR SKILLS

1. Module Name	BEGINNER LEVEL MOTOR SKILLS
1. Module Aim	It is aimed to develop the supine and prone skills of individuals with physical disabilities.
1. Sections in the Module	Supine, Prone

Section	Goals	Target Behaviours	Explanations
Section 1.1 Supine	1.1.1. Uses body parts.	1.1.1.1. Uses their hands at the midline. 1.1.1.2. Uses hand and arm movements functionally in different directions. 1.1.1.3. Uses hand and leg movements functionally in a simultaneous manner. 1.1.1.4. Uses body parts as a support point.	For goal 1.1.1., stimuli such as toys, books, pictures, etc. that are appropriate to the individual's age and that will attract their interest according to their age and needs may be used for visual tracking, reaching, grasping and releasing functions. For goal 1.1.1., a floor mat, mirror, exercise ball, rolls of various sizes, wedge pillows, moon-shaped pillows, and toys, tools and materials appropriate to the individual's developmental level must be used in the environment in which the work is carried out. For goal 1.1.1., the individual must be given the opportunity for active movement. The practitioner must facilitate the activity performed by using different body parts, tactile and verbal stimuli and by teaching the individual to use the support points. For goal 1.1.1., during supine symmetrical posture and head control studies, the practitioner must move slowly so as not to increase the individual's muscle tone; the individual must not be forced into movements for which they are not ready. For goal 1.1.1., while supine symmetrical posture and head control studies are being carried out, the process steps of skill teaching (modelling, verbal assistance, physical assistance) are used.

Section	Goals	Target Behaviours	Explanations
Section 1.1 Supine	1.1.2. Rolls from supine to prone.	1.1.2.1. Rolls from supine to prone over the right side. 1.1.2.2. Rolls from supine to prone over the left side. 1.1.2.3. While in the supine lying position, rolls over the right/left side and moves into the side-lying position.	For target behaviour 1.1.2.1., attention must be paid to ensuring that the arms and legs are in a symmetrical position in the supine position; if backward movement of the head occurs, the head must be supported with pillows of various shapes (moon pillow, wedge pillow, etc.) or by the practitioner in order to prevent this. The practitioner must be opposite and at the same level as the individual and must provide visual, auditory, tactile, etc. stimuli according to the individual's characteristics. For target behaviour 1.1.2.3., it is important that the soles of the feet are in contact with different surfaces (carpet, wool, plush, wood, etc.) so that the individual's legs move rhythmically and so that they feel pressure on the sole of the foot. For goal 1.1.2., with the practitioner's stimulus and support, movement from the supine position to the side-lying position and from the side-lying position to the prone position must not be rapid; the individual must be given the opportunity to move actively and eye contact with the individual must be maintained.
Section 1.2 Prone	1.2.1. Achieves head control in the prone position.	1.2.1.1. Lifts their head off the surface in the prone position. 1.2.1.2. Holds their head at the midline in the prone position. 1.2.1.3. Uses their head functionally by turning it to the right and left in the prone position.	For Section 1.2, particularly in individuals with high muscle tone, the individual must not be forced into activities for which they are not ready. It must be taken into consideration that any strenuous activity may have the effect of increasing the existing abnormal muscle contractions. For goal 1.2.1., pillows, rolls and triangular pillows of various sizes may be used during head control in prone positioning, or the individual's head may be supported on the practitioner's knees. A mirror and visual and auditory stimuli appropriate to the individual's age may be used in achieving independent head control. For goals 1.2.1. and 1.2.2., while the individual is lying in the prone position, with the arms and legs in a symmetrical posture, head control is achieved by transferring the centre of gravity towards the sacrum over the forearms. After this stage has been achieved, raising the upper trunk with support from the hands must be worked on.
Section 1.2 Prone	1.2.2. Uses body parts functionally.	1.2.2.1. Lifts the upper trunk by taking support from the forearms. 1.2.2.2. Uses the other hand purposefully by taking support from one forearm. 1.2.2.3. Lifts the upper trunk by taking support from the hands. 1.2.2.4. Uses the other hand purposefully by taking support from one hand. 1.2.2.5. Takes an appropriate body position when interacting with their environment.	For target behaviours 1.2.2.3. and 1.2.2.4. and for goals 1.2.3. and 1.2.4., it is important to develop weight transfer to the right and left in the position supported on the hands, balance, shoulder stabilisation (stability) and protective reactions (automatic responses).

Section	Goals	Target Behaviours	Explanations
Section 1.2 Prone	1.2.3. Rolls independently from prone to supine.	1.2.3.1. Rolls independently from prone to supine over the right side. 1.2.3.2. Rolls independently from prone to supine over the left side. 1.2.3.3. While in the prone lying position, rolls over the right/left side and moves into the side-lying position.	
Section 1.2 Prone	1.2.4. Changes position in the prone position.	1.2.4.1. Changes position backwards (by creeping) using their trunk, forearms and legs. 1.2.4.2. Changes position forwards (by creeping) using their trunk, forearms and legs. 1.2.4.3. Changes direction using their trunk, forearms and legs.	

Module 2 — SITTING

2. Module Name	SITTING
2. Module Aim	It is aimed for individuals with physical disabilities to move functionally in the sitting position.
2. Sections in the Module	Supported Sitting, Unsupported Sitting

Section	Goals	Target Behaviours	Explanations
Section 2.1 Supported Sitting	2.1.1. Achieves head control in the supported sitting position.	2.1.1.1. Holds their head at the midline in the supported sitting position. 2.1.1.2. Turns their head to the right and left in the supported sitting position.	For goal 2.1.1., visual, auditory and tactile stimuli must be provided in order to achieve and maintain a proper sitting position. For Section 2.1., the support given in the supported sitting position may be in the form of support provided by the practitioner with their hands, with the help of their knees and arms while the individual is on their lap, or with their body, or it may also be provided with assistive tools such as pillows, balls, rolls or sheets of various sizes. For Section 2.1., the position of the individual's legs must be supported in a way that facilitates proper sitting according to the structural and functional disorder of the muscles, bones and joints. In the supported sitting position, the individual must support their body with their hands on both sides and transfer weight onto their hands. For goal 2.1.2., the use of the hands, hand-eye coordination and turning of the head in different directions must be ensured. For goals 2.1.2., 2.1.3. and 2.1.4., protective reactions must be developed with the help of a roll or ball placed in front of the individual in the sitting position. For goals 2.1.2., 2.1.3. and 2.1.4., studies on moving gradually from the supported sitting position to the unsupported sitting position must be carried out by changing the type and degree of support.
Section 2.1 Supported Sitting	2.1.2. Uses their hands and arms functionally in the supported sitting position.	2.1.2.1. Reaches with their hands for an object held out at different heights. 2.1.2.2. Reaches in different directions with their arms. 2.1.2.3. Uses their hands functionally at the midline.	
Section 2.1 Supported Sitting	2.1.3. Sits with support using their own body parts.	2.1.3.1. Sits by taking support with their hands in front of their body. 2.1.3.2. Sits by taking support with their hands at the sides of their body. 2.1.3.3. Side-sits by taking support with their hands.	For Section 2.1., attention must be paid to ensuring that the individual is as active as possible in the supported sitting position; activities appropriate to their age and functional level that they can perform in their daily life (playing with toys, reading books, drawing, eating, etc.) must be selected.

Section	Goals	Target Behaviours	Explanations
Section 2.1 Supported Sitting	2.1.4. Sits with physical support on different surfaces.	2.1.4.1. Maintains their position with support given from different parts of the body on non-moving surfaces. 2.1.4.2. Maintains their position with support given from different parts of the body on moving surfaces. 2.1.4.3. Maintains the upright posture of the trunk in the side-sitting position with support given from different parts of the body on non-moving surfaces. 2.1.4.4. Maintains the upright posture of the trunk in the side-sitting position with support given from different parts of the body on moving surfaces. 2.1.4.5. Uses the other hand appropriately for its purpose while transferring weight onto one hand in the side-sitting position with support given from different parts of the body.	
Section 2.2 Unsupported Sitting	2.2.1. Achieves head and trunk control when placed in position.	2.2.1.1. Holds their head at the midline when placed in position. 2.2.1.2. Turns their head to the right and left when placed in position. 2.2.1.3. Maintains the upright position of their trunk when placed in position.	For goal 2.2.1., independent sitting studies must begin with studies in which the individual comes into the active sitting position from the prone, side-lying, supine or supported sitting position. For goals 2.2.1., 2.2.2. and 2.2.3., contact of the feet with the floor must be ensured in the sitting position. For Section 2.2., support tools such as chairs, armchairs, stools and benches to be used for sitting must be selected according to the purpose and to the individual's ability to sit independently. For Section 2.2., in order for the individual to achieve trunk control, the sitting surface must be covered with a non-slip material. For Section 2.2., the sitting support, surface and form used in daily life must be arranged so that proper sitting is maintained. For Section 2.2., where necessary, adaptations (e.g. a booster seat, triangular pillow, etc.) must be added to the sitting surface and to the contact area of the feet, which will ensure active and correct control of the trunk and comfortable use of the arms. For Section 2.2., activities appropriate to the individual's needs and age (eating, writing, dressing-undressing) must be determined in the sitting position and their implementation must be ensured.

Section	Goals	Target Behaviours	Explanations
Section 2.2 Unsupported Sitting	2.2.2. Maintains their balance in the sitting position.	2.2.2.1. Reaches in different directions with their arms without losing trunk control. 2.2.2.2. Bends their trunk in various directions and straightens up again. 2.2.2.3. Maintains the upright posture of their trunk in the sitting position on moving surfaces.	
Section 2.2 Unsupported Sitting	2.2.3. Achieves trunk control in the side-sitting position.	2.2.3.1. Maintains the upright posture of their trunk in the side-sitting position on non-moving surfaces. 2.2.3.2. Uses the other hand appropriately for its purpose while transferring weight onto one hand in the side-sitting position. 2.2.3.3. Maintains the upright posture of their trunk in the side-sitting position on moving surfaces.	
Section 2.2 Unsupported Sitting	2.2.4. Moves from different positions into the sitting position.	2.2.4.1. Comes into the sitting position from the right/left side while in the supine position. 2.2.4.2. Comes into the sitting position from the right/left side while in the prone position. 2.2.4.3. Comes into the sitting position from the right/left side while in the side-lying position.	
Section 2.2 Unsupported Sitting	2.2.5. Uses their hands functionally in the unsupported sitting position.	2.2.5.1. Takes the independent sitting position on different surfaces and at different heights. 2.2.5.2. Uses each of their hands separately for a purpose. 2.2.5.3. Uses both hands together for a purpose.	

Module 3 — PREPARATION FOR WALKING

3. Module Name	PREPARATION FOR WALKING
3. Module Aim	It is aimed for individuals with physical disabilities to use the basic pre-walking positions and movements functionally.
3. Sections in the Module	Crawling, Kneeling, Transition to Standing

Section	Goals	Target Behaviours	Explanations
Section 3.1 Crawling	3.1.1. Comes into the crawling position in different positions and on different surfaces.	3.1.1.1. Maintains the crawling position when placed in it. 3.1.1.2. Comes into the crawling position from the prone position. 3.1.1.3. Comes into the crawling position from the sitting position. 3.1.1.4. Moves from the crawling position into the sitting position. 3.1.1.5. Comes into the crawling position on different surfaces. 3.1.1.6. Maintains the crawling position on different surfaces.	For goal 3.1.1., it is important that the individual can make transitions between the crawling position and different positions. For goal 3.1.1., in order to increase the duration for which an individual who can maintain the crawling position holds that posture, the individual must be directed towards activities such as feeling the support points well, transferring weight forwards and backwards and developing their balance. For target behaviour 3.1.1.3., for the study of moving from the crawling position into sitting, the individual is helped to move into the sitting position by being supported from the hips, trunk and arms when they need it.
Section 3.1 Crawling	3.1.2. Crawls.	3.1.2.1. Transfers weight onto their hands in the crawling position. 3.1.2.2. Transfers weight onto their knees in the crawling position. 3.1.2.3. Transfers weight onto their hands and knees consecutively in the crawling position. 3.1.2.4. Uses their right/left hand functionally in the crawling position. 3.1.2.5. Crawls reciprocally towards a target.	
Section 3.1 Crawling	3.1.3. Uses crawling functionally.	3.1.3.1. Crawls on different surfaces. 3.1.3.2. Goes up stepped surfaces by crawling. 3.1.3.3. Goes down stepped surfaces by crawling backwards. 3.1.3.4. Changes position by crawling towards a target in different environments.	
Section 3.2 Kneeling	3.2.1. Comes into the kneeling position from different positions.	3.2.1.1. Moves from the crawling position into the kneeling position by holding on. 3.2.1.2. Moves from the sitting position on the floor into the kneeling position by holding on.	

Section	Goals	Target Behaviours	Explanations
Section 3.2 Kneeling	3.2.2. Uses the kneeling position functionally.	3.2.2.1. Comes into the kneeling position independently. 3.2.2.2. In the kneeling position, the trunk, hip and knee are in a straight line. 3.2.2.3. Uses their hands purposefully in the kneeling position. 3.2.2.4. Makes reciprocal movement forwards while kneeling.	For target behaviour 3.2.2.4., during implementation the individual must be guided with appropriate auditory and visual stimuli. When the individual is ready, knee walking must be moved on to. It must be ensured that the hip is in line with the trunk.
Section 3.3 Transition to Standing	3.3.1. Comes into the half-kneeling position.	3.3.1.1. Comes from right kneeling into the half-kneeling position by taking support from their hands. 3.3.1.2. Comes from left kneeling into the half-kneeling position by taking support from their hands. 3.3.1.3. Comes from right kneeling into the half-kneeling position without taking support from their hands. 3.3.1.4. Comes from left kneeling into the half-kneeling position without taking support from their hands.	For target behaviours 3.3.1.1. and 3.3.1.2., in the studies of coming into the half-kneeling position by bringing one foot forward in the kneeling position, the individual must be enabled to take support in an appropriate manner.
Section 3.3 Transition to Standing	3.3.2. Moves forward on their hands and feet.	3.3.2.1. Places their hands on the floor in the squatting position. 3.3.2.2. Raises their hips off the floor until their knees are straight while their hands are on the floor in the squatting position. 3.3.2.3. Moves forward with the bear walk. 3.3.2.4. Moves from the floor into standing.	For target behaviour 3.3.2.3., the bear walk means the individual moving forward with their hands and feet on the floor and their hips raised off the floor, using the hands and feet simultaneously.

Module 4 — WALKING

4. Module Name	WALKING
4. Module Aim	It is aimed for individuals with physical disabilities to walk independently in social areas.
4. Sections in the Module	Supported Standing, Unsupported Standing, Supported Walking, Unsupported Walking

Section	Goals	Target Behaviours	Explanations
Section 4.1 Supported Standing	4.1.1. Stands upright by achieving trunk control in the supported standing position.	4.1.1.1. Maintains their position when placed in the supported standing position. 4.1.1.2. Moves into the standing position from a high surface with support. 4.1.1.3. Moves into the standing position from a low surface with support. 4.1.1.4. Stands up by moving from the kneeling position into the half-kneeling position with support.	For Section 4.1., during the studies the practitioner must facilitate the individual's achievement of the goal by using objects such as toys and visual and auditory materials. For Section 4.1., a detailed evaluation and observation must be carried out for the selection of appropriate support. The support to be selected must be appropriate to the individual's physical characteristics, functional level and special needs. The selected support or aid must, where necessary, be adapted to the individual and must allow use in daily life with additions and removals. For Section 4.1., if the individual uses any orthosis and/or assistive device, this must be taken into consideration while the IEP is being prepared.
Section 4.1 Supported Standing	4.1.2. Moves independently in the supported standing position.	4.1.2.1. Squats and stands up by taking support from their hands. 4.1.2.2. Transfers weight forwards, backwards and to the sides on both sides in the supported standing position. 4.1.2.3. Reaches in different directions by taking support from their hands or trunk. 4.1.2.4. Uses their hands functionally in the supported standing position. 4.1.2.5. Stands with support in different environments and on different surfaces. 4.1.2.6. Lifts their feet off the floor one by one while standing with support.	
Section 4.2 Unsupported Standing	4.2.1. Moves independently in the unsupported standing position.	4.2.1.1. Stands alone for 10 seconds after their hand is released. 4.2.1.2. Sits down in a controlled manner while standing. 4.2.1.3. Rolls prone and stands up without support. 4.2.1.4. Rolls prone, comes onto their hands and knees and stands up without support.	For Section 4.2., technological supports such as virtual reality, robotic devices and electromechanical equipment may be used to develop unsupported walking skills.

Section	Goals	Target Behaviours	Explanations
Section 4.3 Supported Walking	4.3.1. Moves in different directions by taking support from both hands.	4.3.1.1. Transfers weight by stepping sideways while taking support from both hands. 4.3.1.2. Transfers weight by stepping forwards and backwards while taking support from both hands. 4.3.1.3. Side-steps/walks sideways while taking support from both hands. 4.3.1.4. Walks forwards and backwards while taking support from both hands.	For goals 4.3.1. and 4.3.2., transitions between standing and weight-transfer activities must be worked on gradually. The stepping stage must not be moved on to before weight transfer and pre-walking skills have been acquired. For goals 4.3.1. and 4.3.2., before stepping, the balanced and rhythmical transfer of weight in different directions must be worked on. The stepping stage must not be moved on to before pre-stepping skills have been acquired. For Section 4.3., in order to maintain balance and prevent falling, the continuity of trunk control during stepping must definitely be ensured. For Section 4.3., emphasis must be placed on making arm and leg movements automatic and safe without the need for instructions and commands for independent walking.
Section 4.3 Supported Walking	4.3.2. Moves in different directions by taking support from one hand.	4.3.2.1. Transfers weight by stepping sideways while taking support from one hand. 4.3.2.2. Transfers weight by stepping forwards and backwards while taking support from one hand. 4.3.2.3. Side-steps/walks sideways while taking support from one hand. 4.3.2.4. Walks forwards and backwards while taking support from one hand.	For goal 4.3.3., walking skill must be developed in a way that is appropriate to the requirements of daily life, and at the end of the module it must be evaluated whether these skills can be performed safely in real environments. For goal 4.3.3., if the individual uses an orthosis and assistive device, this must be taken into consideration while the Individual Education Program is being prepared. For goal 4.3.3., the individual's reactions to the selected support or aid must be observed carefully; the use of the relevant tool and equipment must be taught visually to the individual and their relatives. The necessary measures must have been taken so that the individual can walk safely with support in their daily life with the selected support. For goal 4.3.3., the individual's supported walking skill must be developed in a way that is appropriate to the requirements of daily life; at the end of the module, whether these skills can be performed safely in real environments must be evaluated through the practitioner's own observation.
Section 4.4 Unsupported Walking	4.4.1. Takes steps in different directions by transferring body weight.	4.4.1.1. Takes a step forwards/backwards with the left leg by transferring body weight to the right side. 4.4.1.2. Takes a step forwards/backwards with the right leg by transferring body weight to the left side. 4.4.1.3. Takes a sideways step with the left leg by transferring body weight to the right side. 4.4.1.4. Takes a sideways step with the right leg by transferring body weight to the left side.	

Section	Goals	Target Behaviours	Explanations
Section 4.4 Unsupported Walking	4.4.2. Walks in different directions while maintaining their balance.	4.4.2.1. Walks a short distance in different directions with consecutive steps. 4.4.2.2. Walks a long distance in different directions with consecutive steps.	For target behaviour 4.4.2.1., short-distance walking must be at least 5 metres. For target behaviour 4.4.2.2., long-distance walking must be at least 20 metres. For goal 4.4.2., the course created is the arrangement set up to make it possible for the individual to walk in different directions appropriate to their developmental characteristics.
Section 4.4 Unsupported Walking	4.4.3. Walks on different surfaces.	4.4.3.1. Walks on hard surfaces. 4.4.3.2. Walks on soft surfaces.	
Section 4.4 Unsupported Walking	4.4.4. Walks in structured environments.	4.4.4.1. Walks on the courses created. 4.4.4.2. Walks by passing over obstacles.	For target behaviour 4.4.4.2., the individual is expected to walk without support by passing over obstacles varying between 5-15 cm in height.
Section 4.4 Unsupported Walking	4.4.5. Walks according to gait characteristics.	4.4.5.1. Performs heel-toe gait. 4.4.5.2. Walks by achieving balance and coordination with rhythmical arm and leg movements. 4.4.5.3. Walks while carrying objects of various sizes and weights with one/both hands.	For target behaviour 4.4.5.1., heel-toe gait describes the gait in which the step begins with the heel strike and ends with toe-off following contact of the sole. For target behaviour 4.4.5.2., since walking consists of rhythmical arm and leg movements, rhythmical arm and leg movements must be worked on together with stepping during training. For Section 4.4., technological supports such as virtual reality, robotic devices and electromechanical equipment may be used to develop unsupported walking skills.

Module 5 — ADVANCED LEVEL GROSS MOTOR SKILLS

5. Module Name	ADVANCED LEVEL GROSS MOTOR SKILLS
5. Module Aim	It is aimed for individuals with physical disabilities to display advanced level motor performance skills.
5. Sections in the Module	Going Up and Down Stairs, Gross Motor Performance

Section	Goals	Target Behaviours	Explanations
Section 5.1 Going Up and Down Stairs	5.1.1. Goes up stairs with support.	5.1.1.1. Holding the handrails on both sides, places their right foot on the upper step and goes up by bringing their left foot beside it. 5.1.1.2. Holding the handrails on both sides, places their left foot on the upper step and goes up by bringing their right foot beside it. 5.1.1.3. Holding the handrails on both sides, goes up by placing their feet one after the other on the next upper step. 5.1.1.4. Holding the handrail with one hand, places their right foot on the upper step and goes up by bringing their left foot beside it. 5.1.1.5. Holding the handrail with one hand, places their left foot on the upper step and goes up by bringing their right foot beside it. 5.1.1.6. Holding the handrail with one hand, goes up by placing their feet one after the other on the next upper step.	For target behaviours 5.1.1.6., 5.1.2.6., 5.1.3.3. and 5.1.4.3., the individual must perform stair descending/ascending activities in daily life with both extremities in a rhythmical and symmetrical manner. For Section 5.1., while studies to develop stair-climbing and stair-descending skills are being carried out, progress is made from the easiest stage towards the difficult, and the process steps of skill teaching (modelling, verbal and physical assistance) must be used. For Section 5.1., attention must be paid to ensuring the individual's balance and coordination when going up and down stairs. For Section 5.1., safety measures must be taken against situations such as loss of balance or slipping that may occur during stair-climbing and stair-descending studies. For Section 5.1., if the individual uses an orthosis and/or assistive device, stair-climbing and stair-descending training must be organised accordingly. For Section 5.1., the height, width or surface characteristics of the steps to be used during stair-climbing and stair-descending training must be selected in a way appropriate to the individual's condition. For Section 5.1., visual and auditory stimuli and signs that will facilitate the individual's work on the step must be used.

Section	Goals	Target Behaviours	Explanations
Section 5.1 Going Up and Down Stairs	5.1.2. Goes down stairs with support.	5.1.2.1. Holding the handrails on both sides, places their right foot on the lower step and goes down by bringing their left foot beside it. 5.1.2.2. Holding the handrails on both sides, places their left foot on the lower step and goes down by bringing their right foot beside it. 5.1.2.3. Holding the handrails on both sides, goes down by placing their feet one after the other on the next lower step. 5.1.2.4. Holding the handrail with one hand, places their right foot on the lower step and goes down by bringing their left foot beside it. 5.1.2.5. Holding the handrail with one hand, places their left foot on the lower step and goes down by bringing their right foot beside it. 5.1.2.6. Holding the handrail with one hand, goes down by placing their feet one after the other on the next lower step.	For Section 5.1., stair-climbing and stair-descending skills must be developed in a way that is appropriate to the requirements of daily life; at the end of the module, whether these skills can be performed safely in real environments must be evaluated.
Section 5.1 Going Up and Down Stairs	5.1.3. Goes down stairs without support.	5.1.3.1. Without holding on, places their right foot on the upper step and goes up by bringing their left foot beside it. 5.1.3.2. Without holding on, places their left foot on the upper step and goes up by bringing their right foot. 5.1.3.3. Without holding on, goes up by placing their feet one after the other on the next upper step.	
Section 5.1 Going Up and Down Stairs	5.1.4. Goes down stairs without support.	5.1.4.1. Without holding on, places their right foot on the lower step and goes down by bringing their left foot beside it. 5.1.4.2. Without holding on, places their left foot on the lower step and goes down by bringing their right foot beside it. 5.1.4.3. Without holding on, goes down by placing their feet one after the other on the next lower step.	
Section 5.2 Gross Motor Performance	5.2.1. Walks on a course prepared with objects of different shapes and sizes.	5.2.1.1. Walks forwards, backwards and sideways between two lines. 5.2.1.2. Walks forwards and sideways on a single line. 5.2.1.3. Walks fast in a controlled manner. 5.2.1.4. Makes a sudden full turn on command while walking fast. 5.2.1.5. Walks on objects of different shapes and sizes.	For target behaviour 5.2.1.1., while the study of walking between two lines is being carried out, the distance between the lines must be gradually narrowed in order to progress from the easy to the difficult.

Section	Goals	Target Behaviours	Explanations
Section 5.2 Gross Motor Performance	5.2.2. Jumps (in place).	5.2.2.1. Jumps in place on both feet. 5.2.2.2. Jumps in place on the right foot. 5.2.2.3. Jumps in place on the left foot. 5.2.2.4. Jumps on different surfaces.	
Section 5.2 Gross Motor Performance	5.2.3. Leaps.	5.2.3.1. Moves forward by leaping on both feet. 5.2.3.2. Moves backward by leaping on both feet. 5.2.3.3. Moves forward by leaping on the right foot. 5.2.3.4. Moves forward by leaping on the left foot. 5.2.3.5. Jumps down from steps of different heights. 5.2.3.6. Leaps over obstacles of different heights.	For target behaviours 5.2.3.1., 5.2.3.2., 5.2.3.3. and 5.2.3.4., the leaping skill must be repeated at least 5 times consecutively. For Section 5.2., while studies to develop advanced level gross motor skills are being carried out, progress is made from the easiest stage towards the difficult, and the process steps of skill teaching (modelling, verbal and physical assistance) must be used. For goal 5.2.3., in order to develop the individual's self-confidence, support from one hand must first be given during leaping studies. For Section 5.2., care must be taken to ensure that lines and different shapes are distinct enough to attract the individual's attention. For goal 5.2.3., measures must be taken to ensure the individual's safety during leaping studies.
Section 5.2 Gross Motor Performance	5.2.4. Moves on inclined surfaces.	5.2.4.1. Goes up a ramp with the assistive device they use. 5.2.4.2. Goes down a ramp with the assistive device they use. 5.2.4.3. Goes up a ramp sideways from the right/left. 5.2.4.4. Goes down a ramp sideways from the right/left. 5.2.4.5. Goes up a ramp. 5.2.4.6. Goes down a ramp. 5.2.4.7. Goes up a ramp backwards. 5.2.4.8. Goes down a ramp backwards.	For goal 5.2.4., attention must be paid to ensuring that the surface is not slippery during studies of going up and down ramps.

Module 6 — FINE MOTOR SKILLS

6. Module Name	FINE MOTOR SKILLS
6. Module Aim	It is aimed for individuals with physical disabilities to use their hands in activities appropriate to their age and developmental level.
6. Sections in the Module	Grasping and Releasing, Drawing Skills, Hand Skills and Hand-Eye Coordination

Section	Goals	Target Behaviours	Explanations
Section 6.1 Grasping and Releasing	6.1.1. Grasps and releases objects in different positions.	6.1.1.1. Reaches with their right hand while looking at the object. 6.1.1.2. Reaches with their left hand while looking at the object. 6.1.1.3. Grasps the object in the middle position by lifting the left wrist upwards. 6.1.1.4. Grasps the object in the middle position by lifting the right wrist upwards. 6.1.1.5. Grasps the object with their left hand at different elbow angles. 6.1.1.6. Releases the object voluntarily with their left hand at different elbow angles. 6.1.1.7. Grasps the object with their right hand at different elbow angles. 6.1.1.8. Releases the object voluntarily with their right hand at different elbow angles. 6.1.1.9. Grasps the object with their left hand at different shoulder heights. 6.1.1.10. Releases the object voluntarily with their left hand at different shoulder heights. 6.1.1.11. Grasps the object with their right hand at different shoulder heights. 6.1.1.12. Releases the object voluntarily with their right hand at different shoulder heights. 6.1.1.13. Uses their thumb in coordination with their other fingers. 6.1.4.14. Uses both hands together functionally in daily living activities.	For goal 6.1.1., what is meant by different positions is the shoulder, elbow and wrist. For goal 6.1.2., Supination: the position in which the palm faces upwards while the elbow is bent at 90° at the side of the trunk. For goal 6.1.2., Pronation: the position in which the palm faces downwards while the elbow is bent at 90° at the side of the trunk. For goals 6.1.1. and 6.1.4., what is meant in the first goal is grasping/releasing activities, while what is meant in the fourth goal is the use of grasping/releasing skills in daily living activities. For goal 6.1.1., the study of reaching, grasping and releasing must be carried out with brightly coloured objects and toys of various sizes and shapes. For Section 6.1., if reaching, grasping and releasing training is carried out on a table, the table and chair must be appropriate to the individual's body measurements. For Section 6.1., objects, tools and materials that will attract the individual's interest according to their age and needs must be used. For Section 6.1., while reaching, grasping and releasing training is being implemented, progress must first be made from the easiest stage towards the difficult, and the process steps of skill teaching (modelling, visual, auditory and physical assistance) must be used. For Section 6.1., in grasping training, the different grasp types—strong, medium and weak grasp forms—must be worked on using appropriate objects. For Section 6.1., if muscle tone is increased in the hand and arm, the tone must first be regulated and grasping and releasing studies must be carried out afterwards. For Section 6.1., attention must be paid to body alignment during training. For Section 6.1., in order to provide sensory stimulation during grasping training, it is important to use tools and materials covered with different surfaces (carpet, wool, plush, sandpaper, fabric, etc.). For Section 6.1., the grasping and releasing module may be implemented together with all modules of the gross motor development program.

Section	Goals	Target Behaviours	Explanations
Section 6.2 Drawing Skills	6.2.1. Performs basic drawing studies.	6.2.1.1. Scribbles randomly. 6.2.1.2. Holds the pencil and/or crayon appropriately. 6.2.1.3. Draws basic lines. 6.2.1.4. Completes the shape given with dashed lines by going over it. 6.2.1.5. Copies simple geometric shapes that have been drawn. 6.2.1.6. Completes the missing part of a simple picture by drawing it. 6.2.1.7. Makes two-dimensional drawings.	For target behaviour 6.2.1.2., the vertical/horizontal lines drawn must not deviate more than 30°. For Section 6.2., it is implemented in individuals who have at least reached the supported sitting position. For Section 6.2., technological supports such as virtual reality, robotic devices and electromechanical equipment may be used to develop upper extremity fine motor skills. For Section 6.2., the drawing skills module is implemented with individuals who have completed 36 months. For target behaviour 6.2.1.1., free scribbling with a pencil must be carried out at the beginning. For Section 6.2., in drawing studies, the individual must be taught that they need to hold the pencil with their thumb, index and middle fingers, and the skill of holding the pencil must be imparted. For Section 6.2., since it will be easier when starting drawing studies, brightly coloured, short and thicker crayons must be used. For Section 6.2., the individual's hand preference is important while drawing studies are being carried out. In individuals whose hand preference has not been determined, drawing may be done with both hands. Later, the individual must hold the pencil and carry out the drawing activity with their preferred hand. For Section 6.2., while drawing studies are being carried out, progress is made from the easiest stage towards the difficult, and the process steps of skill teaching (modelling, verbal and physical assistance) are used. For Section 6.2., beginning with the scribbling skill with a pencil, the individual must then be asked to draw vertical, horizontal, oblique lines and specific shapes. For Section 6.2., in individuals whose ability to hold a pencil has not fully developed, thickened pencils must be used or appropriate modifications must be made.
Section 6.2 Drawing Skills	6.2.2. Colours.	6.2.2.1. Colours limited areas. 6.2.2.2. Colours at different arm angles. 6.2.2.3. Colours two- and three-dimensional drawings.	

Section	Goals	Target Behaviours	Explanations
Section 6.3 Hand Skills and Hand-Eye Coordination	6.3.1. Performs hand-eye coordination skills.	6.3.1.1. Puts objects of different sizes into a box. 6.3.1.2. Takes objects of different sizes out of a box. 6.3.1.3. Lines objects up side by side. 6.3.1.4. Stacks objects on top of one another. 6.3.1.5. Makes simple products with modelling materials. 6.3.1.6. Inserts pegs into a pegboard. 6.3.1.7. Tears paper. 6.3.1.8. Turns the pages of a book. 6.3.1.9. Colours limited areas. 6.3.1.10. Follows over lines with a pencil. 6.3.1.11. Folds paper. 6.3.1.12. Joins objects together by establishing a part-whole relationship.	For target behaviour 6.3.1.10., they follow the line for at least 10 cm.
Section 6.3 Hand Skills and Hand-Eye Coordination	6.3.2. Performs preparatory skills for daily living activities.	6.3.2.1. Winds string onto a spool. 6.3.2.2. Threads objects with holes onto a string. 6.3.2.3. Presses telephone keys. 6.3.2.4. Opens a zip. 6.3.2.5. Closes a zip. 6.3.2.6. Turns on a tap. 6.3.2.7. Turns off a tap.	

Module 7 — SENSORY PERCEPTION MOTOR / SENSORY PROCESSING SKILLS

7. Module Name	SENSORY PERCEPTION MOTOR / SENSORY PROCESSING SKILLS
7. Module Aim	It is aimed for individuals with physical disabilities to give adaptive responses appropriate to interoceptive and exteroceptive sensory stimuli and to the environment in daily living activities.
7. Sections in the Module	Proprioceptive System, Vestibular System, Tactile System, Visual Perception

Section	Goals	Target Behaviours	Explanations
Section 7.1 Proprioceptive System	7.1.1. Is aware of their body while their eyes are open.	7.1.1.1. Is aware of their body position while their eyes are open. 7.1.1.2. Is aware of the body parts that are moved while their eyes are open. 7.1.1.3. Is aware of the form and direction of body movements while their eyes are open.	For Section 7.1., technological supports such as virtual reality, robotic devices and electromechanical equipment may be used to develop upper extremity fine motor skills. For goals 7.1.1. and 7.1.2., activities appropriate to the individual's developmental level that will increase their body awareness (jumping, pushing, pulling, etc.) and games (hopscotch, tug of war, wheelbarrow, etc.) may be preferred. For target behaviour 7.1.3.1., activities including prone standing and crawling positions appropriate to the individual's developmental level (riding a scooter in the prone position, climbing by crawling or passing over obstacles, etc.) may be selected.
Section 7.1 Proprioceptive System	7.1.2. Is aware of their body while their eyes are closed.	7.1.2.1. Is aware of their body position while their eyes are closed. 7.1.2.2. Is aware of the body parts that are moved while their eyes are closed. 7.1.2.3. Is aware of the form and direction of body movements with their eyes closed.	
Section 7.1 Proprioceptive System	7.1.3. Uses their body in resistance activities.	7.1.3.1. Transfers appropriate weight onto body parts in various positions. 7.1.3.2. Pushes heavy and large objects with their hands. 7.1.3.3. Pushes heavy and large objects with their feet. 7.1.3.4. Pulls heavy and large objects. 7.1.3.5. Climbs to the place indicated (wall bars, rope ladder, climbing wall, etc.). 7.1.3.6. Climbs down from the place indicated (wall bars, rope ladder, climbing wall, etc.). 7.1.3.7. Bounces/jumps on a trampoline. 7.1.3.8. Uses their body in activities performed with resistance bands and elastic equipment.	

Section	Goals	Target Behaviours	Explanations
Section 7.2 Vestibular System	7.2.1. Adapts to changes of environment, surface and stimulus in different positions.	7.2.1.1. Adapts to changes of environment, surface and stimulus in the supine position. 7.2.1.2. Adapts to changes of environment, surface and stimulus in the prone position. 7.2.1.3. Adapts to changes of environment, surface and stimulus in different sitting positions. 7.2.1.4. Adapts to changes of environment, surface and stimulus in the crawling position. 7.2.1.5. Adapts to changes of environment, surface and stimulus in the kneeling position. 7.2.1.6. Maintains their balance in the standing position while their eyes are closed. 7.2.1.7. Adapts to rotational stimuli. 7.2.1.8. Gives an appropriate bodily response to auditory, visual and physical stimuli while swinging on different types of swings.	For goal 7.2.1., adaptation from a motor point of view: the individual is expected to produce righting, balance and protective reactions appropriate to their developmental level. For goal 7.2.1., sensory and behavioural adaptation: the individual is expected not to display a vestibular hypersensitive and hyposensitive response. For goal 7.2.1., a roll, swing, soft surface, inclined surface, etc. may be used for changes of environment, stimulus and surface. For target behaviour 7.2.1.7., in order to give a rotational stimulus, the individual may be rotated around themselves or on a swing. After the rotation, or immediately following the rotation, they are expected to adapt to the selected activity.
Section 7.3 Tactile System	7.3.1. Gives an appropriate response to tactile stimuli.	7.3.1.1. Shows/says the body part that is touched while their eyes are open. 7.3.1.2. Shows/says the body part that is touched while their eyes are closed. 7.3.1.3. Touches objects of different textures or properties with an appropriate level of response. 7.3.1.4. Recognises objects by touching while their eyes are open. 7.3.1.5. Recognises objects by touching while their eyes are closed. 7.3.1.6. Gives an appropriate response while walking on surfaces of different textures.	For target behaviour 7.3.1.3., an inappropriate response level may be seen in two forms. These are: a. Hyposensitive Response (Decreased Sensitivity): Individuals with tactile hyposensitivity may show an excessive desire to touch structures of different textures and may not be disturbed by increased tactile stimuli. For example, an individual with oral hyposensitivity constantly prefers to put objects in their mouth. b. Hypersensitive Response (Excessive Sensitivity): Individuals with tactile hypersensitivity may be disturbed by tactile stimuli that others do not notice and may show an increased reaction. For example, the individual does not want to touch a plush toy held out to them.
Section 7.3 Tactile System	7.3.2. Discriminates tactile stimuli while their eyes are closed.	7.3.2.1. Shows/says objects with different surfaces. 7.3.2.2. Discriminates objects by touch according to their temperature. 7.3.2.3. Discriminates objects according to their vibration. 7.3.2.4. Discriminates objects according to their weight.	For goal 7.3.2., the object is introduced to the individual while their eyes are open. The training is continued with the eyes closed.

Section	Goals	Target Behaviours	Explanations
Section 7.4 Visual Perception	7.4.1. Focuses on the stimulus presented.	7.4.1.1. Makes eye contact. 7.4.1.2. Looks attentively at a visual stimulus of a different shape. 7.4.1.3. Looks attentively at a visual stimulus of a different colour. 7.4.1.4. Looks attentively at a visual stimulus at close distance. 7.4.1.5. Looks attentively at a visual stimulus at a far distance.	For target behaviour 7.4.4.1., activities such as descending stairs, passing over an obstacle without hitting it, and grasping an object held out with appropriate speed, force and movement pattern may be used.
Section 7.4 Visual Perception	7.4.2. Follows a visual stimulus.	7.4.2.1. Follows a moving visual stimulus appropriately with head movements. 7.4.2.2. Follows a moving visual stimulus appropriately with eye movements.	
Section 7.4 Visual Perception	7.4.3. Discriminates a visual stimulus.	7.4.3.1. Discriminates a lighted stimulus. 7.4.3.2. Discriminates a stimulus of a contrasting colour. 7.4.3.3. Discriminates a stimulus of a different colour. 7.4.3.4. Discriminates shapes drawn on top of one another. 7.4.3.5. Discriminates the visual differences of objects and shapes.	

Module 8 — DAILY LIVING ACTIVITIES

8. Module Name	DAILY LIVING ACTIVITIES
8. Module Aim	It is aimed for individuals with physical disabilities to move independently at home in daily life and to perform dressing/undressing and eating/drinking activities independently.
8. Sections in the Module	Independence at Home, Personal Care Activities, Undressing, Dressing, Opening/Closing Clothing Fasteners, Eating and Drinking Activities

Section	Goals	Target Behaviours	Explanations
Section 8.1 Independence at Home	8.1.1. Moves independently at home.	8.1.1.1. Opens the door handle by taking support from their trunk. 8.1.1.2. Closes the door handle by taking support from their trunk. 8.1.1.3. Opens the door handle using both hands. 8.1.1.4. Closes the door handle using both hands. 8.1.1.5. Opens the door handle using one hand. 8.1.1.6. Closes the door handle using one hand. 8.1.1.7. Opens a turning door handle by turning it. 8.1.1.8. Opens a sliding cupboard. 8.1.1.9. Closes a sliding cupboard. 8.1.1.10. Opens a drawer. 8.1.1.11. Closes a drawer. 8.1.1.12. Opens a cupboard. 8.1.1.13. Closes a cupboard.	The individual is expected to achieve the goals and target behaviours in Section 8.1. independently. If they use a self-help aid such as a walker, Canadian crutch or tripod, performing the relevant target behaviours is accepted as independent. In the evaluation, if there is no environment in which to observe the target behaviours, information may be obtained from the family.
Section 8.2 Personal Care Activities	8.2.1. Performs personal care activities.	8.2.1.1. Turns on a tap that moves up and down. 8.2.1.2. Turns off a tap that moves up and down. 8.2.1.3. Turns on a tap with a rotating head. 8.2.1.4. Turns off a tap with a rotating head. 8.2.1.5. Washes their hands. 8.2.1.6. Dries their hands. 8.2.1.7. Washes their face. 8.2.1.8. Dries their face. 8.2.1.9. Brushes their teeth. 8.2.1.10. Combs their hair.	

Section	Goals	Target Behaviours	Explanations
Section 8.3 Undressing	8.3.1. Takes off their clothes.	8.3.1.1. Takes off their socks. 8.3.1.2. Takes off trousers. 8.3.1.3. Takes off their jumper. 8.3.1.4. Takes off their T-shirt. 8.3.1.5. Takes off their skirt. 8.3.1.6. Takes off their cardigan. 8.3.1.7. Takes off their jacket. 8.3.1.8. Takes off their waistcoat. 8.3.1.9. Takes off their sweater. 8.3.1.10. Takes off their parka/overcoat/winter coat. 8.3.1.11. Takes off their shoes/boots/wellingtons. 8.3.1.12. Takes off their hat. 8.3.1.13. Takes off their gloves. 8.3.1.14. Takes off their scarf. 8.3.1.15. Takes off their vest. 8.3.1.16. Takes off their underwear. 8.3.1.17. Takes off tights. 8.3.1.18. Takes off a dress.	For Section 8.3., the necessary arrangements must be made taking the individual's privacy into consideration in the teaching of undressing and dressing activities. For target behaviour 8.3.1.2., when working on trouser/skirt taking-off and putting-on activities, teaching must begin with elasticated trousers/skirts and then work must be carried out with trousers/skirts with zips and buttons. For target behaviour 8.3.1.10., since taking off and putting on a parka, overcoat and winter coat show similar characteristics, they have been addressed together as a target behaviour. The teaching process must be planned according to the garment the individual uses.
Section 8.4 Dressing	8.4.1. Puts on their clothes.	8.4.1.1. Puts on their socks. 8.4.1.2. Puts on their trousers. 8.4.1.3. Puts on their jumper. 8.4.1.4. Puts on their T-shirt. 8.4.1.5. Puts on their skirt. 8.4.1.6. Puts on their cardigan. 8.4.1.7. Puts on their jacket. 8.4.1.8. Puts on their waistcoat. 8.4.1.9. Puts on their sweater. 8.4.1.10. Puts on their parka/overcoat/winter coat. 8.4.1.11. Puts on their shoes/boots/wellingtons. 8.4.1.12. Puts on their hat. 8.4.1.13. Puts on their gloves. 8.4.1.14. Puts on their scarf. 8.4.1.15. Puts on their vest. 8.4.1.16. Puts on their underwear. 8.4.1.17. Puts on tights. 8.4.1.18. Puts on a dress.	For Section 8.4., cooperation with the family must be carried out so that the acquisition, fluency, retention and generalisability of dressing activities can be ensured. For Section 8.4., cooperation with the family must be carried out so that the acquisition, fluency, retention and generalisability of dressing activities can be ensured.

Section	Goals	Target Behaviours	Explanations
Section 8.5 Opening/Closing Clothing Fasteners	8.5.1. Opens the fasteners on their clothes.	8.5.1.1. Opens a snap fastener. 8.5.1.2. Opens a hook-and-loop (Velcro) fastener. 8.5.1.3. Opens a zip. 8.5.1.4. Undoes a button. 8.5.1.5. Opens a hook and eye. 8.5.1.6. Opens a clip. 8.5.1.7. Unties a lace.	
Section 8.5 Opening/Closing Clothing Fasteners	8.5.2. Closes the fasteners on their clothes.	8.5.2.1. Closes a snap fastener. 8.5.2.2. Closes a hook-and-loop (Velcro) fastener. 8.5.2.3. Closes a zip. 8.5.2.4. Does up a button. 8.5.2.5. Closes a hook and eye. 8.5.2.6. Closes a clip. 8.5.2.7. Ties a lace.	
Section 8.6 Eating and Drinking Activities	8.6.1. Eats using a fork/spoon/knife.	8.6.1.1. Eats using their fingers. 8.6.1.2. Eats using a fork. 8.6.1.3. Eats using a spoon. 8.6.1.4. Eats using a fork and knife together.	For Section 8.6., a feeding position appropriate to the individual's developmental level must be provided. For Section 8.6., a feeding position appropriate to the individual's developmental level must be provided. For Section 8.6., the selection of food and drink of different consistencies must be provided specifically for the individual. For Section 8.6., in individuals in whom oral sensitivity and oral motor problems are observed, the use of oral motor stimuli must be taken into consideration. For Section 8.6., while eating activities are being worked on, teaching must be planned taking into consideration the time period in which the individual comes to the education centre. For Section 8.6., the teaching of eating activities must begin with the food and drinks the individual likes, and the individual must be motivated by being offered choices in the materials to be used.
Section 8.6 Eating and Drinking Activities	8.6.2. Drinks liquid from a straw/glass/bottle/carton.	8.6.2.1. Drinks liquid using a straw. 8.6.2.2. Drinks liquid from a glass. 8.6.2.3. Drinks liquid from a bottle. 8.6.2.4. Drinks liquid from a carton.	

ANNEXES

CRITERION-REFERENCED TEST (CRT) — ANNEX-1

Name and Surname of the Individual: _____

Academic Year: _____/_____

Module Name: _____ Section No: _____

Name of the Teacher: _____

Date: _____

Initial eval.: ____/____/____ Interim eval.: ____/____/____ Final eval.: ____/____/____

Target Behaviours	Materials/Questions	Instruction	Criterion	Yes/No		
				Initial eval.	Interim eval.	Final eval.
1.						
2.						
3.						
4.						
5.						
6.						
7.						

eval.: evaluation

CHECKLIST — ANNEX-2

Name and Surname of the Individual: _____

Name of the Teacher: _____

Academic Year: _____ / _____

Date: _____

Module Name: _____ Section No: _____

Initial eval.: ____/____/____ Interim eval.: ____/____/____ Final eval.: ____/____/____

Target Behaviours	Materials/Questions	Initial eval.	Interim eval.	Final eval.	Explanations
		Yes (+)/No (-)	Yes (+)/No (-)	Yes (+)/No (-)	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

eval.: evaluation

RUBRIC — ANNEX-3

Name and Surname of the Individual: _____

Start and End Date of Education: ____/____/____

Module - Section Name: ____/____/____

Evaluation Date: ____/____/____

Goal/Target Behaviour: _____

Criteria	Performance Level and Definitions		
	Insufficient (3)	Fair (2)	Good (1)

Note: It may be prepared with 3, 4 or 5 levels according to the skill to be measured.

PERFORMANCE RECORD FORM — ANNEX-4

Name and Surname of the Individual: _____

Name of the Teacher: _____

Initial Evaluation Date: ____/____/____

Final Evaluation Date: ____/____/____

Sections	Goals	Evaluation	Target Behaviour Number														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Section 1.1	Goal 1.1.1	Initial	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
		Final	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
	Goal 1.1.2	Initial	x	x	x	x	x										
		Final	+	+	+	+	+										
	Goal 1.1.3	Initial	x	x	x	x	x	x	x	x							
		Final	+	+	+	+	+	+	+								
Section 2.1	Goal 2.1.1	Initial	x	x	x	x	x	x	x	x	x	x					
		Final	+	+	+	+	+	+	+	+							
	Goal 2.1.2	Initial	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Final	+	+	+	+	+	+	+	+	+	+	+	+			
Section 3.1	Goal 3.1.1	Initial	x	x	x												
		Final	+	+	+												
	Goal 3.1.2	Initial	x	x													
		Final	+	+													
	Goal 3.1.3	Initial	x	x													
		Final	+	+													

Note: The Performance Record Form is filled in separately at the beginning and at the end of the teaching process for each module.

x: Target behaviour aimed to be achieved

+: Target behaviour achieved

IEP PROGRESS MONITORING SUMMARY FORM — ANNEX-5

Name and Surname of the Individual: _____

Name of the Teacher: _____

Academic Year: _____/_____/_____

Initial Evaluation Date: ____/____/____

Final Evaluation Date: ____/____/____

Modules	Sections in the Module	Goals in the IEP	Target Behaviours Achieved	Target Behaviours Aimed to Be Taught	Target Behaviours Worked On	Target Behaviours Not Achieved	Reasons for Non-Achievement	Recommendations
Module 1 (Module Name)	Section 1.1 (Section Name)	Goal 1.1.1						
		Goal 1.1.2						
		Goal 1.1.3						
		Goal 1.1.4						
	Section 1.2 (Section Name)	Goal 1.2.1						
		Goal 1.2.2						
Module 2 (Module Name)	Section 2.1 (Section Name)	Goal 2.1.1						
		Goal 2.1.2						

Note: The IEP Progress Monitoring Summary Form is filled in on the basis of the data obtained from the evaluations made during the implementation of the IEP, during teaching and at the end of teaching. The data in this form are taken into account for the rough evaluations to be made in the following academic year.

PORTFOLIO CHECKLIST — ANNEX-6

This form has been prepared in order to check the content of the portfolios prepared by individuals after they have completed any module or at the end of the academic year, before the portfolios are sent to the GRC. It has also been prepared in order to give information at the beginning of the education and teaching process about what should be included in the content of the portfolios to be prepared. When the portfolio is submitted, the following products/studies will first be checked by the private teaching institution, and when the file arrives at the GRC, it will be checked by the GRC and the relevant columns will be filled in.

Name and Surname of the Individual: _____

Date: ____/____/____

Academic Year: ____/____

Name of the Module: _____

Studies/Products	Private Teaching Institution	Guidance and Research Centre (GRC)
	Explanation	Explanation
The individual's IEP		
IndTP (Individual Teaching Program)		
IEP Progress Monitoring Summary Form (2 copies)		
Performance Record Forms		
IndTP Sample		
Sample Progress Monitoring Record Form		
Sample Progress Monitoring Graph		
Sample Measurement Tools (Tests)		
Samples of Homework Done During the Teaching Process		
Samples of Worksheets Done by the Individual During the Teaching Process		
Audio Recording and Video Samples Containing the Individual's Studies (May be included if permission is obtained from the family)		

PORTFOLIO RUBRIC — ANNEX-7

Name and Surname of the Individual: _____

Evaluation Date: ____/____/____

Date of Starting Education: ____/____/____

Name of the Module: _____

EXPLANATION: This tool has been prepared in order to evaluate the portfolios in which the various products prepared by our individuals according to the relevant module or modules during the academic year and the various measurement tools applied by teachers for teaching and development are brought together. In scoring the individual portfolios prepared, please examine each of the following criteria separately.

Criterion	Needs Improvement (1)	Fair (2)	Good (3)	Very Good (4)
Content	Almost none of the studies that should be included within the scope of Section 1, Section 2 and Section 3 of the portfolio are present. Only the individual's IEP is available. Record forms and/or development graphs showing the individual's development are also not included.	The individual's IEP and Performance Record Form within the scope of Section 1 of the portfolio are present. The studies that should be included within the scope of Section 2 and Section 3 are not included. Record forms and/or development graphs showing the individual's development are partly present but give very superficial information.	An important part of the studies that should be included within the scope of Section 1, Section 2 and Section 3 of the portfolio is present. The sample products match the information in the performance record form, and record forms and/or development graphs showing the individual's development are included.	All of the studies that should be included within the scope of Section 1, Section 2 and Section 3 of the portfolio are present. The sample products match the information in the performance record form, and record forms and/or development graphs showing the individual's development are included.
State of Achievement of the Goals	When the products, forms and performance record form in the portfolio are examined, it is seen that none of the goals set before teaching have been achieved, or that only one or two of them have been achieved.	When the products, forms, performance record form, etc. in the portfolio are examined, it is seen that approximately half of the goals set before teaching have been achieved.	When the products, forms, performance record form, etc. in the portfolio are examined, it is seen that an important part of the goals set before teaching has been achieved.	When the products, performance record forms, etc. in the portfolio are examined, it is seen that the goals set before teaching have been fully achieved.
Measurement Tools	The measurement tools included in the portfolio as examples generally do not match the individual's goals and the target behaviours in the modules. In addition, they need to be improved technically (the characteristics and variety they should have) and in terms of quality (content).	The measurement tools included in the portfolio as examples generally match the individual's goals and the target behaviours in the modules. However, they need to be improved in terms of quality (in terms of content).	Although the measurement tools included in the portfolio as examples match the individual's goals and the target behaviours in the modules, they need to be improved a little more technically (the characteristics and variety they should have).	The measurement tools included in the portfolio as examples have been prepared appropriately in terms of broad scope, number of questions, technique, etc. so as to measure the individual's goals and the target behaviours in the modules.
Reporting Development	There is no tool in the portfolio reflecting the individual's development process.	The sample record charts/graphs presented in the portfolio do not reflect the individual's development process. Or they are not fully related to the goals.	Although the sample record charts/graphs presented in the portfolio generally reflect the individual's development process, they do not give detailed information.	The sample record charts/graphs presented in the portfolio give detailed information about the individual's performance.

Criterion	Needs Improvement (1)	Fair (2)	Good (3)	Very Good (4)
Variety of Products	Only one type of example from the studies carried out for the individual's goals is given in the portfolio.	Examples of two or three types from the studies carried out for the individual's goals are also included in the portfolio.	Examples of two or three types from the studies carried out for the individual's goals are also included in the portfolio. The number of examples specific to the type is also at a sufficient level.	Various examples from the studies carried out for the individual's goals (test samples, worksheets, videos, audio recordings, homework, activities) are presented in the portfolio. The examples presented are both sufficient in number and reflect the individual's different characteristics in terms of quality.
Order	The documents and products in the portfolio have been filed randomly without conforming to Section 1, Section 2 and Section 3. The file appears quite disorganised.	The documents and products in the portfolio conform to Section 1, but the other sections have been filed in a mixed manner.	The documents and products in the portfolio have been filed appropriately according to Section 1 and Section 2 and are generally organised.	The documents and products in the portfolio have been filed in accordance with Section 1, Section 2 and Section 3. The file is very good in terms of order.

Strengths of the File:	
Aspects of the File That Need to Be Developed:	

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH PHYSICAL DISABILITIES