



SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH SPEECH AND LANGUAGE DISORDERS

Ministry of National Education
Directorate General for Special Education and Guidance Services

Full translation of the Turkish original; all tables have been preserved.

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS

WITH SPEECH AND LANGUAGE DISORDERS

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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 order to achieve the aims of the education programs they attend at every type and level of educational setting. To this end, individual and group education opportunities shall be provided. For individuals of compulsory schooling age requiring special education who are not in a position to attend any educational institution, education programs aimed at developing basic life skills and meeting learning needs shall be implemented regardless of the degree to which they are affected by the disability." With this article, the foundation of support education services was laid. The aim of the support education programs is to support individuals, without any age limit, in sustaining their lives independently, in their developmental areas and in academic skills, and to provide services to both families and individuals for rehabilitation purposes. Many changes occurring in the field of special education have created the need to redevelop the support education programs currently in use. In this context, while the support education programs were being redeveloped with the broad participation of academics and teachers in an individual-centred manner that guides the teacher, in the light of new methods and techniques and of developments in the field of special education, the following processes were followed:

The curricula of different countries, renewed and updated in recent years for similar reasons, were examined, Academic studies on special education and support education programs were reviewed, The relevant legislation, primarily our Constitution, was examined, Focus group meetings were held in which the views of teachers and specialists working in special education and rehabilitation centres and serving in guidance and research centres were obtained regarding the content and implementation of the support education programs, Four separate workshops of approximately four days each, attended by all those concerned, were organised for the structuring and preparation of the support education programs and the evaluation of the process. In line with all these studies, all views, suggestions, criticisms and expectations were evaluated by working groups composed of specialist personnel, teachers and academics from the relevant units of the Ministry of National Education. In line with the findings, the support education programs were reviewed, updated and renewed.

2. Aims of 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 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 development, taking their individual developmental processes into account 2. To equip individuals with special needs with the basic academic skills they will need in daily life 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 moral 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 sustain their lives independently

3. Perspective of Support Education Programs

The fundamental aim of our education system is to equip the individual with knowledge, skills and behaviours integrated with our values and competences. While knowledge, skills and behaviours are imparted through curricula, our values and competences establish the coherence among this knowledge, these skills and these behaviours. Values are the essential heritage that has reached the present day from the national and moral sources of society and will be passed on to the future. Competences, on the other hand, are the transfer of this heritage into life. In this respect, values and competences, inseparable from one another, are addressed together with the knowledge, skills and behaviours imparted through learning and teaching processes and thus constitute the perspective of the program.

a. Our Values

Values are the shared ideas, aims, basic moral principles or beliefs accepted as right and necessary by the majority of the members of a social group or society in order to establish 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 fundamental aims of values education is to enable individuals to develop a healthy, consistent and balanced personality. Values play an important role in shaping people's attitudes and behaviours. The education system is not merely a

structure that is academically successful and imparts certain predetermined knowledge, skills and behaviours. Raising individuals who have adopted core values is the essential duty of the education system; educational 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 education program that also encompasses the curricula. The education program is formed by taking into account all elements of the education system, such as curricula, learning-teaching environments, educational tools and materials, extracurricular activities and legislation. In the support education programs, the development of the ten root values envisaged by the Ministry of National Education for education programs is targeted. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness.

The values in question will be addressed in learning and teaching processes both on their own, together with the sub-values related to them, and together with the other root values. In the Support Education Program for Individuals With Speech and Language Disorders, the development of these ten root values and their related sub-values is targeted.

In the support education programs too, with this understanding, our values have not been regarded as a separate program or learning area, unit, topic, section, etc. On the contrary, our values, which are the ultimate purpose and spirit of the entire educational process, are 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 within competences. Competences, the range of skills individuals will need in their personal, social, academic and working lives at both national and international level, have been determined in the Turkish Qualifications Framework (TQF). Eight key competences have been determined 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, initiative-taking 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 competences addressed in the Support Education Program for Individuals With Speech and Language Disorders are explained below together with their definitions: 1) Communication in the mother tongue: Expressing and interpreting concepts, thoughts, opinions, feelings and facts both orally and in writing (listening, speaking, reading and writing); and engaging in linguistic interaction in an appropriate and creative way in every kind of social and cultural context such as education and training, the workplace, home and leisure. In the Support Education Program for Individuals With Speech and Language Disorders, communication in the mother tongue is addressed in the Language Module.

2) Cultural awareness and expression: Appreciation of the importance of the creative expression of opinions, experiences and feelings through a range of media, including music, performing arts, literature and the visual arts. In the Support Education Program for Individuals With Speech and Language Disorders, the support of this competence is targeted in the Language and Acquired Language Modules.

4. Structure of Support Education Programs

A modular approach has been adopted in the support education programs. A module literally means a divisible part of a whole. In other words, it is a small unit that has meaningful integrity within itself. In this context, a module is a written material containing the definition and aims of the relevant module, the activities 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 teaching experiences that are based on individual instruction, have a beginning and an end, display integrity within themselves and are arranged within a systematic framework. The support modules have been prepared with an internally coherent structure that functionally complements one another so as to enable the preparation and implementation of the individualised education program. The goals contained in the modules consist of the knowledge, skills and attitudes to be imparted to the individual. In addition to guiding the practitioner, the modules bring a standard to the education to be delivered by special education and rehabilitation centres and also facilitate the measurement and assessment process. In planning instruction with the modules, individual instruction is taken as the basis as far as possible. In determining the aims of modular education programs, the characteristics of the individual, society and the subject area are taken into account. Preparing a program that is appropriate to the level of individuals with special needs, meets the needs of society and in which topics are updated in line with scientific and technological developments has been adopted as a principle. The support education programs consist of various modules that enable the targeted aims to be achieved and of sections relating 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 the individuals in practice in order to reach the goals are included. The explanations may relate to sub-dimensions of the program such as the nature of the goal, prerequisite learning, teaching method, materials and measurement. Modules consist of sections within themselves. The sections contained in the modules have been addressed as linear and spiral approaches according to the characteristics of the areas. In this sense, the support education programs are linear, because within some modules there are sections in which gradual progression and prerequisite learning are compulsory. That is, one cannot move on to the next goal before a goal has been achieved. Some modules, on the other hand, have a spiral character in terms of their content approach, because the sections within the modules can at times expand in scope and be repeated at different times.

In conclusion, the support education modules consist of sections that are individual-oriented, structured around clearly stated goals, internally coherent and enable the assessment of individual performance. Moreover, each of the support education modules, which are oriented towards individual learning, covers a specific skill and/or body of knowledge. The support education modules that have been prepared have the characteristic of taking the individual's interests, wishes and abilities into account, bringing a different understanding to educational practice and providing the opportunity to move between modules. The modules give teachers the opportunity for continuous assessment throughout the teaching process. The assessments have been constructed from facts selected from real settings or from the solution of problems.

Codes

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

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 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 individual's needs are determined in advance and the program is prepared accordingly. The program content consists of shared 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 individual's interests and needs 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 within school life and 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 capabilities in implementing the program are extremely important. In learner- and experience-centred programs, the individual's performance level, characteristics and learning styles must be taken into account when planning the learning and teaching process. Taking into account the individual's current and future educational requirements and including behaviours oriented towards the knowledge, skills and attitudes that the educational needs to be determined will require has been the focal point of the support education programs. Modular curricula have been prepared so as to support lifelong learning based on individual-centred active learning, with the teaching methods, strategies and techniques recommended in practice and individual performance assessments. In addition, 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 "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, organising the learning-teaching process and assessing achievement, that individual's readiness and cognitive, social and physical characteristics may differ. For this reason, individual differences (current performance, readiness levels, learning styles and needs, socio-cultural differences, etc.) must be taken into account when planning the learning-teaching process. In line with these explanations, an IEP must be prepared for the individual. Appropriate strategies, methods, tools and materials must be selected in the learning and teaching process. The activities to be included in the learning and teaching process must be 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. Care must be taken to ensure that the language used in the work and the activities implemented are appropriate to the individual's age and developmental characteristics. Appropriate settings 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 in learning require different methods and techniques compared with typically learning individuals. Multisensory teaching methods and techniques must be used in the curricula.

B. Support Education Program for Individuals With Speech and Language Disorders

1. General Aim of the Support Education Program for Individuals With Speech and Language Disorders

With this program, it is aimed that individuals with speech and language disorders: 1. Develop speech fluency 2. Develop receptive and expressive language and communication skills 3. Develop speech sound disorder (articulation) and phonological skills 4. Develop the motor skills required for intelligible speech 5. Acquire appropriate speech resonance 6. Acquire voice characteristics appropriate to age, gender and culture.

2. Structure of the Support Education Program for Individuals With Speech and Language Disorders

The Support Education Program for Individuals With Speech and Language Disorders consists of seven modules. These modules are shown in the diagram below.

Program Modules and Sections

Module	Sections in the Module
FLUENT SPEECH It is aimed to eliminate the blocks, repetitions, prolongations and abnormal	Stuttering, Cluttering Goals Explanations Target Behaviours
LANGUAGE	Prelinguistic Period, Linguistic Period Goals Explanations Target Behaviours
ACQUIRED LANGUAGE	Aphasia, Cognitive-Communication Disorder Goals Explanations Target Behaviours
SPEECH SOUND	Speech Sound Disorder (Articulation) and Phonology, Childhood Apraxia of Speech Goals Explanations Target Behaviours
MOTOR SPEECH It is to enable individuals with speech and language disorders to plan the movements necessary for the appropriate phonetic and prosodic structure of speech	Dysarthria, Apraxia Goals Explanations Target Behaviours
RESONANCE In individuals with speech and language disorders, phoneme-specific nasal emission and compensatory speech	Phoneme-Specific Nasal Emission, Compensatory Speech Sound Disorder (Articulation) Due to Hypernasality Goals Explanations Target Behaviours
VOICE It is aimed that individuals with speech and language disorders can use their voice quality, pitch and loudness similarly to individuals of similar age, gender, cultural	Respiration, Phonation Goals Explanations Target Behaviours

Modules, Sections and Lesson Hours

Module	Sections in the Module	Total
Fluent Speech	1. Stuttering 45 lesson hours 2. Cluttering 45 lesson hours	Total: 90 lesson hours
Language	1. Prelinguistic Period 125 lesson hours 2. Linguistic Period 125 lesson hours	Total: 250 lesson hours
Acquired Language	1. Aphasia 75 lesson hours 2. Cognitive-Communication Disorder 75 lesson hours	Total: 150 lesson hours
Speech Sound	1. Speech Sound Disorder (Articulation) and Phonology 50 lesson hours 2. Childhood Apraxia of Speech 50 lesson hours	Total: 100 lesson hours
Motor Speech 1. Dysarthria 40 lesson hours 2. Apraxia 35 lesson hours		Total: 75 lesson hours
Resonance	1. Phoneme Specific Nasal Emission 25 lesson hours 2. Compensatory Speech Sound Disorder (Articulation) Due to Hypernasality 25 lesson hours	Total: 50 lesson hours

Module	Sections in the Module	Total
Voice	1. Respiration 25 lesson hours 2. Phonation 25 lesson hours	Total: 50 lesson hours

7 Modules Total 765 lesson hours

NOTE: Pursuant to paragraph 3 of Article 31 of the Ministry of National Education Regulation on Special Education Institutions, module repetition may be recommended on a one-off basis.

3. Teaching-Learning Process of the Support Education Program for Individuals With Speech and Language Disorders

The implementation characteristics of some of the intervention methods that may be used to achieve the target behaviours contained in the program are explained below. In the “Fluent Speech” module, various direct or indirect intervention approaches such as fluency shaping, the Lidcombe Early Stuttering Intervention Program, stuttering modification, and environmental and behavioural regulation may be used to develop individuals’ fluent speech, to control the disfluency experienced and to reduce negative attitudes held about fluency. In the “Language” module, natural language teaching methods, behavioural intervention methods (discrete trial teaching, functional communication training, incidental teaching, the Lovaas method), clinician-centred, case-centred and hybrid approaches, family- and peer-mediated methods, and communication-based methods may be used to develop individuals’ receptive and expressive language skills. In the “Acquired Language” module, some of the methods to be used so that individuals can communicate effectively in daily life by using their communication skills for understanding and expressing language are as follows: traditional methods (stimulation approach, thematic stimulation approach, melodic intonation approach, etc.), the psychoneurolinguistic approach, disorder-specific approaches (HELPSS, ORLA, RET, Semantic Feature Analysis, etc.) and communication-supporting approaches (VAT, PACE, Conversation Partner Training, etc.). In the “Speech Sound” module, the behavioural approach, the traditional approach and phonological approaches (minimal pair approach, cycles approach, etc.) may be used so that individuals can develop intelligible speech skills by discriminating speech sounds and producing them correctly, consistently and in accordance with the phonological characteristics of the language. In the “Motor Speech” module, compensatory approaches and restorative approaches may be used so that individuals can plan the movements required for appropriate phonetic and prosodic structure while speaking and consistently achieve respiration, phonation and resonance with sufficiently strong muscle tension. In the “Resonance” module, behavioural therapy methods, in which visual, verbal and tactile cues may also be used, may be employed in order to eliminate phoneme specific nasal emission and compensatory speech sound disorder errors due to hypernasality, so that speech sounds are produced correctly and used intelligibly in daily life. In the “Voice” module, vocal hygiene, vocal function exercises, resonant voice therapy and semi-occluded vocal tract exercises may be used so that the individual uses voice quality, pitch and loudness similarly to individuals of similar age, gender, cultural background and geographical location and appropriately for communication.

4. Measurement and Assessment in the Support Education Program for Individuals With Speech and Language Disorders

Individuals in need of special education learn more easily when different and multiple learning techniques are used and practices appealing to more than one sense are carried out in the learning process. The type and degree of disability, the time of onset of the disability, the services provided and the individual characteristics of each individual affected by a disability differ from one another. Accordingly, their learning levels also differ considerably from one another. For this reason, an Individualised Education Program (IEP) must be prepared in accordance with each individual’s individual characteristics. The IEP is a written document developed to meet the educational requirements of the individual affected by a disability in appropriate educational settings 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 so that the special education service to be delivered is organised in accordance with the individual’s

requirements. The IEP must include the current performance level of the individual affected by a disability, the goals expected to be achieved by the individual at the end of the year/term, special education and support services, what will be done for inclusion (participation in society - the process of being together with typical peers), the duration, date and place of provision of the services to be given to the individual, the transition services to be provided between educational settings or levels, and the measurement of progress. In order to determine the individual's requirements as part of the IEP preparation process, assessments must be carried out free of error 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 coarse and detailed assessments made at the beginning reflect the individual's actual performance. While measurement and assessment practices are being carried out, formative (process assessment) and summative assessment (year-end general assessment) processes must be followed as a basic principle, and different data collection methods and measurement tools must be used. The measurement and assessment practices of the Support Education Program for Individuals With Speech and Language Disorders consist of the stages of determining the individual's requirements, pre-instruction (initial) assessment, post-instruction (final) assessment and progress monitoring, and year-end assessment. The implementation process of these assessment stages is explained below.

1. Determining the Individual's Requirements

A coarse assessment is carried out in order to determine individuals' requirements. At the guidance

and research centre (RAM), 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 coarse assessment. At the same time, coarse assessments relating to the modules and sections determined by the RAM must also be carried out at the special education and rehabilitation centre so that the individual's requirements are determined in more detail. As a result of the coarse assessment, 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 requirements are determined and placed in order of priority in the coarse assessment, individuals' age, grade level, individual characteristics, learning characteristics and the functionality of the skills in daily and school life must be taken into account. For individuals' coarse assessments, the data collection process at the special education and rehabilitation centre must be conducted in three dimensions. I) Conducting interviews: More than one data source must be used for interviews. These are: a) The individual's family b) The teachers at their school (preschool teacher, class teacher, guidance counsellor, etc.) c) The individual themselves If an interview is to be held with the individual, the individual's age and performance level are important. An interview with the individual will be meaningful in that it supports and enriches the interviews held with the individual's family and teachers. II) Making observations: At this stage the teacher/specialist in particular must make observations. When observing, structured or naturalistic observation must be preferred according to the individual and the setting to be observed. The observation results must be related to the interviews held. III) Administering checklists and rubrics: After the interviews and observations, individuals must be measured on a one-to-one basis using checklists and rubrics.

2. Pre-Instruction (Initial) Assessment

Pre-instruction (initial) assessment is the detailed assessment to be carried out in order to determine at which step (level) the individual is, before beginning instruction relating to the goals and

target behaviours selected for the individual's IEP as a result of the coarse assessment.

In pre-instruction assessments, data are collected by conducting one-to-one applications for each individual. At this stage the Criterion-Referenced Test (CRT), (see sample form Appendix 1), the Checklist containing skills broken down into small steps (see sample form Appendix 2) and the Rubric (see sample form Appendix 3) may be used. The data obtained from the measurement tools used must be recorded on the Performance Record Form (Appendix 4).

3. Post-Instruction (Final) Assessment and Progress Monitoring

Post-instruction assessment is the assessment carried out in order to see to what extent the individual has acquired or grasped the behaviour after instruction of the relevant target behaviours has been completed. At this stage the detailed assessment tools used before instruction must be used. The data obtained from the measurement tools at the end of instruction must again be marked on the Performance Record Form (Appendix 4). Carrying out measurement and assessment practices together with instruction during the individuals' instructional process, that is, while the relevant target behaviours are being imparted, is important for the effectiveness and efficiency of instruction. For this reason, assessments must be made during instruction and at the end of sessions in order to monitor the individual's progress, and the assessment 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 adjustments must be made to the method used, the tools and materials, the setting, 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 instruction assessed. As a result of this, a portfolio must be created for the individual. The portfolio is an individual development file. It is a type of assessment in which the individual's performance records and work are kept in a planned and orderly manner in line with a purpose throughout the year, in which samples of the work are found and in which the individual's development can easily be monitored. The main purpose of assessment through portfolios is to determine the individual's development by assessing the individual's learning process and outcome together. Individual development files created as a result of the systematic collection of the work done by the individual make it possible to assess 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 instruction process. Types of portfolio may be classified as working portfolio, showcase portfolio and assessment portfolio. Of these, the assessment portfolio contains all the records the teacher needs in order to assess the individual. This type of portfolio shows the individual's development in line with the goals determined in the curricula. In this type of portfolio, the aim is that each piece of work placed in the file is

scored and the individual's achievement thereby assessed. These portfolios may be used for level-determining assessment and contain sample and best pieces of work showing that most of the goals and behaviours in the curriculum 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, record forms, videos and audio recordings obtained during the assessment process and products showing the different skills in which the individual is strongest. In portfolio practice, keeping the individual's products, the individualised education program, the IEP Progress Monitoring Summary Form (Appendix 5), samples of measurement tools, performance record forms, record charts and video and audio recording samples showing the individual's work will

make it possible to monitor the process better. A holistic approach is adopted in assessing this type of portfolio. Ethical principles must be observed regarding the sharing of portfolios, and portfolios must not be shared with persons or institutions other than the individual's family, teacher and the RAM.

4. Year-End Assessment

The steps to be followed in this assessment 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 (Appendix 5). c) The portfolio content is completed. d) The Portfolio Checklist (Appendix 6) showing the contents of the portfolio is filled in. e) The Portfolio Rubric (Appendix 7) is sent to the RAM together with the individual's file. The portfolio file must consist of three parts. The following documents must be found in each part. Part One: Portfolio Checklist, Portfolio Rubric (two copies of each will be placed, one to be filled in by the special education and rehabilitation centre, the other left blank to be filled in at the RAM), IEP, IEP Progress Monitoring Summary Form (two copies will be placed, one to remain at the RAM), Performance Record Forms on which the initial and final assessments are recorded by the teachers

Part Two: Samples of the measurement tools used, samples of the record forms and graphs used in progress monitoring, audio recording and video samples showing the individual's performance Part Three: The work the individual has done during the instructional process; homework samples, worksheet samples, video and audio recording samples showing the individual's work, etc. must be included.

RAM Year-End Assessment

The RAM monitoring process is carried out by assessing 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 the portfolio. The steps to be followed in the RAM's assessment 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 for archiving. 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 assessed. d) The individual's IEP, the record charts and graphs showing the individual's performance and video and audio recordings, if any, are examined and the Portfolio Rubric (Appendix 7) found in the file in two copies is filled in. e) Explanations regarding the strengths of the portfolio and the aspects needing improvement are written. It is arranged so that one copy remains at the special education and rehabilitation centre and the other at the RAM. f) As a result of the assessments and examinations made, education is planned again according to the individual's development. The RAM takes and archives a copy of the IEP Progress Monitoring Summary Form, the Portfolio Rubric and the Portfolio Checklist found in the individual's portfolio.

Measurement Tools and Record Forms Within the Scope of the Support Program for Individuals With Speech and Language Disorders

The measurement tools given below may be used in order to assess the individual's performance. Measurement Tools They are used in order to determine the individual's performance before, during and after instruction.

Interview Forms: These are semi-structured measurement tools used particularly in the coarse assessment process in interviews held with families, with the individual's teachers at school and with the individual. **Observation Forms:** These are measurement tools used in the process of observing individuals on a one-to-one basis in coarse assessment, initial assessment, assessment during the instructional process and final assessment. Observation forms are mostly semi-structured forms. **Criterion-Referenced Test (CRT):** This is a measurement tool used by means of direct observation in order to determine whether persons possess predetermined qualities and on which topics instruction should be provided to individuals. The CRT is prepared according to the goals and target behaviours in the curriculum. It shows where instruction should begin and provides information about whether the individual is making progress during instruction and whether the objectives have been achieved after instruction. In the CRT, individual performance is mostly compared with a predetermined criterion. CRTs are teacher-made tests and make instructional objectives more distinct and specific. They define 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 case. There are two types of rubric, analytic and holistic. Holistic rubrics are used to reach a general judgement about the individual's performance, and analytic rubrics are used to assess performance in detail. **Rating Scale:** Rating scales are measurement tools that define performance relating to the characteristic being measured at various levels and show 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 RAM 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 assessment results of each target behaviour are marked. It provides information about the individual's status in 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 education program specific to the individual containing the individual's requirements, 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 assessment result, the numbers of the target behaviours targeted for instruction, the target behaviours worked on, the target behaviours targeted but not achieved, the reason for non-achievement, and recommendations. The "target behaviours worked on" column must contain the numbers of the target behaviours taught during the term, the "target behaviours targeted but not achieved" column the numbers of the target behaviours that could not be taught, the "reason for non-achievement" column detailed explanations such as insufficient time, insufficient equipment or absenteeism, and the "recommendations" column recommendations for each section (the suitability of the section for the individual, the suitability of the target behaviours for the individual, reworking the target behaviours that were not achieved, etc.).

5. Points to Consider When Implementing the Support Education Program for Individuals With Speech and Language Disorders

The modules making up the program have been prepared by taking into account the difficulties individuals have in the area of speech and language. Depending on the individual's needs, more than one module may be used at the same time. For example, an individual may have both a speech sound disorder and a fluent speech disorder. In this case the individual may benefit from both modules. There is no hierarchy or order among the modules. The individual's needs and characteristics must be taken into account when selecting modules. When determining the goals and target behaviours to be included in the individual's individualised education program, factors such as the person's language development, cognitive, physical and psychosocial characteristics, age, gender, environment and health status must be taken into account. If individuals with speech and language disorders have an additional disability, they must also be enabled to benefit from the other support education programs needed.

In order for the goals and target behaviours contained in the program modules to be achieved, various tools, materials and equipment must be provided in the necessary modules during the implementation process. The tools and materials to be used in the support education process must be selected by taking into account the individual's age, language development, health status and cognitive, psychosocial and physical characteristics, etc. While the Support Education Program for Individuals With Speech and Language Disorders is being implemented, tools and materials such as sound-making and colourful toys (plush and plastic animals, vehicles, dolls, Lego, dough, etc.), picture cards, playing cards, photographs, matching cards, sequencing cards, colouring and concept books, assessment forms, test materials, word/sentence lists, reading and illustrated story books complying with the Ministry of National Education Regulation on Textbooks and Educational Tools, technological tools and equipment, a mirror, a stopwatch, counters and a metronome may be used with individuals. With adults, tools and materials appropriate to their age, occupation and sociocultural characteristics must be used. In line with the individual's education plan, cooperation must be established with the guidance and research centre to which they are attached, the school or institution they attend, if any, and other relevant organisations. The individual's development must be supported by exchanging views on the individual's education plan, the work to be done and recommendations with the staff of the institution/school they attend, if any (class teacher, guidance counsellor, special education teacher, subject teacher, institution psychologist, child development specialist, child educator, doctor, etc.). Where necessary, cooperation may also be established with a psychologist, psychiatrist, guidance counsellor, ENT specialist, paediatrician, plastic surgery specialist, neurologist, orthodontist/dentist. Recommendations must be made to the educational institution in which the individual is enrolled regarding instructional adaptations and modifications (classroom setting, teaching method, the nature of the teacher's instructions, the time given to complete an activity, the number of activities, giving time for the activity/task to be repeated, group work, etc.). In order to ensure the transfer to social life of the acquisitions gained by the individual receiving support education during the education process and to ensure a richness of experience, activities such as play, drama, theatre, outings and sports in which they will communicate with their environment must be included in the individual education program. The individual and the family must be informed and guided about social and cultural activities through which they will spend their time, such as scouting, theatre, sports activities, playing a musical instrument, painting and activities appropriate to their work and occupation, which can support the development of speech and language skills. Specialist support may be obtained by the staff implementing the program when needed within the scope of the support education program. Support education may be provided at every age range (0-99).

1. Module Name	FLUENT SPEECH It is aimed to eliminate the blocks, repetitions, prolongations and abnormal
1. Module Aim	rate seen in the speech fluency of individuals with speech and language disorders, to increase speech fluency and to enable fluent speech to be used in different speaking settings in daily life.
1. Sections in the Module	Stuttering, Cluttering Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
	1.1.1. Maintains breath control during speech.	1.1.1.1. Takes a breath before beginning to speak. 1.1.1.2. Speaks while exhaling.	
Section	Goals	Target Behaviours	Explanations
Section 1.1. Stuttering	1.1.2. Speaks by adjusting speech prosody.	1.1.2.1. Places stress in appropriate positions during speech. 1.1.2.2. Appropriately adjusts the rises and falls in tone of voice during speech. 1.1.2.3. Speaks at an appropriate rate during speech.	For target behaviour 1.1.2.1., it is aimed that the individual produces words and different sentence types with correct stress by making deliberate changes in loudness and pitch. For target behaviour 1.1.2.3., it is aimed that the individual controls speech rate by making appropriate pauses during speech.
Section 1.1. Stuttering	1.1.3. Speaks fluently.	1.1.3.1. Says syllables fluently. 1.1.3.2. Says words of increasing length fluently. 1.1.3.3. Says word groups fluently. 1.1.3.4. Speaks fluently at sentence level.	Since disfluent speech (short pauses, repetitions, use of filler words such as “himm”, “uuu”, “sey”, “yani”) can also be observed from time to time in individuals who speak fluently, the individual should not be expected to show 100% fluent speech performance.
Section 1.1. Stuttering	1.1.4. Reads fluently.	1.1.4.1. Reads syllables fluently. 1.1.4.2. Reads words of increasing length fluently. 1.1.4.3. Reads word groups fluently. 1.1.4.4. Reads sentences fluently.	The individual should not be expected to show 100% fluent reading performance.
Section 1.1. Stuttering	1.1.5. Generalises fluent speech to different people, settings and situations.	1.1.5.1. Speaks fluently with different people. 1.1.5.2. Speaks fluently in different settings. 1.1.5.3. Speaks fluently in different situations.	
Section 1.1. Stuttering	1.1.6. Copes with negative emotional reactions to their stuttering.	1.1.6.1. Describes stuttering behaviours. 1.1.6.2. Imitates stuttering behaviours. 1.1.6.3. Continues speaking despite the negative emotions arising when they stutter while talking with the therapist. 1.1.6.4. Continues speaking despite the negative emotions arising when they stutter while talking with different people. 1.1.6.5. Continues speaking despite the negative emotions arising when they stutter while talking in different settings. 1.1.6.6. Continues speaking despite the negative emotions arising when they stutter while talking in different situations.	For target behaviour 1.1.6.1., repetition of a sound, syllable or monosyllabic word, prolongation of sounds, voiced or silent blocks. For target behaviour 1.1.6.2., imitating te-te-te-repetitions. Imitating pro-o-o-elongations. Imitating blocks.
Section 1.1. Stuttering	1.2.1. States that they clutter.	1.2.1.1. Discriminates changes in speech rate. 1.2.1.2. Discriminates cluttering from normal speech.	The individual is expected to be aware of their own cluttering characteristics and to express their speech characteristics appropriately.
Section 1.1. Stuttering	1.2.2. Maintains correct breath control during speech.	1.2.2.1. Takes a breath before beginning to speak. 1.2.2.2. Speaks while exhaling.	Since continuing to speak while inhaling can be observed in individuals experiencing this problem, the individual is expected to pause while inhaling and to speak while exhaling. The individual is expected to use egressive rather than ingressive airflow when speaking.

Section	Goals	Target Behaviours	Explanations
Section 1.2. Cluttering	1.2.3. Speaks by adjusting speech prosody.	1.2.3.1. Places stress in appropriate positions during speech. 1.2.3.2. Appropriately adjusts the rises and falls in tone of voice during speech. 1.2.3.3. Speaks at an appropriate rate during speech.	For target behaviour 1.2.3.1., it is aimed that the individual produces words and different sentence types with correct stress by making deliberate changes in loudness and pitch. For target behaviour 1.2.3.3., it is aimed that the individual controls speech rate by making appropriate pauses during speech.
Section 1.2. Cluttering	1.2.4. Speaks completely and intelligibly.	1.2.4.1. Says words of increasing length completely and intelligibly. 1.2.4.2. Says word groups completely and intelligibly. 1.2.4.3. Speaks completely and intelligibly at sentence level. 1.2.4.4. Speaks completely and intelligibly at narrative level. 1.2.4.5. Converses with the therapist speaking completely and intelligibly.	In individuals experiencing this problem, omission of sounds and syllables from within words and of words from within sentences, or their telescoped production, may be seen. The expression "completely" has been used for cases in which such omissions are absent.
Section 1.2. Cluttering	1.2.5. Generalises complete and intelligible speech to different people, settings and situations.	1.2.5.1. Speaks completely and intelligibly with different people. 1.2.5.2. Speaks completely and intelligibly in different settings. 1.2.5.3. Speaks completely and intelligibly in different situations.	

2. Module Name	LANGUAGE
2. Module Aim	It is aimed to develop the prelinguistic and linguistic period language skills of individuals with speech and language disorders.
2. Sections in the Module	Prelinguistic Period, Linguistic Period Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 1.2. Cluttering	2.1.1. Makes eye contact.	2.1.1.1. Looks briefly at the face of the person opposite them. 2.1.1.2. Makes eye contact with the speaker by watching the speaker's mouth and face. 2.1.1.3. Makes eye contact with the person when their name is called.	

Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Period	2.1.2. Establishes joint attention.	2.1.2.1. Directs their attention to the individual or object opposite them. 2.1.2.2. Looks at objects or pictures together with the adult. 2.1.2.3. Looks at the object/picture pointed at with a finger. 2.1.2.4. Shows the adult the objects they see around them by pointing.	

Section 2.1. Prelinguistic Period	2.1.3. Takes turns.	2.1.3.1. Takes a turn by performing the same action after watching the adult's action in a play setting or a natural setting. 2.1.3.2. Takes a turn by making the same sound after listening to the adult in a play setting or a natural setting. 2.1.3.3. Waits for their turn while playing.	For target behaviour 2.1.3.1., the adult beats the drum a few times. Waits a few seconds and beats the drum again. The individual is expected to take a turn by performing the same action. For target behaviour 2.1.3.2., the adult makes the sound "nn" while driving a car. Waits a few seconds and makes the sound "nn" again while driving the car over and over. The individual is expected to make the same or a similar sound. For target behaviour 2.1.3.3., the individual is expected to play by taking turns with the adult during play activities suitable for turn-taking such as putting shapes into a shape box or stacking cubes, and to wait when it is the adult's turn.
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Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Period	2.1.4. Imitates.	2.1.4.1. Imitates body movements. 2.1.4.2. Imitates using an object. 2.1.4.3. Imitates mouth and face movements. 2.1.4.4. Imitates environmental sounds. 2.1.4.5. Imitates speech sounds. 2.1.4.6. Imitates syllables.	For target behaviour 2.1.4.1., imitating the hand-clapping movement may be given as an example. In target behaviour 2.1.4.2. the individual is expected to use objects by imitating in a way appropriate or not appropriate to their function. E.g. Purposefully pushes the car in at least one direction along the table. Purposefully pushes the cup in at least one direction along the table. In target behaviour 2.1.4.3. skills such as opening-closing the mouth, puffing out and tapping the cheek, sticking out and moving the tongue, and frowning are expected.

Section	Goals	Target Behaviours	Explanations
			For target behaviour 2.1.4.4., the sound of rain and the sound of wind may be given as examples. In target behaviour 2.1.4.5. the individual is expected to imitate vowel and consonant speech sounds. Imitating vowels and visible front sounds such as “p,b, m” may be worked on first.
Section 2.1. Prelinguistic Period	2.1.5. Relates the meanings of the words and sentences occurring in their daily life.	2.1.5.1. Points to the object/picture of the object whose name is said. 2.1.5.2. Points to the picture of the action that is said. 2.1.5.3. Shows how the action that is said is performed. 2.1.5.4. Points to the body part that is said. 2.1.5.5. Gives responses appropriate to the context by grasping the meaning of the sentences the adult uses.	In target behaviour 2.1.5.5., such as making a gesture with their hands indicating a slide after hearing the sentence “İşimiz bittikten sonra parka gideceğiz.” or pointing out the park through the window.
Section 2.1. Prelinguistic Period	2.1.6. Carries out instructions.	2.1.6.1. Carries out instructions containing a single action given together with gestures. 2.1.6.2. Carries out instructions containing a single action. 2.1.6.3. Fetches a familiar/known object from another room when asked.	
Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Period	2.1.7. Uses gestures for communicative purposes.	2.1.7.1. Uses gestures for the purpose of attracting attention. 2.1.7.2. Uses gestures for the purpose of requesting an object. 2.1.7.3. Uses gestures for the purpose of requesting an action. 2.1.7.4. Uses gestures for the purpose of requesting information. 2.1.7.5. Uses gestures for the purpose of refusing. 2.1.7.6. Uses gestures for the purpose of greeting. 2.1.7.7. Uses gestures for the purpose of social regulation. 2.1.7.8. Uses gestures for the purpose of social play.	In target behaviour 2.1.7.1. they tug at the adult’s clothing in order to attract attention. In target behaviour 2.1.7.2. they point at the toy in order to obtain the toy they want. In target behaviour 2.1.7.3. the individual places the adult’s hand on the book because they want the adult to read the book. In target behaviour 2.1.7.4. the individual points at an object while looking at a picture book with the adult and makes it clear that they are waiting for the adult to say the name of the object. In target behaviour 2.1.7.5. they push away with their hand when offered a food they do not want. In target behaviour 2.1.7.6. they wave their hand meaning “merhaba” when they meet someone. In target behaviour 2.1.7.7. they raise their arms to indicate that they want to be picked up.

Section	Goals	Target Behaviours	Explanations
			In target behaviour 2.1.7.8. they play peek-a-boo.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Period	2.1.8. Plays.	2.1.8.1. Engages in exploratory play. 2.1.8.2. Engages in relational play. 2.1.8.3. Engages in functional play. 2.1.8.4. Plays by using one object as if it were another object (auto-symbolic play). 2.1.8.5. Engages in single-stage symbolic play. 2.1.8.6. Engages in combined symbolic play. 2.1.8.7. Engages in planned symbolic play.	In target behaviour 2.1.8.1. the individual is expected to engage in exploratory play by banging objects, putting them in their mouth, shaking and throwing them. While this target behaviour is being worked on, colourful and lighted toys made of materials of different textures and kinds and toys that make different sounds when banged or shaken should be preferred. In target behaviour 2.1.8.2. doing a jigsaw puzzle, filling a bucket with sand and putting shapes into a shape box may be given as examples. At this stage toys such as shape boxes and pegboards may be used. What is important is that the individual plays in a way appropriate to the relations between objects and performs actions on objects. In target behaviour 2.1.8.3. what is important is that the individual plays with objects or miniature objects in a way appropriate to the function of the object. For example, saying “vinn” while driving a toy car, pretending to drink from a cup. While this target behaviour is being worked on, real objects or toys that are miniatures of objects may be used. In target behaviour 2.1.8.4. pretending to drink by using a cylindrical pencil case in place of a cup may be given as an example. The individual knows that this pencil case and the cup are different objects and knows their functions, but uses the pencil case, which is cylindrical like a cup, outside its function. In target behaviour 2.1.8.5. the individual performs at this stage, on persons and objects other than themselves such as a doll, the behaviours they performed on themselves at earlier stages. For example, combing their doll's hair. In target behaviour 2.1.8.6. the individual shows sequential symbolic play behaviours at this stage. They can perform the same action sequentially on different subjects. For example, with a spoon they first pretend to eat themselves, then pretend to feed their doll, then again pretend to eat themselves. Or they perform sequential symbolic play actions on the same subject. For example, after pretending to wash their doll's hair, they comb it with a comb. While working, it should be aimed that they engage in symbolic play of at least three stages, that is, that they combine three schemes.

Section	Goals	Target Behaviours	Explanations
			In target behaviour 2.1.8.7. the individual at this stage first plans their play in their mind and afterwards monitors their intention in line with their plan. They use objects that bear no similarity to each other in place of one another (for example, during play they make a shoebox into a bed for their doll) or they use body parts in place of an object that is absent (bending their fingers and using them in place of a comb, they comb their hair). *While the play goal is being worked on, alongside the play target behaviours it should also be aimed to increase the rate (duration) of playing, the variety of play actions (the number of actions performed with the toy and the number of games played) and the complexity of play (the developmental level of the play actions and the number of sequences used in the play).

Section	Goals	Target Behaviours	Explanations
Section 2.1.	2.2.1. Discriminates words in different conditions/context.	2.2.1.1. Looks at/points out the family member whose name is said (a photograph or the family member themselves). 2.2.1.2. Points to themselves when asked "... (the individual's name) nerede?" 2.2.1.3. Points out the objects/pictures represented by the words they frequently encounter in daily life. 2.2.1.4. Points out the action that is said in a picture. 2.2.1.5. Shows with their movements how the action that is said is performed.	In target behaviour 2.2.1.1. the individual is expected, when asked "Anne nerede?" while looking at photographs containing family members, to select and point out their mother from among the other family members. In target behaviour 2.2.1.2. the individual is expected to point to themselves when asked "... nerede?" during play. In target behaviour 2.2.1.3. the individual gives, during play, the one whose name is said from among vegetable-shaped toys. While looking at a book, they point out the car when asked "Araba nerede?" In target behaviour 2.2.1.4. they discriminate and point out, from among the others, the image representing the action that is said while looking at picture cards or a book. In target behaviour 2.2.1.5. the individual is expected, when asked "Ellerimizi nasıl yıkıyoruz?", to show how the action is performed by pretending to wash their hands.

Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period	2.2.2. Points out the object/picture representing the relations between words.	2.2.2.1. Points out the object/picture appropriate to antonymous words. 2.2.2.2. Points out the picture appropriate to words expressing time. 2.2.2.3. Points out the picture appropriate to words expressing place-direction-state.	In target behaviour 2.2.2.1. words that are opposite to each other in meaning such as büyük-küçük, genç-yaşlı, uzun-kısa are worked on with real objects and pictures. In target behaviour 2.2.2.2. words expressing time such as the parts of the day (sabah, akşam, gece etc.) and the names of the seasons may be worked on

Section	Goals	Target Behaviours	Explanations
		2.2.2.4. Groups objects/pictures according to their categories.	with picture cards and books. In target behaviour 2.2.2.3. words expressing the places and positions of objects relative to each other (altında, üstünde, yanında, içinde etc.) and their states (yakınında, uzağında etc.) are worked on with real objects. In target behaviour 2.2.2.4. the categories to which objects belong are worked on with pictures and, if possible, with three-dimensional real objects. First the individual is expected to classify, and afterwards to say the name of the category. For example, vehicle, clothing and fruit cards are classified appropriately according to their categories and afterwards named in the form “Bunların hepsine birden taşıt/ giysi/meyve diyoruz.”
Section 2.2. Linguistic Period	2.2.3. Carries out sequential instructions.	2.2.3.1. Carries out sequential instructions containing two actions. 2.2.3.2. Carries out sequential instructions containing three actions.	For target behaviour 2.2.3.1. “Kalem kutunu çıkar, boyaları içine koy!” For target behaviour 2.2.3.2. “Kalem kutunu çıkar, boyaları içine koy, masanı sil!”
Section 2.2. Linguistic Period	2.2.4. Communicates with single-word utterances.	2.2.4.1. Uses a single word for the purpose of attracting attention. 2.2.4.2. Uses a single word for the purpose of requesting an object. 2.2.4.3. Uses a single word for the purpose of requesting an action. 2.2.4.4. Uses a single word for the purpose of refusing objects. 2.2.4.5. Uses a single word for the purpose of refusing actions. 2.2.4.6. Uses a single word for the purpose of greeting.	In target behaviour 2.2.4.1. the individual says “bak” while showing the adult the activity in order to show the activity they are interested in. In target behaviour 2.2.4.2. the individual says “ver” or says the name of the object in order to obtain an object. In target behaviour 2.2.4.3. the individual uses single words such as “yine, yap, daha” so that an action they like takes place. In target behaviour 2.2.4.4. the individual uses a single word such as “hayır, istemiyorum” in order to refuse an object they do not want (a food they do not like, a toy, etc.). In target behaviour 2.2.4.5. the individual uses a single word such as “hayır, yapma, istemiyorum” in order to refuse an action they do not want. In target behaviour 2.2.4.6. the individual uses a single word such as “merhaba” in order to greet.
Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period	2.2.5. Communicates with utterances consisting of two words.	2.2.5.1. Uses word groups consisting of a subject and an object. 2.2.5.2. Uses word groups consisting of a subject and an action. 2.2.5.3. Uses word groups consisting of an object and an action.	For target behaviour 2.2.5.1. “Anne top”, “Dede araba”, “Baba bebek” etc. For target behaviour 2.2.5.2. “Baba gel!”, “Anne bak!”, “Dede ver!” etc. For target behaviour 2.2.5.3. “Mama al!”, “Su ver!”, “Top düştü.”, etc.

Section	Goals	Target Behaviours	Explanations
		2.2.5.4. Uses word groups containing an adjective. 2.2.5.5. Uses word groups containing an adverb. 2.2.5.6. Uses word groups containing pronouns. 2.2.5.7. Uses word groups containing a postposition. 2.2.5.8. Asks questions of simple structure.	For target behaviour 2.2.5.4. "Cici köpek", "Küçük kuş", "Minik kedi" etc. For target behaviour 2.2.5.5. "Baba dışarıda!", "Hadi gidelim!", "Şimdi gel!" etc. For target behaviour 2.2.5.6. "Benim topum.", "Kendim yaptım.", "Kimse yok!" etc. For target behaviour 2.2.5.7. "Soğuk değil.", "Bu kadar." etc. For target behaviour 2.2.5.8. "Bu ne?" "Kim geldi?" "Top nerede?" "Kaç şeker?" etc. *Since the sentences of the structure contained in these goals are expected to increase in length over time, sentences of the same structure have not been repeated in the subsequent goals. *The goals have been dealt with in terms of syntax, but communicative intentions must also be dealt with in the developing sentence structures.
Section 2.2. Linguistic Period	2.2.6. Communicates with utterances consisting of three or more words.	2.2.6.1. Uses simple utterances. 2.2.6.2. Uses complex utterances. 2.2.6.3. Asks questions.	For target behaviour 2.2.6.1. "Burada kuşlar var.", "Bugün okula gitmeyeceğim.", "Yemeğimi okulda yiyorum." etc. For target behaviour 2.2.6.2. "Kar yağınca oynarız.", "Yap da görelim!", "Kuş, yavrularına yemek almaya gitmiş.", "Bunu temizlemeni söylemişim.", "Bana 'Sen oynama!' dedi." For target behaviour 2.2.6.3. "Köpekler nasıl yüzer?", "Babam ne zaman geldi?", "Balıklar uyur mu?", "Biz neden eve gittik?", "Hangisi babanın arabası?"
Section 2.2. Linguistic Period	2.2.7. Converses with an adult/peer.	2.2.7.1. Responds to an adult's/peer's attempt to start a conversation. 2.2.7.2. Sustains the conversation started with an adult/peer. 2.2.7.3. Takes turns during conversation with an adult/peer. 2.2.7.4. Starts a conversation with an adult/peer. 2.2.7.5. Ends the conversation with an adult/peer.	
Section 2.2. Linguistic Period	2.2.8. Answers the questions asked during conversation.	2.2.8.1. Answers questions whose answer is Yes/No. 2.2.8.2. Answers 5W1H questions. 2.2.8.3. Answers reasoning questions. 2.2.8.4. Answers prediction questions. 2.2.8.5. Answers reflection questions.	

Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period	2.2.9. Asks questions during conversation.	2.2.9.1. Asks questions whose answer is yes/no. 2.2.9.2. Asks 5W1H questions. 2.2.9.3. Asks reasoning questions. 2.2.9.4. Asks prediction questions. 2.2.9.5. Asks reflection questions.	
Section 2.2. Linguistic Period	2.2.10. Carries out complex instructions.	2.2.10.1. Follows complex instructions containing 2-3 actions. 2.2.10.2. Follows non-sequential instructions.	For target behaviour 2.2.10.1. "Dünden kalan resmini boya, kitabından bir etkinlik seç ve etkinliği arkadaşınla tamamla!" For target behaviour 2.2.10.2. "Eşyalarını toplamadan önce çalışmanı bitir ve dosyaya koy!"
Section 2.2. Linguistic Period	2.2.11. Uses the inflectional suffixes attached to nouns in the correct place and order in their utterances.	2.2.11.1. Uses case suffixes. 2.2.11.2. Uses possessive suffixes. 2.2.11.3. Uses the relative pronoun suffix. 2.2.11.4. Uses the question suffix. 2.2.11.5. Uses copular suffixes. 2.2.11.6. Uses the genitive suffix. 2.2.11.7. Uses plural suffixes. 2.2.11.8. Uses the equative suffix. 2.2.11.9. Uses the instrumental suffix.	For target behaviour 2.2.11.1. dative: Okul-a, locative: okul-da, accusative: okul-u, ablative: okul-dan For target behaviour 2.2.11.2. first person singular (baba-m), third person singular (kalem-i), second person singular (araba-n). For target behaviour 2.2.11.3. the suffix "-ki" For target behaviour 2.2.11.4. "Mi, mı, mu, mü" For target behaviour 2.2.11.5. "güzeldir." For target behaviour 2.2.11.6. the suffix "-ın, -in" For target behaviour 2.2.11.7. "-ler, -lar" For target behaviour 2.2.11.8. "-ca, -ce" "Çocukça, bence, saatlerce, sınıfça, sessizce" For target behaviour 2.2.11.9. the suffix "-le, -la". "Kalemle, kolaylıkla" * In this goal the target behaviours develop simultaneously. For this reason there is no hierarchy in the ordering of the target behaviours. *The order in which the suffixes are worked on must be determined according to the individual's readiness. * The expression "order" contained in the target behaviour expresses the order in which the suffixes attached to the word are added. E.g. elma-lar-ım/elma-ım-lar, bizim-ki-ler/bizim-ler-ki
Section 2.2. Linguistic Period	2.2.12. Uses the inflectional suffixes attached to verbs in the correct place and order in their utterances.	2.2.12.1. Uses indicative mood suffixes. 2.2.12.2. Uses subjunctive mood suffixes. 2.2.12.3. Uses negation suffixes. 2.2.12.4. Uses question suffixes. 2.2.12.5. Uses compound tense suffixes.	For target behaviour 2.2.12.1. the -di past (yap-tım), present (gel-iyor), future (al-acak), -miş past (gel-miş) and aorist (yap-ar) suffixes. For target behaviour 2.2.12.2. "Yap-malı-sın, oku-r-sa-n, yap-a-yım, yap-sın." For target behaviour 2.2.12.3. "Gel-me, oku-ma." For target behaviour 2.2.12.4. "Gel-ir mi?", "Alabilir miyim?" For target behaviour 2.2.12.5. "Yarış-mış-tı, yi-yor-muş, oku-yordu." * In this target behaviour the sub-goals develop simultaneously. These goals are not hierarchical. * The expression "order" expresses the order in which the suffixes attached to the word are added (morphosyntax). For example "Elma-lar-ım/elma-ım-lar, bizimki-ler/bizim-ler-ki"

Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period	2.2.13. Uses derivational suffixes in their utterances.	2.2.13.1. Uses suffixes deriving nouns from nouns. 2.2.13.2. Uses suffixes deriving verbs from nouns. 2.2.13.3. Uses suffixes deriving nouns from verbs. 2.2.13.4. Uses suffixes deriving verbs from verbs.	For target behaviour 2.2.13.1. "-lik, -ce, -ci, -siz, -ki, -daş." For target behaviour 2.2.13.2. "-le, -al, -da, -kır, -at." For target behaviour 2.2.13.3. "-im, -gi, -gın, -ıcı, -ca." For target behaviour 2.2.13.4. "-tı, -r, -dır, -l, -n, -ş."
Section 2.2. Linguistic Period	2.2.14. States the semantic relations between words.	2.2.14.1. States the semantic relation between two words. 2.2.14.2. States the semantic relation between synonymous words. 2.2.14.3. States the semantic relation between homonymous words. 2.2.14.4. States the semantic relation between antonymous words.	For target behaviour 2.2.14.1. "Kar ve buz ikisi de sudan oluşur, ikisi de soğuktur." For target behaviour 2.2.14.2. "Kırmızı da al da aynı renktir." For target behaviour 2.2.14.3. "Yaz sözcüğünün iki anlamı vardır birisi kalem ile yazmak birisi de mevsim olan yazdır." For target behaviour 2.2.14.4. "Uzun-kısa, soğuk-sıcak zıt anlamlı sözcüklerdir."
Section 2.2. Linguistic Period	2.2.15. Develops their vocabulary.	2.2.15.1. Uses the words they have newly learned in their speech. 2.2.15.2. Uses words relating to time and measurement in their speech. 2.2.15.3. Predicts the meanings of words whose meaning they do not know by making use of context clues. 2.2.15.4. Uses rarely used conjunctions in their speech. 2.2.15.5. Uses words expressing feelings and thoughts in their speech. 2.2.15.6. Defines the words corresponding to object names according to their various properties.	In target behaviour 2.2.15.1. they use the words they have newly learned in their speech even if the meaning is not always correct. E.g. an individual who has newly learned the word "titiz" may construct a sentence such as "Odam her zaman çok titizdir." In such cases the appropriate use of the word must be modelled. For target behaviour 2.2.15.2. "Yüzyıl, bu ay, yarım, litre" etc. In target behaviour 2.2.15.3. while talking about "çiftlik", even if they do not know the meaning of the word saman, they predict the meaning of the word on the basis of what is being said. For target behaviour 2.2.15.4. "Meğer, üstelik, hiç olmazsa" etc. For target behaviour 2.2.15.5. "Arkadaşının mutlu olduğunu düşündüğü için sevindi." While this target behaviour is being worked on, picture cards depicting certain situations/events and the reactions people give to these situations/events may be used. In target behaviour 2.2.15.6. they define words by describing properties of the words such as size, shape, colour and function. For example, one of the picture cards containing a single object is chosen, the properties of the object in the picture are described and the individual is asked to guess the object. After being modelled in this way, the individual takes a turn and chooses a card and defines the object by describing its properties so that the other person can guess.
Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period	2.2.16. Answers questions about a short story they have listened to/read.	2.2.16.1. Answers 5W1H questions about the story they have listened to/read with the support of visuals. 2.2.16.2. Answers 5W1H questions about the story they have listened to/read without a visual clue.	In target behaviour 2.2.16.1. the individual is expected to answer questions about the place and time in which the story takes place, the characters in the story and the events, situations and information expressed explicitly in the story by looking at sequential cards/the illustrated storybook.

Section	Goals	Target Behaviours	Explanations
		2.2.16.3. Answers inference-making questions about the story they have listened to/read.	In target behaviour 2.2.16.2. the individual is expected to answer questions about the place and time in which the story takes place, the characters in the story and the events, situations and information expressed explicitly in the story without looking at sequential cards/the illustrated storybook. In target behaviour 2.2.16.3. these are questions whose answer is not explicitly found in the story and which the individual must answer by relating the knowledge and experiences in their own life to what is told in the story. Such as reasoning, reflection, prediction and main idea questions.
Section 2.2. Linguistic Period	2.2.17. Tells a story.	2.2.17.1. Recounts an event that happened to them. 2.2.17.2. Tells a story about the pictures by looking at sequential cards. 2.2.17.3. Retells a story that has been told to them. 2.2.17.4. Tells a story about a simple topic containing time, place and person information and the sequence of events. 2.2.17.5. Tells stories containing place, time and person information and the initiating event, resolution and outcome parts. 2.2.17.6. Tells stories consisting of more than one topic. 2.2.17.7. Makes changes in their tone of voice in order to make the story interesting and exciting while telling a story.	While target behaviour 2.2.17.1. is being worked on, the use of a story map/diagram is recommended. In target behaviour 2.2.17.2. the individual is expected to tell stories containing, in addition to the main story containing the story elements, additional topics, events and detailed descriptions.
Section 2.2. Linguistic Period	2.2.18. Uses long and complex sentences.	2.2.18.1. Uses long sentences in their natural speech. 2.2.18.2. Uses complex sentences in their natural speech.	Target behaviour 2.2.18.1. expresses compound, contracted compound, nested compound, relative clause and conditional compound sentences. * While these goals are being worked on, activities such as repeating sentences of increasing length and complexity and forming meaningful sentences by ordering words given in a jumbled sequence appropriately may also be made use of.
Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period	2.2.19. Correctly carries out tasks requiring phonological awareness.	2.2.19.1. Shows/says how many words there are in a sentence. 2.2.19.2. Shows/says how many syllables there are in a word. 2.2.19.3. Forms a word by combining the syllables given. 2.2.19.4. Divides the given word into its syllables. 2.2.19.5. Says whether the words said rhyme or not. 2.2.19.6. Says a word that rhymes with the given word. 2.2.19.7. Says the first sound of the given word. 2.2.19.8. Says a word beginning with the given sound.	What is meant in target behaviour 2.2.19.1. is that the individual shows the number of words in the sentence with a rhythm such as clapping, tapping the table or stamping their foot as many times as the number of words/that the individual says the number of words in the sentence. What is meant in target behaviour 2.2.19.2. is that the individual shows the number of syllables in the word with a rhythm such as clapping, tapping the table or stamping their foot as many times as the number of syllables/that the individual says the number of syllables in the word.

Section	Goals	Target Behaviours	Explanations
		2.2.19.9. Says the last sound of the given word. 2.2.19.10. Forms a word by combining the given sounds. 2.2.19.11. Divides the given word into its sounds. 2.2.19.12. Says the new word formed by deleting the sound at the beginning or end of the given word. 2.2.19.13. Says a word ending with the given sound. 2.2.19.14. Says the newly formed word by changing a sound in the word.	In target behaviour 2.2.19.6. the word the individual says may also be a nonsense word that rhymes with the given word.
Section 2.2. Linguistic Period	2.2.20. Expands the conversation.	2.2.20.1. Takes the floor in a group conversation. 2.2.20.2. Asks for more explanation when they do not understand what is being said during conversation. 2.2.20.3. Defends their own opinion by explaining and justifying during conversation. 2.2.20.4. Makes adaptations to what they say according to the listener's state of understanding. 2.2.20.5. Uses language appropriate to the person they are conversing with. 2.2.20.6. Arrives at what is not said explicitly during conversation by making use of context clues. 2.2.20.7. Uses their tone of voice, stress and gestures appropriately during conversation.	* It is recommended that this be worked on during a small group activity. The individual is asked to speak within the group about a character they like, a film they have watched or a topic they are interested in. During the group conversation, the individual is enabled to acquire the target behaviours while complying with the rules, by means of guidance and clues.
Section 2.2. Linguistic Period	2.2.21. Acquires/develops morphemic awareness.	2.2.21.1. Completes the word left missing in the sentence by attaching the appropriate suffix to the appropriate word.	For target behaviour 2.2.21.1. "Ablam marketten 20 tane yumurta aldı, eve gelirken ayağı takılıp düştü ve hepsi kırıldı." The blank in the sentence is required to be completed by attaching suffixes appropriate to the word "yumurta". The sentence "Ayşe her sabah kahvaltıda zeytin yer. Dün sabah da Ayşe kahvaltıda beş tane zeytin" is required to be completed by attaching a suffix appropriate to the word "ye".

3. Module Name	ACQUIRED LANGUAGE
3. Module Aim	It is aimed that individuals with speech and language disorders can communicate effectively in their daily life by using their communication skills relating to understanding and expressing language.
3. Sections in the Module	Aphasia, Cognitive-Communication Disorder Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 3.1. Aphasia	3.1.1. Carries out tasks requiring auditory comprehension.	3.1.1.1. Carries out the commands that are said. 3.1.1.2. Points to the picture of the object whose function is said. 3.1.1.3. Points to the picture belonging to a category that is said. 3.1.1.4. Points to the pictures belonging to the words that are said. 3.1.1.5. Points to the pictures belonging to the word groups that are said. 3.1.1.6. Matches the simple sentences that are said with their pictures. 3.1.1.7. Matches the complex sentences that are said with their pictures. 3.1.1.8. Gives correct answers to simple yes-no questions.	A word group consists of expressions corresponding to objects and concepts requiring more than one word for their expression. For example "Kırmızı büyük araba", "Kapının kolu" etc.
Section 3.1. Aphasia	3.1.2. Repeats the utterances that are said.	3.1.2.1. Repeats the words that are said. 3.1.2.2. Repeats the word groups that are said. 3.1.2.3. Repeats the sentences that are said.	
Section 3.1. Aphasia	3.1.3. Answers the questions directed at them with an appropriate length of speech.	3.1.3.1. Answers questions containing information about themselves with an appropriate length of speech. 3.1.3.2. Answers questions containing information about their environment with an appropriate length of speech.	The individual is expected to answer the questions directed at them with a length of speech appropriate to the situation and the context. The number of words used and the variety of grammatical structures are expected to vary appropriately to the question (for example, being able to answer closed-ended questions, multiple-choice questions or open-ended questions with an appropriate length).
Section 3.1. Aphasia	3.1.4. Carries out tasks relating to automatic speech.	3.1.4.1. Counts rhythmically up to the requested number. 3.1.4.2. Recites the days of the week in the correct order. 3.1.4.3. Recites the months of the year in the correct order. 3.1.4.4. Recites the letters of the alphabet in the correct order.	
Section 3.1. Aphasia	3.1.5. Carries out tasks requiring naming.	3.1.5.1. Lists the words belonging to a given category. 3.1.5.2. Names the object/picture of the object shown. 3.1.5.3. Answers the questions asked using a noun/verb.	
Section 3.1. Aphasia	3.1.6. Carries out tasks requiring reading comprehension.	3.1.6.1. Carries out the commands given in writing. 3.1.6.2. Matches the words given in writing with their pictures. 3.1.6.3. Matches the word groups given in writing with their pictures. 3.1.6.4. Matches the sentences given in writing with their pictures. 3.1.6.5. Answers the questions asked about the text they have read.	

Section	Goals	Target Behaviours	Explanations
Section 3.1. Aphasia	3.1.7. Carries out tasks requiring reading aloud.	3.1.7.1. Reads the numbers given in writing. 3.1.7.2. Reads the letters given in writing. 3.1.7.3. Reads the words given in writing. 3.1.7.4. Reads the word groups given in writing. 3.1.7.5. Reads the sentences given in writing. 3.1.7.6. Reads the text given in writing.	
Section 3.1. Aphasia	3.1.8. Carries out tasks requiring writing.	3.1.8.1. Writes the answers to the questions asked. 3.1.8.2. Writes the numbers that are said (in figures). 3.1.8.3. Writes the letters that are said. 3.1.8.4. Correctly writes the words that are said. 3.1.8.5. Correctly writes the sentences that are said. 3.1.8.6. Copies the words given in writing by looking at them. 3.1.8.7. Copies the word groups given in writing by looking at them. 3.1.8.8. Copies the sentences given in writing by looking at them.	
Section 3.1. Aphasia	3.1.9. Uses grammatical structures.	3.1.9.1. Produces the suffixes attached to nouns. 3.1.9.2. Produces the suffixes attached to verbs. 3.1.9.3. Produces the sentence elements in a grammatically correct order.	
Section 3.1. Aphasia	3.2.1. Answers questions relating to the place, time, situation and persons they are in.	3.2.1.1. Says where they are. 3.2.1.2. Correctly answers questions relating to the time they are in. 3.2.1.3. Correctly answers questions relating to their own condition. 3.2.1.4. Correctly answers questions relating to who the people around them are.	Target behaviour 3.2.1.1. relates to the individual's orientation to place, time, situation and persons. For target behaviour 3.2.1.3. questions may be asked about what the health problem they are experiencing and the communicative/physical problems they are experiencing are. For example "Kolunda felç var mı?"

Section	Goals	Target Behaviours	Explanations
Section 3.2. Cognitive-Communication Disorder	3.2.2. Repeats numbers, words, sentences and a short story of increasing length.	3.2.2.1. Repeats number sequences of gradually increasing length. 3.2.2.2. Repeats word sequences of gradually increasing length. 3.2.2.3. Repeats sentences of different lengths. 3.2.2.4. Retells a short story they have listened to.	Goal 3.2.2. relates to the individual's immediate memory.
Section 3.2. Cognitive-Communication Disorder	3.2.3. Gives correct answers to questions relating to their past.	3.2.3.1. Answers questions relating to their recent past. 3.2.3.2. Answers questions relating to their distant past.	

Section	Goals	Target Behaviours	Explanations
Section 3.2. Cognitive-Communication Disorder	3.2.4. Gives correct answers to questions whose answer is yes-no.	3.2.4.1. Answers simple yes-no questions. 3.2.4.2. Answers complex yes-no questions.	
Section 3.2. Cognitive-Communication Disorder	3.2.5. Gives appropriate answers to the situations given for problem solving.	3.2.5.1. States appropriate solutions to problems frequently encountered in daily life. 3.2.5.2. States appropriate solutions to problems rarely encountered in daily life.	For goal 3.2.5. "Anahtarınızı evde unuttunuz, ne yaparsınız?", "Eğitim hayatınızı anlatır mısınız?", "Buz neden erir?"
Section 3.2. Cognitive-Communication Disorder	3.2.6. Expresses their thoughts about the given situations by organising them appropriately.	3.2.6.1. Expresses their thoughts about events following a temporal sequence. 3.2.6.2. Expresses their thoughts about events/situations containing a cause-effect relationship.	
Section 3.2. Cognitive-Communication Disorder	3.2.7. Solves the given numerical problems/operations by calculating.	3.2.7.1. Solves the given simple numerical operations by calculating. 3.2.7.2. Solves the given complex numerical operations by calculating.	It is not intended that mathematics instruction be given within the scope of goal 3.2.7. Calculating numerical operations is included as part of the holistic skill within general cognitive communication intervention.
Section 3.2. Cognitive-Communication Disorder	3.2.8. Performs tasks requiring reading.	3.2.8.1. Carries out the commands given in writing. 3.2.8.2. Reads aloud the numbers given in writing. 3.2.8.3. Reads aloud the letters given in writing. 3.2.8.4. Reads aloud the words given in writing. 3.2.8.5. Reads aloud the word groups given in writing. 3.2.8.6. Reads aloud the sentences given in writing. 3.2.8.7. Reads aloud the text given in writing. 3.2.8.8. Answers the questions asked about the text they have read. 3.2.8.9. Matches the words given in writing with their pictures. 3.2.8.10. Matches the word groups given in writing with their pictures. 3.2.8.11. Matches the sentences given in writing with their pictures.	
Section 3.2. Cognitive-Communication Disorder	3.2.9. Performs tasks requiring visual processing.	3.2.9.1. Discriminates the similar/different ones among letters, figures and shapes. 3.2.9.2. Finds the requested letters, figures and shapes within a given mixed pattern. 3.2.9.3. Orders letters, figures and shapes according to the pattern given visually. 3.2.9.4. States the position of the letters, figures and shapes given visually relative to each other or on a plane.	Goal 3.2.9. must be assessed and worked on if the individual is literate. In target behaviour 3.2.9.4. they state the position of letters, figures and shapes as being to the right of, beside, below, behind each other, etc.

Section	Goals	Target Behaviours	Explanations
Section 3.2. Cognitive-Communication Disorder	3.2.10. Carries out the given writing tasks.	3.2.10.1. Correctly writes the answers to the questions asked. 3.2.10.2. Correctly writes the numbers that are said (in figures). 3.2.10.3. Correctly writes the letters that are said. 3.2.10.4. Correctly writes the words that are said. 3.2.10.5. Correctly writes the sentences that are said. 3.2.10.6. Copies the words given in writing by looking at them. 3.2.10.7. Copies the word groups given in writing by looking at them. 3.2.10.8. Copies the sentences given in writing by looking at them.	

4. Module Name	SPEECH SOUND
4. Module Aim	It is aimed that individuals with speech and language disorders can develop the skill of speaking correctly, consistently and in a way appropriate to the phonological characteristics of the language by discriminating speech sounds.
4. Sections in the Module	Speech Sound Disorder (Articulation) and Phonology, Childhood Apraxia of Speech Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 3.2. Cognitive-Communication Disorder	4.1.1. Discriminates speech sounds.	4.1.1.1. Discriminates the target sound from the least similar sound phonetically. 4.1.1.2. Discriminates the target sound from the erroneous sound produced in its place. 4.1.1.3. Shows/says the position of the target speech sound within the word.	In target behaviour 4.1.1.1. the expression “least similar sound” expresses that the sounds are of characteristics as different as possible phonetically. E.g. while f-v show mostly similar characteristics, the similar characteristics of the sounds f-k are very few.

Section	Goals	Target Behaviours	Explanations
Section 4.1. Speech Sound Disorder (Articulation) and Phonology	4.1.2. Correctly produces speech sounds.	4.1.2.1. Correctly produces the target speech sound in isolation. 4.1.2.2. Correctly produces the target speech sound together with vowels in syllable-initial positions. 4.1.2.3. Correctly produces the target speech sound together with vowels in syllable-final positions. 4.1.2.4. Correctly produces the target speech sound between two vowels. 4.1.2.5. Correctly produces the target speech sound in syllable-initial position within monosyllabic words. 4.1.2.6. Correctly produces the target speech sound in syllable-final position within monosyllabic words. 4.1.2.7. Correctly produces the target speech sound in syllable-initial word-initial position within words of two or more syllables. 4.1.2.8. Correctly produces the target speech sound in syllable-initial/syllable-final word-medial position within words of two or more syllables. 4.1.2.9. Correctly produces the target speech sound in syllable-final word-final position within words of two or more syllables. 4.1.2.10. Correctly produces the target speech sound within word groups. 4.1.2.11. Correctly produces the target speech sound within a sentence. 4.1.2.12. Correctly produces the target speech sound in all positions in spontaneous speech. 4.1.2.13. Correctly produces the target speech sound in the appropriate position.	There is a hierarchical ordering in the target behaviours of goal 4.1.2. After one target behaviour has been acquired, the next target behaviour should be moved on to. After target behaviour 4.1.2.10. the individual is expected to use the speech sound they produce correctly in the order in which it should be, without changing its place within the word. For example “Kamyon-Kaymon/portakal-porkatal”

Section	Goals	Target Behaviours	Explanations
Section 4.1. Speech Sound Disorder (Articulation) and	4.1.3. Correctly carries out tasks requiring phonological awareness.	4.1.3.1. Shows/says how many words there are in a sentence. 4.1.3.2. Repeats the sentence with many elements (words)	In working on target behaviour 4.1.3.2. the number of elements should be increased, starting from a sentence with 3 elements. If success is achieved in work carried out with sentences of 5 elements, the target behaviour may be

Section	Goals	Target Behaviours	Explanations
Phonology		that is said without saying a requested word. 4.1.3.3. Says whether the words said rhyme or not. 4.1.3.4. Says a word that rhymes with the word that is said. 4.1.3.5. Divides the word that is said into its syllables (syllabifies). 4.1.3.6. Shows/says how many syllables there are in a word. 4.1.3.7. Forms a word by combining the given syllables. 4.1.3.8. Repeats the polysyllabic word that is said without saying a requested syllable. 4.1.3.9. Repeats the syllable that is said by adding it to the requested position within a polysyllabic word. 4.1.3.10. Says the first phoneme of the word that is said. 4.1.3.11. Says the last phoneme of the word that is said. 4.1.3.12. Says a word beginning with the speech sound that is said. 4.1.3.13. Divides the given word into its phonemes. 4.1.3.14. Shows/says how many phonemes there are in a word. 4.1.3.15. Forms a word by combining the given phonemes. 4.1.3.16. Repeats the word that is said without saying the requested phoneme. 4.1.3.17. Repeats the phoneme that is said by adding it to the requested position within a word. 4.1.3.18. Changes one of the phonemes making up the word that is said with another requested phoneme. 4.1.3.19. Points to the letter corresponding to the sound that is said.	considered sufficient. In working on target behaviour 4.1.3.7. a start should be made from combining 2 syllables. Combining 4 syllables may be considered sufficient. In working on target behaviour 4.1.3.8. the number of syllables should be increased, starting from words of 2 syllables. If success is achieved in work carried out with words of 4 syllables, the target behaviour may be considered sufficient.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Childhood Apraxia of Speech	4.2.1. Correctly produces target words of different lengths.	4.2.1.1. Consistently produces the vowels within target words of increasing syllable number. 4.2.1.2. Correctly produces the vowels within target words of increasing syllable number. 4.2.1.3. Consistently produces the consonants within target words of increasing syllable number. 4.2.1.4. Correctly produces the consonants within target words of increasing syllable number. 4.2.1.5. Correctly imitates target words of increasing syllable number. 4.2.1.6. Consistently produces target words of increasing syllable number spontaneously.	

Section	Goals	Target Behaviours	Explanations
		4.2.1.7. Correctly produces target words of increasing syllable number spontaneously.	
Section 4.2. Childhood Apraxia of Speech	4.2.2. Produces speech sounds in sequential series at an appropriate rate and duration.	4.2.2.1. Repeats the same syllable sequentially at speed. 4.2.2.2. Repeats syllables with a changing consonant sequentially at speed.	In work directed at this goal, the individual is expected to produce “papapa..., tatata..., kakaka..., patakapatakapataka...” as fast as they can say it.
Section 4.2. Childhood Apraxia of Speech	4.2.3. Uses correct stress and intonation in their speech.	4.2.3.1. Produces words with correct stress and intonation. 4.2.3.2. Produces different sentence types with correct stress and intonation.	In question sentences, they produce by placing stress and changing the intonation in order to convey different emotional expressions to the listener.

5. Module Name	MOTOR SPEECH It is to enable individuals with speech and language disorders to plan the movements necessary for the appropriate phonetic and prosodic structure of speech
5. Module Aim	and thereby consistently to carry out respiration, phonation, speech sound production and resonance with sufficiently strong muscle tension (tonus).
5. Sections in the Module	Dysarthria, Apraxia Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 4.2. Childhood Apraxia of Speech	5.1.1. Carries out correct respiration for speech production.	5.1.1.1. Takes up the appropriate body position for correct respiration. 5.1.1.2. Performs correct respiration for phonation. 5.1.1.3. Maintains respiratory control throughout speech production.	The aim of target behaviour 5.1.1.1. is to ensure the appropriate posture for respiration in which the diaphragm muscle is used effectively.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Dysarthria	5.1.2. Carries out correct phonation for speech production.	5.1.2.1. Makes the breath they take in with correct respiration vibrate by means of the vocal folds. 5.1.2.2. Resonates around the face the sound formed by vibration in the vocal folds.	
Section 5.1. Dysarthria	5.1.3. Uses with sufficient strength the muscle structures taking part in speech production.	5.1.3.1. Their lips are symmetrical and closed at rest. 5.1.3.2. Performs the lip movements necessary for the production of speech sounds. 5.1.3.3. Performs the tongue movements necessary for the production of speech sounds. 5.1.3.4. Achieves saliva control.	
Section 5.1. Dysarthria	5.1.4. Produces speech sounds.	5.1.4.1. Produces the target speech sound in isolation. 5.1.4.2. Produces the target speech sound together with vowels in syllable-initial positions. 5.1.4.3. Correctly produces the target speech sound together with vowels in syllable-final positions. 5.1.4.4. Correctly produces the target speech sound between two vowels. 5.1.4.5. Correctly produces the target speech sound within a word in all of the syllable-initial word-initial, syllable-final word-medial and syllable-final word-final positions. 5.1.4.6. Correctly produces the target speech sound in different word groups. 5.1.4.7. Correctly produces the target speech sound within a sentence. 5.1.4.8. Correctly produces the target speech sound in all positions in spontaneous speech.	
Section 5.1. Dysarthria	5.1.5. Uses correct stress and intonation in their speech.	5.1.5.1. Produces words with correct stress and intonation. 5.1.5.2. Produces different sentence types with correct stress and intonation.	
Section 5.1. Dysarthria	5.2.1. Imitates oral motor movements.	5.2.1.1. Imitates lip movements. 5.2.1.2. Imitates jaw movements. 5.2.1.3. Imitates tongue movements.	For target behaviour 5.2.1.1. movements such as stretching and pursing. For target behaviour 5.2.1.2. movements such as chewing, biting and clicking the teeth together. For target behaviour 5.2.1.3. movements such as licking the lips and clicking the palate.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Dysarthria	5.2.2. Imitates environmental sounds, functional sounds and vocalisations.	5.2.2.1. Imitates environmental sounds. 5.2.2.2. Imitates functional sounds. 5.2.2.3. Imitates vocalisations.	For target behaviour 5.2.2.1. animal sounds, vehicle sounds, bell sounds, etc. For target behaviour 5.2.2.2. making the sound “mmmm” while eating For target behaviour 5.2.2.3. sounds similar to the sound attempts in the prelinguistic period in individuals, for example “aauuuu”, “ouuuu”
Section	Goals	Target Behaviours	Explanations
Section 5.2. Apraxia	5.2.3. Consistently produces speech sounds in isolation.	5.2.3.1. Consistently produces visible sounds. 5.2.3.2. Consistently produces less visible sounds.	In goal 5.2.3. each target sound is required to be repeated 5-10 times. Consistent productions are accepted as correct. In order to move on to the next stage, consistent production of all of the target sounds may not be expected. For target behaviour 5.2.3.1., the visible sounds are the sounds “m, b, p, f, v, n, t, d, l”. For target behaviour 5.2.3.2., the less visible sounds are the sounds “s, z, ç, c, r, h, k, g”.
Section 5.2. Apraxia	5.2.4. Consistently and correctly produces sound combinations.	5.2.4.1. Consistently and correctly produces consonant vowel combinations. 5.2.4.2. Consistently and correctly produces vowel consonant combinations. 5.2.4.3. Consistently and correctly produces consonant vowel consonant combinations. 5.2.4.4. Consistently and correctly produces different sound combinations.	For target behaviour 5.2.4.4. “ka-ma, ka-ma,ka-ma.../el-ik, el-ik, elik.../mey-ne, mey-ne, mey-ney.../boy-boya, boy-boya, boy-boya...”
Section 5.2. Apraxia	5.2.5. Consistently and correctly produces the sounds in words.	5.2.5.1. Consistently and correctly produces the sounds in a monosyllabic word. 5.2.5.2. Consistently and correctly produces the sounds in a two-syllable word. 5.2.5.3. Consistently and correctly produces the sounds in a three-syllable word. 5.2.5.4. Consistently and correctly produces the sounds in a word of gradually increasing length.	The aim of goal 5.2.5. is that the correct and consistent production of the speech sound produced correctly and consistently in isolation continues as the syllable length increases. The production of the speech sound is expected not to break down as the number of syllables increases.
Section	Goals	Target Behaviours	Explanations
Section 5.2. Apraxia	5.2.6. Consistently and correctly produces the sounds in word groups.	5.2.6.1. Consistently and correctly produces the sounds in two-item word groups consisting of monosyllabic words. 5.2.6.2. Consistently and correctly produces the sounds in word groups consisting of one monosyllabic and one two-syllable word. 5.2.6.3. Consistently and correctly produces the sounds in two-item word groups consisting of two-syllable words. 5.2.6.4. Consistently and correctly produces the sounds in	In goal 5.2.6. the words in the word groups used must be selected from words the individual can produce consistently and correctly in isolation. For target behaviour 5.2.6.1. “mor top, mor top, mor top” etc. For target behaviour 5.2.6.2. “mavi top, mavi top, mavi top” etc. For target behaviour 5.2.6.3. “kara kutu, kara kutu, kara kutu” etc. For target behaviour 5.2.6.4. “kırmızı araba, kırmızı araba, kırmızı araba” etc.

Section	Goals	Target Behaviours	Explanations
		word groups consisting of words of more than two syllables.	
Section 5.2. Apraxia	5.2.7. Consistently and correctly produces the sounds in sentences.	5.2.7.1. Consistently and correctly produces the sounds consisting of two words. 5.2.7.2. Consistently and correctly produces the sounds in sentences consisting of three words. 5.2.7.3. Consistently and correctly produces the sounds in sentences consisting of four words.	For target behaviour 5.2.7.1. "bal al, bal al, bal al.../top attım, top attım, top attım" etc. For target behaviour 5.2.7.2. "bol bal al, bol bal al, bol bal al" etc. For target behaviour 5.2.7.3. "Ayşe kırmızı top al, Ayşe kırmızı top al, Ayşe kırmızı top al" etc.
Section 5.2. Apraxia	5.2.8. Consistently and correctly produces the sounds during reciprocal communication.	5.2.8.1. Consistently and correctly produces the sounds used in speech acts. 5.2.8.2. Consistently and correctly produces the sounds in the words yes/no. 5.2.8.3. Consistently and correctly produces the sounds in the answers given to open-ended questions. 5.2.8.4. Consistently and correctly produces the sounds during structured conversation. 5.2.8.5. Consistently and correctly produces the sounds in unstructured conversations.	For goal 5.8.1. "-Tanıdığın birini yolda gördüğünde ne dersin?" "-Merhaba." "-Hasta olan kişiye ne denir?" "-Geçmiş olsun." etc.
Section 5.2. Apraxia	5.2.9. Uses correct stress and intonation in their speech.	5.2.9.1. Produces words with correct stress and intonation. 5.2.9.2. Produces different sentence types with correct stress and intonation.	

6. Module Name	RESONANCE In individuals with speech and language disorders, phoneme-specific nasal emission and compensatory speech
6. Module Aim	sound disorder errors due to hypernasality are to be eliminated, and it is aimed that speech sounds can be produced correctly and used intelligibly in daily life.
6. Sections in the Module	Phoneme-Specific Nasal Emission, Compensatory Speech Sound Disorder (Articulation) Due to Hypernasality Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 6.1. Phoneme-Specific Nasal Emission	6.1.1. Produces the high-pressure sounds (s, z, ʃ, ʒ, c) orally without nasal escape.	6.1.1.1. Produces the target speech sound in isolation. 6.1.1.2. Produces the target speech sound together with vowels in syllable-initial positions. 6.1.1.3. Produces the target speech sound together with vowels in syllable-final positions. 6.1.1.4. Produces the target speech sound between two vowels. 6.1.1.5. Produces the target speech sound in syllable-initial position within monosyllabic words. 6.1.1.6. Produces the target speech sound in syllable-final position within monosyllabic words. 6.1.1.7. Produces the target speech sound in syllable-initial-word-initial position within words of two or more syllables. 6.1.1.8. Produces the target speech sound in syllable-initial-word-medial position within words of two or more syllables. 6.1.1.9. Produces the target speech sound in syllable-final-word-medial position within words of two or more syllables. 6.1.1.10. Produces the target speech sound in syllable-final-word-final position within words of two or more syllables. 6.1.1.11. Produces the target speech sound within word groups. 6.1.1.12. Produces the target speech sound within a sentence. 6.1.1.13. Produces the target speech sound in all positions in spontaneous speech.	In this goal and its target behaviours there is hierarchical work. After one target behaviour has been acquired, the next target behaviour should be moved on to.

Section	Goals	Target Behaviours	Explanations
Section 6.2.	6.2.1. Produces the target speech sounds in place of the erroneous sounds originating from hypernasality.	6.2.1.1. Produces the target speech sound in isolation. 6.2.1.2. Produces the target speech sound together with vowels in syllable-initial positions. 6.2.1.3. Produces the target speech sound together with vowels in syllable-final positions. 6.2.1.4. Produces the target speech sound between two vowels. 6.2.1.5. Produces the target speech sound in syllable-initial position within monosyllabic words. 6.2.1.6. Produces the target speech sound in syllable-final position within monosyllabic words.	In goal 6.2.1. the remediation of the compensatory speech sound disorder errors seen in the individual is aimed at.

Section	Goals	Target Behaviours	Explanations
		6.2.1.7. Produces the target speech sound in syllable-initial-word-initial position within words of two or more syllables. 6.2.1.8. Produces the target speech sound in syllable-initial-word-medial position within words of two or more syllables. 6.2.1.9. Produces the target speech sound in syllable-final-word-medial position within words of two or more syllables. 6.2.1.10. Produces the target speech sound in syllable-final-word-final position within words of two or more syllables. 6.2.1.11. Produces the target speech sound within word groups. 6.2.1.12. Produces the target speech sound within a sentence. 6.2.1.13. Produces the target speech sound in all positions in spontaneous speech.	

7. Module Name	VOICE It is aimed that individuals with speech and language disorders can use their voice quality, pitch and loudness similarly to individuals of similar age, gender, cultural
7. Module Aim	background and geographical location and appropriately to their communication.
7. Sections in the Module	Respiration, Phonation Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 6.2. Compensatory Speech Sound Disorder (Articulation) Due to Hypernasality	7.1.1. Takes up the appropriate body position for correct respiration.	7.1.1.1. Stands upright. 7.1.1.2. Keeps their shoulders and neck in a relaxed position.	In goal 7.1.1. correct posture (body position) and respiration in the process of producing a healthy voice are the first stages of the target behaviour.

Section	Goals	Target Behaviours	Explanations
Section 7.1. Respiration	7.1.2. Performs correct respiration for Phonation.	7.1.2.1. Breathes in through their nose. 7.1.2.2. Lowers their diaphragm while breathing in. 7.1.2.3. Breathes out the air they have taken in through their mouth in a controlled and slow manner.	In target behaviour 7.1.2.1. breathing in through the nose is recommended for correct respiration. However, it must be borne in mind that this goal cannot be achieved in cases where there are anatomical problems in the nasal structures. In target behaviour 7.1.2.2. the individual's shoulder and rib cage movement is expected not to be marked during breathing in.
Section 7.1. Respiration	7.1.3. Maintains respiratory control during speech production.	7.1.3.1. Uses diaphragmatic respiration while speaking. 7.1.3.2. Controls the movement of their rib cage and shoulders.	

Section	Goals	Target Behaviours	Explanations
Section 7.2.	7.2.1. Explains the importance of voice production and use.	7.2.1.1. Explains the importance of correct and healthy voice use. 7.2.1.2. Lists the factors causing voice disorder.	In goal 7.2.1. knowing the factors causing voice disorder and knowing at a basic level how a correct and healthy voice is produced will help the disappearance of incorrect phonation behaviour and the achievement of vocal hygiene, as well as the maintenance of this behaviour.
Section 7.2.	7.2.2. Explains what needs to be done for vocal hygiene.	7.2.2.1. Explains the eating and drinking habits necessary for a healthy voice. 7.2.2.2. Explains the importance of the sleep pattern necessary for a healthy voice. 7.2.2.3. Explains the effects of adverse environmental factors and harmful habits on the voice. 7.2.2.4. Explains the adverse effects of incorrect use of the voice on the voice.	

Section	Goals	Target Behaviours	Explanations
Section 7.2. Phonation	7.2.3. Uses diaphragmatic respiration by taking up the body position appropriate for voice production during speech.	7.2.3.1. Stands upright. 7.2.3.2. Keeps their shoulders and neck in a relaxed position.	

Section	Goals	Target Behaviours	Explanations
Section 7.2. Phonation	7.2.4. Carries out forward-focused phonation.	7.2.4.1. Makes the breath they take in with correct respiration vibrate by means of the vocal folds. 7.2.4.2. Resonates around the face the sound formed by vibration in the vocal folds.	In goal 7.2.4. forward-focused phonation is the production of the sound formed by the vocal folds by resonating it in the cavities located inside the head. Phonation that is not forward-focused may increase the tension in and around the vocal folds. Forward-focused voice production can be recognised auditorily or by observing the area around the individual's neck. In phonation that is not forward-focused, tension is observed around the neck.
Section 7.2. Phonation	7.2.5. Uses a voice appropriate to their age and gender.	7.2.5.1. Controls the pitch (frequency) of their voice appropriately to their age. 7.2.5.2. Controls the pitch (frequency) of their voice appropriately to their gender.	
Section 7.2. Phonation	7.2.6. Uses correct phonation while speaking with different people in different situations and settings in everyday speech.	7.2.6.1. Uses their voice in a healthy way in everyday speech. 7.2.6.2. Controls the loudness of their voice according to the setting they are in while speaking. 7.2.6.3. Controls the pitch (frequency) of their voice according to the setting they are in while speaking.	In goal 7.2.6. the generalisation of the healthy voice the individual has obtained through voice therapy is aimed at. For this goal some changes may be made in the therapy setting. These changes may be the inclusion of a different specialist or person in the session (in this way it can be assessed whether the individual can produce a healthy voice while communicating with people other than their therapist as well) or the addition of an external sound to the therapy room (any sound added for the purpose of the individual receiving therapy controlling their voice against background noise). The individual is expected to use their voice at an appropriate loudness and frequency in the communication they establish with different people or in different settings.

annexes

ANNEX-1 CRITERION-REFERENCED TEST (CRT)

Name and Surname of the Individual Name of the Teacher : _____ : _____ Academic Year Date
 : ____/____/____ : Module Name Initial assess. : _____ Section No: _____ : ____/____/____ Interim assess.
 : ____/____/____ Final assess. : ____/____/____ Yes/No Target Behaviours Materials/Questions Instruction Criterion Interim assess. Final assess. Initial assess.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7.

assess.: Assessment

CHECKLIST ANNEX-2 Name and Surname of the Individual Name of the Teacher : _____
 : _____ Academic Year Date : _____/_____/_____: Module Name Initial assess. : _____
 Section No: _____: _____/_____/_____ Interim assess. : _____/_____/_____ Final assess. : _____/_____/_____

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

RUBRIC ANNEX-3

Name and Surname of the Individual : _____ Education Start and End Date : ____/____/____ Assessment Date : ____/____/____
 _____/_____/_____ Module - Section Name : _____/_____/_____ Goal/Target Behaviour : _____

Performance Level and Definitions

Criteria Poor (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 : _____

Pre-Assessment Date : / / Final Assessment Date : / /

Target Behaviour Number Assessment Goals Sections 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Pre x x x x x x x x x x x x Goal 1.1.1 Final + + + + + + + + + + + + +

Pre x x x x x Section 1.1 Goal 1.1.2 Final + + + + +

Pre x x x x x x x x Goal 1.1.3 Final + + + + + + +

Pre x x x x x x x x Goal 2.1.1 Final + + + + + Section 2.1 Pre x x x x x x x x x x x x Goal 2.1.2 + + + + + + + + + + Final

x x x Pre Goal 3.1.1 + + + Final

x x Pre Goal 3.1.2 Section 3.1 + + Final

x x Pre Goal 3.1.3 + + Final

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

x: Target behaviour aimed to be achieved

+: Target behaviour achieved

ANNEX-5 IEP PROGRESS MONITORING SUMMARY FORM

Name and Surname of the Individual Name of the Teacher : _____ : _____

Academic Year : _____ / _____

Final Assessment Date Pre-Assessment : ____/____/____ : ____/____/____

Date

In the Module In the IEP Achieved To Be Taught Worked On Not Achieved

Non-Achievement

Modules Contained Contained Target Target Recommendations Target Targeted Target

Reasons

Behaviours Behaviours Behaviours Behaviours Sections Goals

Note: The IEP Progress Monitoring Summary Form is filled in on the basis of the data obtained from the assessments made during the IEP implementation process, during instruction and at the end of instruction.

The data contained in this form are taken into account for the coarse assessments to be made in the following academic year.

		Goal 1.1.1						
		Goal 1.1.2						
	Section 1.1 (Section							
	Name)	Goal 1.1.3						
(Module Name)								
Module 1								
		Goal 1.1.4						
		Goal 1.2.1						
	Section 1.2 (Section							
	Name)	Goal 1.2.2						

		Goal 2.1.1						
(Module Name) Module 2	Section 2.1 (Section							
	Name)	Goal 2.1.2						

PORTFOLIO CHECKLIST Private Education Institution Guidance and Research Centre (RAM)

Explanation Explanation Works/Products Name and Surname of the Individual :
_____ Date : ____/____/____ Academic Year :
_____/_____ Module Name : _____ This

form has been prepared for the purpose of checking the portfolio content before the portfolios individuals have prepared after completing any module or at the end of the academic year are sent to the RAM. It has also been prepared for the purpose of giving information at the beginning of the academic process about what should be placed in the content of the portfolios to be prepared. When the portfolio is submitted, the following products/works will first be checked by the private education institution, and when the file reaches the RAM they will be checked by the RAM and the relevant columns filled in. Note: This form will be filled in in two copies. One will be kept on record at the relevant private education institution and the other at the RAM. ANNEX-6

This form has been prepared for the purpose of checking the portfolio content before the portfolios individuals have prepared after completing any module or at the end of the academic year are sent to the RAM. It has also been prepared for the purpose of giving information at the beginning of the academic process about what should be placed in the content of the portfolios to be prepared. When the portfolio is submitted, the following products/works will first be checked by the private education institution, and when the file reaches the RAM they will be checked by the RAM and the relevant columns filled in.

PORTFOLIO CHECKLIST ANNEX-6

Name and Surname of the Individual Date : _____ : ____/____/____

Academic Year Module Name : _____/_____ : _____

Private Education Institution Guidance and Research Centre (RAM) Works/Products Explanation Explanation

Note: This form will be filled in in two copies. One will be kept on record at the relevant private education institution and the other at the RAM.

	The Individual's IEP		
	IIP (Individual Instruction Program)		
	IEP Progress Monitoring Summary Form (2 Copies)		
	Performance Record Forms		
	IIP Sample		
	Progress Monitoring Record Form Sample		
	Progress Monitoring Graph Sample		
	Measurement Tools (Tests) Sample		
	Samples of Homework Done During the Instructional Process		
	Samples of Worksheets Done by the Individual During the Instructional Process		
	Audio Recording and Video Samples Containing the Individual's Work (May Be Included Provided Permission Is Obtained From the Family)		

PORTFOLIO RUBRIC ANNEX-7

Name and Surname of the Individual Assessment Date : _____ : ____/____/____

Education Start Date Module Name : _____/_____ : _____

EXPLANATION: This tool has been prepared for the purpose of assessing the portfolios in which the various products our individuals have prepared according to the relevant module or modules during the academic year are found together with the various measurement tools applied by teachers relating to their instruction and development. In scoring the individual portfolios prepared, score by examining each of the criteria below separately.

Fair (2) Needs Improvement (1) Good (3) Very Good (4)

Content	Almost none of the works that should be present within the scope of Part 1, Part 2 and Part 3 are present in the portfolio. Only the individual's IEP is present. The record form and/or progress graphs showing the individual's development are also not present.	The individual's IEP and Performance Record Form within the scope of Part 1 are present in the portfolio. The works that should be present within the scope of Part 2 and Part 3 are not present. The record form and/or progress graphs showing the individual's development are partly present but give very superficial information.	A significant part of the works that should be present within the scope of Part 1, Part 2 and Part 3 are present in the portfolio. The sample products match the information in the performance record form and the record form and/or progress graphs showing the individual's development are present.	All of the works that should be present within the scope of Part 1, Part 2 and Part 3 are present in the portfolio. The sample products match the information in the performance record form and the record form and/or progress graphs showing the individual's development are present.
Achievement Status of the Goals	When the products, forms and performance record form in the portfolio are examined, it is seen that none of the goals determined before instruction 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 about half of the goals determined before instruction have been achieved.	When the products, forms, performance record form, etc. in the portfolio are examined, it is seen that a significant part of the goals determined before instruction have been achieved.	When the products, performance record forms, etc. in the portfolio are examined, it is seen that the goals determined before instruction have been fully achieved.

Fair (2) Needs Improvement (1) Good (3) Very Good (4)

Measurement Tools	The measurement tools placed in the portfolio as samples 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 they should have and their variety) and in quality (content).	The measurement tools placed in the portfolio as samples generally match the individual's goals and the target behaviours in the modules. However, they need to be improved in quality (in terms of content)	Although the measurement tools placed in the portfolio as samples match the individual's goals and the target behaviours in the modules, they need to be improved somewhat further technically (the characteristics they should have and their variety).	The measurement tools placed in the portfolio as samples 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 of Development	There is no tool in the portfolio reflecting the individual's developmental process.	The sample record charts/graphs presented in the portfolio do not reflect the individual's developmental 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 developmental process, they do not give detailed information.	The sample record charts/graphs presented in the portfolio give detailed information about the individual's performance.
Product Variety	Only one type of sample from the works done relating to the individual's goals has been given in the portfolio.	Samples of two or three types from the works done relating to the individual's goals are also present in the portfolio.	Samples of two or three types from the works done relating to the individual's goals are also present in the portfolio. The number of samples specific to each type is also at a sufficient level.	Various samples from the works done relating to the individual's goals (test samples, worksheets, videos, audio recordings, homework, activities) have been presented in the portfolio. The

				samples presented are both sufficient in number and reflect the individual's different characteristics in quality.
Order	The documents and products in the portfolio have been filed at random without conforming to Part 1, Part 2, Part 3. The file appears quite disorderly.	The documents and products in the portfolio have been filed in conformity with Part 1 but the other parts are filed in a confused manner.	The documents and products in the portfolio have been filed appropriately according to Part 1 and Part 2 and are generally orderly.	The documents and products in the portfolio have been filed in conformity with Part 1, Part 2, Part 3. The file is quite good in terms of order.

Needs Improvement (1) Fair (2) Good (3) Very Good (4)

Explanation	Strengths of the File:			
	Aspects of the File Needing Improvement:			

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH SPEECH AND LANGUAGE DISORDERS