



SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH HEARING IMPAIRMENT

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

Full translation of the Turkish original; all tables preserved.

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SUPPORT EDUCATION PROGRAM

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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 in educational settings of every type and level. To this end, individual and group education opportunities shall be provided. For individuals requiring special education who are of compulsory schooling age and are not in a position to attend any educational institution, education programs aimed at developing basic life skills and meeting their learning needs shall be implemented, regardless of the degree to which they are affected by the impairment." This article laid the foundation of support education services. The aim of support education programs is to serve both families and individuals, without any age limit, by supporting individuals in sustaining their lives independently, in their developmental domains and in academic skills, and by providing rehabilitation for those who need it. 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,

experts and teachers in a person-centred manner that guides the teacher, incorporating new methods and techniques as well as developments in the field of special education, the following processes were followed: Teaching programs of different countries that have been renewed and updated in recent years for similar reasons were examined, Academic studies on special education and support education programs were reviewed, The relevant legislation, first and foremost our Constitution, was examined,

Focus group meetings were held with teachers and experts working in special education and rehabilitation centres and in guidance and research centres, in which their views on the content and implementation of the support education programs were obtained, Four separate workshops of approximately four days each, attended by all 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 expert personnel, teachers and academics from the relevant units of the Ministry of National Education. In line with the findings obtained, the support education programs were reviewed, updated and renewed.

2. Aims of 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” set out in Article 2 of the Basic Law of National Education No. 1739 and the “Basic Principles of Special Education” contained in Decree Law No. 573 on Special Education, are as follows: 1. To support the healthy development of individuals with special needs in the domains 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 their daily lives and to support them in becoming independent individuals who use these skills effectively 3. To support individuals with special needs who have adopted national and 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 their lives, 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 teaching programs,

our values and competences establish the integrity among these knowledge, skills and behaviours. Values are the essential heritage that has reached the present day from the national and moral sources of society and that 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 are inseparable and, taken together with the knowledge, skills and behaviours that the learning and teaching processes seek to impart, they 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 the 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 have 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; education and instruction 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 teaching programs. The education program is formed by taking into account all the elements of the education system, such as teaching programs, learning-teaching environments, educational tools and materials, extracurricular activities and legislation. In the support education programs, the aim is to develop the ten root values envisaged by the Ministry of National Education for education programs. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness. These values will be addressed in the 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 Hearing Impairment, the aim is to develop these ten root values and the sub-values related to them.

In the support education programs too, with this understanding, our values have not been treated as a separate program or learning domain, unit, topic, section, etc. On the contrary, our values, which are the ultimate purpose and spirit of the entire education 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 in competences. Competences, the range of skills that individuals will need in their personal, social, academic and working lives at both national and international level, have been 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, taking initiative and entrepreneurship, and cultural awareness and expression. Within the framework of special education, competences relating to communication in foreign languages have not been addressed in the support education programs. The competences addressed in the support education programs are defined in the TQF as follows: The competences addressed in the Support Education Program for Individuals with Hearing Impairment 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 interacting linguistically in an appropriate and creative way in all kinds of social and cultural contexts such as education and training, the workplace, home and leisure. In the Support Education Program for Individuals with Hearing Impairment, the concepts section of the Support for Learning Module aims for individuals with hearing impairment to acquire basic concepts. Communication in the mother tongue is addressed in the Language Education and Social Communication Modules. In the Reading and Writing Module, the aim is to enable individuals with hearing impairment to succeed in early literacy, initial reading and writing, grammar, reading comprehension, listening comprehension and written expression skills. In this

module, communication in the mother tongue is addressed in the grammar, reading comprehension, listening comprehension and written expression sections. 2) Mathematical competence and basic competences in science/technology: Mathematical competence is the development and application of a mathematical way of thinking in order to solve a range of problems encountered in daily life. Emphasis is placed on process, activity and knowledge built upon sound arithmetic skills. Mathematical competence involves the skill and willingness to use, to differing degrees, mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs and charts). Competence in science refers to the body of knowledge concerning the explanation of the natural world and to the skill and desire to make use of methodology in order to identify questions and produce evidence-based conclusions. Competence in technology is seen as the application of knowledge and methodology in the context of meeting perceived human wants and needs. Competence in science

and technology encompasses the power to comprehend the changes arising from human activities and the responsibilities of each individual as a citizen. In the Early Mathematics Module of the Support Education Program for Individuals with Hearing Impairment, the aim is to enable individuals with hearing impairment to learn the basic skills of mathematics and to increase their readiness levels for advanced mathematics skills. In the Mathematics Module, the aim is to enable individuals with hearing impairment to learn the most basic skills of mathematics during the school period and to succeed in advanced mathematics skills. Through these modules, the aim is to develop the mathematical competences of individuals with hearing impairment. Basic competences in science/technology, on the other hand, are intended to be supported in the Mathematics and Reading and Writing Modules. 3) Digital competence: Covers the safe and critical use of information and communication technologies for work, daily life and communication. This competence is supported through basic skills such as the use of computers to access, evaluate, store, produce, present and exchange information, as well as participating in and communicating through shared networks via the internet. In the Support Education Program for Individuals with Hearing Impairment, digital competence is intended to be supported in the alternative communication section of the Language Education Module. 4) Learning to learn: The competence to pursue learning and to persist in it so that individuals can organise their own learning activity, individually or in groups, in a way that also encompasses effective time and information management. This competence encompasses the individual's awareness of their learning needs and processes by recognising the available opportunities, and the ability to cope with difficulties for a successful learning activity. It also means seeking and making use of guidance support as much as acquiring, processing and adapting new knowledge and skills for oneself. Learning to learn mobilises learners to draw on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts such as the home, the workplace and education and training settings. Through the self-management skills section of the Social Communication Module of the Support Education Program for Individuals with Hearing Impairment, the aim is to support the competence of learning to learn. 5) Social and civic competences: These competences include personal, interpersonal and intercultural competences and also cover all forms of behaviour that equip individuals with the qualities enabling them to participate effectively and constructively in an increasingly diverse society and working life and to resolve conflicts where necessary. Civic competence,

on the other hand, equips individuals to participate fully in civic life on the basis of knowledge of social and political concepts and structures and a commitment to democratic and active participation. In the Support Education Program for Individuals with Hearing Impairment, the Social Communication Module aims for individuals with hearing impairment to realise their social communication skills.

Social competences are supported in all sections of this module. Civic competences, on the other hand, are intended to be supported through the topics and texts to be given to students in the initial reading and writing, reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. 6) Cultural awareness and expression: The appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature and the visual arts. In the Support Education Program for Individuals with Hearing Impairment, expressive competences are intended to be supported in the Language Education and Social Communication Modules. In addition, this competence can be supported through the topics and texts to be given to students in the reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. 7) Taking initiative and entrepreneurship: Refers to the individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve goals. This competence provides a foundation for individuals to be aware of the context and conditions of their work and to seize business opportunities, not only at home and in society. It also encompasses the specific knowledge and skills needed by people who undertake or contribute to social and commercial activities. In the Support Education Program for Individuals with Hearing Impairment, taking initiative and entrepreneurship is intended to be supported in the Social Communication Module.

4. Structure of Support Education Programs

A modular approach has been adopted in the support education programs. A module, in its literal sense, means a divisible part of a whole. In other words, it is a small unit that has integrity of meaning within itself. In this context, a module is a written material containing the definition and aims of the relevant module, the activities that must be carried out to achieve these aims, and the measurement instruments. The support education programs have been created by taking into account the needs of individuals in the relevant impairment group. These modules consist of teaching experiences that are based on individual instruction, have a beginning and an end,

show integrity within themselves and are organised within a systematic framework. The support modules have been prepared in a structure that has integrity within itself and that functionally complements one another, in a way that allows an individualised education program to be prepared and implemented. 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. When determining the aims of modular education programs, the characteristics of the individual, society and subject field are taken into account. It has been adopted as a principle to prepare a program that is appropriate to the level of individuals with special needs, meets the needs of society and in which the topics are updated in line with scientific and technological developments. 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 attained by individuals, the target behaviours and specific explanations have been included, taking into account the proficiency level of the individuals in practice in order to reach the goals. The explanations may concern sub-dimensions of the program such as the characteristics of the goal, prerequisite learning, teaching method, materials and measurement. Modules consist of sections within themselves. The sections within the modules have been addressed as linear and spiral approaches according to the characteristics of the fields. In this sense, the support education

programs are linear because some modules contain sections in which gradual progression and prerequisite learning are compulsory. That is, one cannot move on to another goal before a goal has been achieved. Some modules, on the other hand, have spiral characteristics in terms of their content approach. This is 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, have integrity within themselves and allow individual performance to be assessed. Furthermore, each of the support education modules, which are oriented towards individual learning, covers a particular skill and/or body of knowledge. The support education modules that have been prepared have the characteristic of taking into account the interests, wishes and abilities of the individual, 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 through facts or the solution of problems selected from real settings.

Codes The following system has been followed in the support education programs for 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. The 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 needs of the individual 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 interests and needs of the individual are important. In this respect the two resemble each other. However, while in learner-centred designs the need is determined in advance, in experience-centred designs the learner's needs are determined by the teacher in school life and in social life. In this sense, the support education programs have been prepared in a learner-centred way, but the teachers implementing the programs have also been advised to take experience-centred practices as a basis. In this sense, the teacher's immediate attitudes and decisions and their competence in implementing the program are extremely important. In learner-centred 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 needs and including behaviours oriented towards the knowledge, skills and attitudes that these identified educational needs will require has been the focal point of the support education programs.

Modular teaching programs, the teaching methods, strategies and techniques recommended in practice, and individual performance assessments have been prepared in a way that supports lifelong learning based on person-centred active learning. In addition, the cooperation of the family and the teacher, who are supportive and guiding elements throughout the individual's life, is also very important for this program. For all individuals requiring special education, an "Individualised Education Program (IEP)" must be prepared and implemented on the basis of the support education programs in line with their individual characteristics, performance and needs. In determining the goals to be included in the IEP, in organising the learning-teaching process and in assessing achievement, the individual's readiness and their cognitive, social and physical characteristics may differ. For this

reason, the individual differences of individuals (their 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 for the individual and a lesson plan based on the IEP must be prepared. The “Lesson Plan Preparation Format” is given on the next page.

Lesson Plan Preparation Format

Section 1

Module Name:

Section Name:

Section 2

Goal:

Target Behaviour:

Teaching Methods and The teaching methods and techniques recommended in the modules are Techniques: taken as the basis with priority.

Teaching Technologies and Materials:

Before the lesson begins, the seating arrangement, the position of the tools and Environmental Arrangements: materials to be used, and the setting in which the teaching, generalisation and monitoring sessions will be conducted must be explained.

Section 3

When planning instruction, the type of behaviour to be taught, attention-securing cues, tools and materials, the mode of trial presentation, the setting, teaching Teaching-Learning arrangements (one-to-one or group teaching arrangement), cues, and the Process: stimuli to be presented after the behaviour must be determined, the recording system must be determined and, in addition to all of these, the stages of learning must be included in the plan.

Section 4

Measurement and The measurement and assessment approach recommended in the modules is taken as the basis, Assessment: applied, and the results of the application are evaluated.

B. Support Education Program for Individuals with Hearing Impairment

1. General Aim of the Support Education Program for Individuals with Hearing Impairment

Through this program, it is aimed that individuals with hearing impairment:

1. Are enabled to use their existing hearing at the best level with their hearing aid, cochlear implant or other assistive listening devices
2. Are supported in the development of their language and communication skills by following the typical developmental stages
3. Are enabled to use their auditory perception and cognitive skills interactively
4. Are supported in advanced reading and writing skills, starting from early literacy skills
5. Are supported in advanced mathematics skills, starting from early mathematics skills
6. Are supported in using their post-language-acquisition communication, auditory perception and cognitive skills effectively
7. Are enabled to use self-confidence during communication in different

settings, compensatory strategies in communication breakdowns, and methods of coping with environmental factors that disrupt communication.

2. Structure of the Support Education Program for Individuals with Hearing Impairment

The Support Education Program for Individuals with Hearing Impairment consists of seven modules. These modules are shown in the diagram below

Program Modules and Sections

Module	Sections in Module
AUDITORY TRAINING	Sound Detection, Sound Discrimination, Sound Identification, Auditory Comprehension
LANGUAGE EDUCATION	Prelinguistic Communication Period, Linguistic Period Language and Communication, Alternative Communication Goals Explanations Target Behaviours
SOCIAL COMMUNICATION	Interpersonal Relations, Self-Management Skills Goals Explanations Target Behaviours
SUPPORT FOR LEARNING	Auditory Attention and Memory, Visual Attention and Memory, Concepts Goals Explanations Target Behaviours
READING AND WRITING	Early Literacy, Initial Reading and Writing, Grammar, Reading Comprehension, Listening Comprehension, Written Expression General Explanations Concerning the Module
EARLY MATHEMATICS The Early Mathematics module aims to enable individuals with hearing impairment to learn the most basic skills of mathematics	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data
MATHEMATICS	Numbers and Operations, Geometry, Measurement, Data Processing General Explanations Regarding the Module

Modules, Sections and Lesson Hours

Module	Sections in Module	Total
Auditory Training 1. Sound Detection 50 lesson hours 2. Sound Discrimination 50 lesson hours 3. Sound Identification 50 lesson hours 4. Auditory Comprehension 50 lesson hours		Total: 200 lesson hours
Language Education	1. Prelinguistic Communication Period 100 lesson hours 2. Verbal Period Language and Communication 100 lesson hours 3. Alternative Communication 100 lesson hours	Total: 300 lesson hours
Social Communication	1. Interpersonal Relations 45 lesson hours 2. Self-Management Skills 45 lesson hours	Total: 90 lesson hours
Support for Learning	1. Auditory Attention and Memory 50 lesson hours 2. Visual Attention and Memory 50 lesson hours 3. Concepts 50 lesson hours	Total: 150 lesson hours
Reading and Writing	1. Early Literacy 50 lesson hours 2. Initial Reading and Writing 70 lesson hours 3. Grammar 30 lesson hours 4. Reading Comprehension 50 lesson hours 5. Listening Comprehension 50 lesson hours 6. Written Expression 50 lesson hours	Total: 300 lesson hours

Module	Sections in Module	Total
Early Mathematics	1. Object Attributes and Readiness for Measurement 30 lesson hours 2. Spatial Relations 30 lesson hours 3. Numbers 30 lesson hours 4. Part-Whole Relationship 20 lesson hours 5. Early Addition and Subtraction 50 lesson hours 6. Geometry 20 lesson hours 7. Measurement 10 lesson hours 8. Data 10 lesson hours	Total: 200 lesson hours
Mathematics	1. Numbers and Operations 70 lesson hours 2. Geometry 30 lesson hours 3. Measurement 30 lesson hours 4. Data Processing 20 lesson hours	Total: 150 lesson hours

7 Modules Total 1390 lesson hours

NOTE: Pursuant to paragraph 3 of Article 31 of the Ministry of National Education Regulation on Private Special Education Institutions, a module may be recommended for repetition once only.

3. The Teaching-Learning Process of the Support Education Program for Individuals with Hearing Impairment

The features of applying some of the teaching methods, techniques and strategies that may be used to achieve the target behaviours in the program are explained below. Direct Instruction Method: The main aim of the method is to make the individual independent by gradually withdrawing the cues in the content being taught. Through the continuous assessments made at these stages, the teacher decides whether to reduce or increase the cues, or whether to present the topic again. In this teaching method, when instruction begins all responsibility initially lies with the teacher, but as instruction progresses responsibility passes from the teacher to the individual. When responsibility belongs to the teacher, the teacher presents the content in small steps. When responsibility belongs to the individual, the individual applies the content presented by the teacher on their own, and the teacher supports the individual with cues, corrections and feedback. Care must be taken that responsibility passes from the teacher to the individual gradually and slowly. The Direct Instruction Method is applied in five instructional stages. These are listed below. In the daily review stage, before starting the lesson the teacher checks the individuals' homework and reviews the relevant skills taught previously and the prerequisites. In the modelling stage, the responsibility for instruction lies entirely with the teacher. If it is a skill to be acquired by the individual, the teacher models how the skill is performed. If it is a concept, the teacher shows examples of the concept. If information is being presented, the teacher explains the information. In the guided practice stage, the responsibility for learning gradually passes from the teacher to the individual. For this, the individual must do exercises under the teacher's guidance in which the cues are gradually withdrawn. In the guided practice and modelling stages, it is important to give feedback on or apply corrections to the practices carried out and the answers given by the individuals. In the independent practice stage, responsibility is transferred entirely to the individual. Individuals are given new exercises requiring them to use the knowledge, skill or concept they have learned independently. At this stage, the skill the individual is asked to perform must be of the same difficulty as the skill that was modelled and practised in guided practice. For this reason, the material to be worked on must also have the same characteristics.

In the weekly and monthly review stage, the knowledge, skills and concepts taught must be reviewed frequently. Teachers are advised to review the previous week's and month's work again. Cumulative Review Strategy: This means repeating the items presented in sequence together with the previous items. For example, while a story is being told, first the first part is read and told, then the second part is read and told. Then the first and second parts are told together. The same practice continues until the story ends. Increasing Practice: Increasing the individual's opportunities to respond is extremely important for academic improvement. Making newly acquired knowledge durable and fluent successfully through repetition is directly linked to the number of trials in many academic areas. Increasing practice can be done in various ways. Having a text read repeatedly, having a taught sound read within different structures, or increasing the number of texts read are ways of increasing practice. Multisensory Method: This is a method applied to support individuals with severe reading and writing difficulties in learning the letters/sounds and words they have trouble with or confuse. It is based on activating the visual, auditory, tactile and movement senses together. It is used especially in teaching letters or words that are frequently confused. In this method the individual hears the letter/word the teacher says, repeats it, hears it while repeating, traces the letter/word with their fingers, feels their own muscle movements, receives tactile input, follows their hands, and while doing all this also vocalises the letter/word and thus hears themselves. In this way, it is aimed that individuals encode information about the letter they confuse with information coming from many sources, and therefore recall it more easily. It requires highly structured instruction with a large

number of repetitions and practice. Model Reading/Writing - Repeated Reading/Writing - Reading/Writing Error Correction: These techniques may be applied separately or together. In the use of these techniques, grouped as skill-based techniques, modelling is done according to the target skill (for example, reading the text to the individual). The target skill is practised repeatedly (for example, having the individual read the text repeatedly), and then during these practices the individual's errors are identified and error correction is applied either immediately or after the skill ends (for example, the teacher reading the words misread in the text, then having the individual read them). During error correction, the skill is modelled again for the individual, who is then expected to perform it. Self-Monitoring: Self-monitoring is determining and recording how often or for how long a particular behaviour occurs. Self-monitoring has two components. These are self-evaluation and self-recording. Self-evaluation is determining how often

or for how long a behaviour occurs. Self-recording is the person recording their own performance using a recording tool. Recording charts containing the stages of the task or recording charts containing the qualities targeted in the product may be used as recording tools. In self-monitoring, the behaviours to be monitored can basically be divided into two: sustaining attention on task and monitoring performance. The aim of sustaining attention on task is to increase the individual's attention span and direct the individual to the task. Performance monitoring may be applied to monitor various types of the individual's product and process. The product may be monitored in the dimension of fluency or accuracy. The process may be monitored as the stages of performing a skill or the stages of applying task steps. Goal Setting: Goal setting may serve two purposes: improving individuals' existing skills or increasing their fluency. The following procedures must be applied when setting goals. 1. Establishing the individual's current performance: The individual's performance related to the skill to be improved must be established. The individual's performance may be established through work they have done previously, or it may be determined directly. 2. Determining the goals: When goals are determined, increases should generally be calculated between 10% and 30%. If error reduction is targeted, the same rate should be adopted. At the same time, the time allowed for reaching the goal also plays a role in determining these rates. 3. Planning for the achievement of the goal: At this stage, it is planned with which materials, how often and when work will be done for the goal to be achieved. 4. Implementing the plan: The prepared plan is implemented and it is observed whether there is a problem in the implementation or in the goals set. Changes may be made if necessary. 5. Monitoring and feedback: The individual's performance is monitored at certain intervals and feedback is given about their progress. When giving feedback, bar charts may be chosen to make progress concrete. Planned Conversation: In planned conversation, a teaching technique of social interaction theory, the teacher must first choose the topic of the conversation and either involve the individuals in the discussion or provide the individuals with prior information about the topic in question. During this conversation the teacher must provide direct instruction for skills or concepts when necessary. The teacher must encourage individuals to develop their language and expression and support the individuals in speaking within the framework of the chosen topic. Activity-Based Instruction: It is a teaching method in which instruction is organised in natural settings but antecedent and consequent stimuli related to the target skill to be taught are presented, and in which, taking the individual's interests

into account, the aims are intended to be achieved within daily routines and planned games. When activity-based instruction is organised, care must be taken that the activities are chosen taking the individual's interests into account, that the individual's individual aims are taught embedded within routines or planned activities, that functional and generalisable target skills are taught, and that antecedent and consequent stimuli which are in a natural and meaningful relationship with the

environment and the behaviour are used. **Print-Enriched Games:** An important way of increasing print awareness skills is the use of print-enriched games mediated by an adult. Print-enriched games are games in which individuals are offered opportunities that will make it easier for them to understand the features and function of written language and enable them to act like literate people. Print-enriched games, like picture and print story books, create a rich context for raising awareness of written language. In addition, play settings enriched in terms of print also offer opportunities that make it easier for individuals to understand the features and function of written language. During these games individuals gain important acquisitions such as showing the reading direction of print, related to the features of written language, and becoming aware of the function of print by understanding how a shopping list is used. For print-enriched games, print elements may be added to any kind of game appropriate to the individuals' age and developmental characteristics. What matters is that during the game the teacher draws attention to print and models and guides the individual towards the print awareness goals determined in advance. For example, the Patisserie game. The general aim of this game is to play the roles of waiter and customer in turn, with the customer ordering from the menu booklet and the waiter bringing the order given. In this game, toy kitchen utensils, models of food and drink such as cake, gateau and a milk carton, and a picture and print menu are used. During the game, in the process of reading the picture-and-print menu the individual's attention is drawn to the print and at the same time the targeted print awareness skills are taught. Print awareness skills such as showing that print is read from left to right and pointing out a word within the print may be taught within the game. In this way, individuals are enabled to rehearse early literacy roles and routines within the game. **Interactive Book Reading:** For the purpose of supporting language and early literacy skills, a parent reading a picture book with their child or a teacher reading a book to the individuals in the class are widely recommended reading practices. The term interactive book reading is used to describe the interaction that emerges between an adult and an individual or individuals while looking at or reading a book. Print awareness, phonological awareness, listening

comprehension, vocabulary and letter knowledge, which are important learning areas of early literacy skills, as well as the development of language and communication skills, are effectively supported by interactive book reading practices. **Picture Book Viewing:** According to the target behaviour, it is applied by showing the individual the pictures in the book and asking questions to get the individual to talk about the pictures. While doing this, modelling must be provided when necessary and a response must be requested from the individual. If the development of target behaviours such as narrating events, predicting and reasoning is aimed, these target behaviours must first be modelled by discussing the pictures. In subsequent sessions, the individual must be enabled to predict, reason, etc. by giving cues with the pictures. **Graphic Organisers:** Graphic organisers are tools that visualise the content and the relationships within the content. In this visualisation, diagrams are used according to the structure of the content. Thus, the relationships within the content are encoded within the framework of particular diagrams. The content to be taught may be knowledge, skills, concepts, facts and principles. Graphic organisers are the best tools for presenting information in groups. Graphic organisers may be used before, during and after instruction. The aim of using them before instruction is to show the organisational structure of the information to be presented. They may be used to build prior knowledge or activate previous knowledge. During instruction they are used to group information, and at the end of instruction to assess whether the individual has learned the information and its relationships and to have the information summarised. There are types of graphic organisers according to the types of content to be presented. Content types may be sequencing, description, cause-effect, comparison, problem-solution, chronology. Various examples of graphic organisers can reach by typing the word “graphic organizer” into search engines on the

internet. **Strategy-Based Written Expression Instruction:** The writing process is completed in five basic stages. These stages include planning, drafting, revising, checking and sharing. In the planning stage, options are given and individuals are asked to choose a topic, determine for what purpose they will write and their reader audience. They are asked to list what they know about the topic they have chosen with the help of brainstorming and to organise it according to the order of writing. At this stage, the strategies of setting a purpose for writing, determining the reader audience, activating prior knowledge about the topic and grouping it are used. In the drafting stage, individuals are asked to put into writing the ideas produced and ordered in the planning stage. At this stage, the strategy of converting the draft into written form is used. In the revising stage, individuals are asked to examine, using revision strategies, whether what they have written is appropriate to their writing purposes and readers, and to make the necessary corrections. In the checking

stage, individuals are asked to check and edit their sentences in terms of word choice, punctuation marks, spelling rules and sentence structures. Finally, individuals share what they have written with their classmates and make a book out of the texts they have written. After determining the text type, the teacher must model the strategies used at these stages by thinking aloud and must have the strategies applied in guided and independent ways. Each instructional stage must be applied at least three times. **Teaching Reading Comprehension Strategies:** Before strategy instruction, text structure must be taught to individuals. Each text type has its own particular structure. When individuals are made aware of this structure, it will be easier for them to understand the units of information in the text. Diagrams may be used in teaching text structure. In strategy instruction, pre-reading, during-reading and post-reading strategies are applied. The aim of pre-reading strategies is basically to build prior knowledge about the text to be read and to motivate the individual towards reading. Talking about the title and pictures, asking questions and making predictions about the content of the text may be given as examples of pre-reading strategies. The aim of during-reading strategies is to understand the units of information in the text, to understand the text by establishing relationships between these units, and to establish relationships between existing knowledge and the information in the text while reading. Strategies such as underlining the units of information and placing them in a diagram, narrating the part read and predicting may be used during reading. After reading, strategies are applied for the purpose of understanding the whole text as an integrated whole and reviewing the parts not understood. Some of the post-reading strategies are summarising what has been read, narrating the text and answering questions. How these strategies are applied is modelled with the chosen text type in a few texts, then texts are given to the individual and guided practices are carried out and the individual's application of the strategy is supported, and finally independent practices are carried out and the individual's strategy applications and comprehension development are observed. Text comprehension is not a skill to be achieved in a single lesson. For this reason, practices must be continued as recommended above until the individual becomes independent in text comprehension. If, in comprehension instruction, a text type is chosen and strategy instruction is applied until the individual becomes independent in applying the strategies, it must be checked whether the individual generalises their comprehension skill to other text types. Generally, when strategy instruction is worked on with one text type, the individual can understand the text by applying the strategy to other text types as well. For this generalisation to be achieved, the individual must have an idea about the structure of each text type. For this reason, a text type is chosen and text structure and strategy instruction are carried out. For other text types, comprehension performance may be determined by only introducing the text structure, without strategy instruction. However, for some individuals, when the text type is changed, it may be necessary to model the strategy once or a few times together with the introduction of the text structure.

Process-Based Mathematics Problem Solving Instruction: In the problem-solving process, the teacher must model problem solving by thinking aloud and including interactional dialogues. In order to cope with the existing problem situation, not only what the individual must do but also how they must do it should be modelled. The four most basic steps regarding how a mathematics problem will be solved are the steps of understanding the problem, making a plan, implementing the plan and checking. While these steps are being acquired, the individual must be enabled to express the problem in their own words before solving it. While solving the problem, the individual must be enabled to visualise it with a diagram or their own drawings in order to conceptualise the problem. In the problem-solving process, modelling must be provided for individuals at the stages of reading the problem aloud, explaining it in their own words, converting it into a visual, making a prediction, carrying out the operation and checking the process.

4. Measurement and Assessment in the Support Education Program for Individuals with Hearing Impairment

Individuals with special education needs learn more easily when different and multiple learning techniques are used and practices addressing more than one sense are carried out in the learning process. The type and degree of impairment, the time of onset of the impairment, the services provided and the individual characteristics of each individual affected by an impairment differ from one another. Accordingly, their learning levels also differ considerably from one another. For this reason, an IEP must be prepared appropriate to each individual's individual characteristics. The IEP is a written document developed to meet the educational needs of the individual affected by an impairment in appropriate educational settings with the necessary support services. An IEP must be developed for each individual identified as being affected by an impairment. Developing the IEP before starting special education is necessary so that the special education service to be provided is organised in accordance with the individual's needs. The IEP must include the current performance level of the individual affected by an impairment, the goals expected to be achieved by the individual at the end of the year/term, the educational services and the duration of these services. It must also cover the transition services to be provided for the individual between educational settings or levels and the measurement of progress. When preparing the IEP, in order to identify the individual's needs, assessments must be carried out at the beginning of the instructional process, during the instructional process, at its end and at the end of the year. In this process, it is especially important that the coarse and detailed assessments at the beginning are carried out in a way that reflects the individual's real performance. Measurement and assessment

practices must, as a basic principle, follow formative (process assessment) and summative assessment (year-end general assessment) processes, and different data collection methods and measurement tools must be used. The measurement and assessment practices of the Support Education Program for Individuals with Hearing Impairment consist of the stages of identifying the individual's needs, 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. Identifying the Individual's Needs

Coarse assessment is carried out in order to identify individuals' needs. At the guidance and research centre (RAM), which modules of the relevant support education program and which sections within those modules individuals will receive is determined as a result of the coarse assessment. At the same time, coarse assessments must also be carried out at the special education and

rehabilitation centre for the modules and sections determined by the RAM, and the individual's needs must be identified in more detail. As a result of the coarse assessment, the individual's areas of need must be identified and goals and target behaviours (short- and long-term aims) must be set. Thus the individual's IEP is prepared. When needs are identified and put in order of priority in the coarse assessment, the 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 carried out in three dimensions. I) Conducting interviews: More than one data source must be used for the interviews. These are: a) The individual's family b) Their teachers at school (preschool teacher, classroom teacher, guidance counsellor, etc.) c) The individual themselves If an interview is to be conducted with the individual, the individual's age and performance level are important. An interview with the individual will be meaningful in terms of supporting and enriching the interviews conducted with the individual's family and teachers. II) Conducting observation: At this stage, the teacher/specialist must carry out the observation themselves. When observing, structured according to the individual and the setting to be observed

or naturalistic observation should be preferred. Observation results should be related to the interviews conducted. III) Administration of checklists and rubrics: After the interviews and observations, individuals should be measured one-to-one using checklists and rubrics.

2. Pre-Instructional (Initial) Assessment

Pre-instructional (initial) assessment is the detailed assessment carried out, following the coarse assessment, in order to determine at which step (level) the individual is before beginning instruction on the goals and target behaviours selected for the individual's IEP. In pre-instructional assessments, data are collected by conducting one-to-one applications for each individual. At this stage, a Criterion-Referenced Test (CRT), (see sample form Annex 1), a Checklist containing skills broken into small steps (see sample form Annex 2) and a Rubric (see sample form Annex 3) may be used. The data obtained from the measurement tools used should be recorded on the Performance Record Form (Annex 4).

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

Post-instructional assessment is the assessment carried out after the instruction of the relevant target behaviours has been completed, in order to see to what extent the individual has acquired or grasped the behaviour. At this stage, the detailed assessment tools used before instruction should be used. The data obtained from the measurement tools at the end of instruction should again be marked on the Performance Record Form (Annex 4). Carrying out measurement and assessment applications together with instruction while the individual is in the instructional process, that is, while the relevant target behaviours are being taught, is important for the effectiveness and efficiency of instruction. For this reason, assessments should be made during instruction and at the end of sessions to monitor the individual's progress, and the assessment results should be recorded on a graph or on record charts. In addition, the individual's progress should be monitored by examining the individual's products, and if the expected responses are not at the desired level, the necessary instructional adjustments should be made to the method, materials, setting, number of exercises, etc. Furthermore, record charts, graphs and individual products (worksheets, homework, etc.) should be examined at certain intervals during the term to evaluate the effectiveness and efficiency of instruction. As a result of this, a portfolio should be created for the individual. A 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 towards a purpose throughout a year, containing samples of the work,

in which the individual's course of development can easily be monitored. The main purpose of assessment with portfolios is to determine the individual's course of development by evaluating the individual's learning process and its outcome together. Individual development files, created as a result of the systematic collection of the work done by the individual, provide the opportunity to evaluate as a whole the individual's different abilities and levels, strengths, achievements and development over a period of time. Portfolios differ according to the goals we will apply in the education and instruction process. Portfolio types 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 evaluate the individual. This type of portfolio shows the individual's development in line with the goals set in the instructional programmes. In this type of portfolio, the aim is to evaluate the individual's achievement by scoring each piece of work placed in the file. These portfolios may be used for level-determining assessment and contain sample and best work showing that most of the goals and behaviours in the instructional programme have been acquired. For this reason, it is important that products focused on the individual's development and strongest aspects are placed in portfolios and that individual and teacher comments about the products are written. In this context, individuals' portfolios should contain the graphs, record forms, videos and audio recordings obtained during the assessment process, and products showing the various skills in which the individual is strongest. In portfolio applications, keeping the individual's products, the individualised education programme, the IEP Progress Monitoring Summary Form (Annex 5), samples of measurement tools, performance record forms, record charts and video and audio recording samples showing the individual's work will allow the process to be monitored better. A holistic approach is adopted in evaluating this type of portfolio. Ethical principles should be observed in sharing portfolios; portfolios should not be shared with persons or institutions other than the individual's family, teacher and the guidance and research centre.

4. End-of-Year Assessment

The steps to be followed in this assessment are given 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 point of view. b) As a result of this examination, individuals' performance is transferred to the IEP Progress Monitoring Summary Form (Annex 5).

c) The portfolio content is completed. d) The Portfolio Checklist (Annex 6) showing the contents of the portfolio is filled in. e) The Portfolio Rubric (Annex 7) is sent to the guidance and research centre together with the individual's file. The portfolio file should consist of three parts. The following documents should be present in each part. Part One: Portfolio Checklist, Portfolio Rubric (two copies of each will be placed; one will be filled in by the special education and rehabilitation centre, the other left blank and filled in at the guidance and research centre.), IEP, IEP Progress Monitoring Summary Form (2 copies will be placed, one to remain at the guidance and research centre), 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 record forms and graphs used in progress monitoring, audio recording and video samples showing the individual's performance Part Three: Work done by the individual during the instructional process; homework samples, worksheet samples, video and audio recording samples showing the individual's work, etc. should be included.

Guidance and Research Centre End-of-Year Assessment

The guidance and research centre monitoring process is carried out by evaluating the individual's development within the framework of the goals and target behaviours defined in the IEP and by examining the information and data presented in the portfolio. The steps to be followed in order in the guidance and research centre assessment; a) The individual's portfolio is examined and it is checked whether the documents specified in the Portfolio Checklist are present. This form is filled in and taken for archiving. b) The individual's IEP, IEP Progress Monitoring Summary Form, and the record charts and graphs showing the individual's performance are examined. c) The individual's performance is evaluated. d) The individual's IEP, the record charts and graphs showing the individual's performance and, if any, video and audio recordings are examined and the Portfolio Rubric (Annex 7) in the file is filled in in two copies. e) Explanations regarding the strengths of the portfolio and the aspects that need to be improved are written. It is arranged so that one copy remains at the special education and rehabilitation centre and the other at the guidance and research centre.

f) As a result of the assessments and examinations made, education is planned again according to the individual's development. The guidance and research centre takes a copy of the IEP Progress Monitoring Summary Form, the Portfolio Rubric and the Portfolio Checklist in the individual's portfolio and archives them.

Measurement Tools and Record Forms Within the Scope of the Support Education Program for Individuals with Hearing Impairment

The measurement tools listed below may be used to evaluate the individual's performance. Measurement Tools They are used to determine the individual's performance before, during and after instruction. Interview Forms: These are semi-structured measurement tools used especially 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 one-to-one in coarse assessment, initial assessment, assessment during the instructional process and final assessment. Observation forms are mostly semi-structured forms. Criterion-Referenced Test (CRT): It is a measurement tool used through direct observation in order to determine whether persons possess predetermined qualities and on which topics instruction should be given to individuals. The CRT is prepared according to the goals and target behaviours in the instructional programme. It shows where instruction should begin and provides information about whether the individual has made progress during instruction and whether the aims 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 aims more distinct and specific. They draw the boundaries of the instructional content. Checklist: It is a measurement tool used mostly during the observation of individuals' target behaviours in various processes, in which two-category responses are marked as (+) when the individual performs a behaviour and (-) when he/she does not. Rubric: These are tools in which various criteria and the performance level for each criterion are defined in order to measure individual performance towards a certain aim. 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, while analytic rubrics are used to evaluate performance in detail. Rating Scale: Rating scales are measurement tools that describe performance regarding the measured characteristic at various levels and show to what extent the criteria are met. Rating scales have two forms. One of these is

attitude scales containing response categories such as "strongly agree", "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", "very good". Portfolio Rubric: It has been developed in order to examine the adequacy of the individual's portfolio at the guidance and research centre and to provide guidance to the special education and rehabilitation centre.

Record Forms Performance Record Form: It is a form on which the initial and final assessment results of each target behaviour are marked. It gives information about the individual's status in achieving the goals and target behaviours in the relevant section. Portfolio Checklist: It is a checklist showing the contents of the portfolio. IEP: It is the individual-specific education programme containing the individual's needs, goals and target behaviours. IEP Progress Monitoring Summary Form: This form has columns for the numbers of the target behaviours the individual has performed according to the initial assessment result, the numbers of the target behaviours aimed to be taught, the target behaviours worked on, the target behaviours that were targeted but not attained, the reason for non-attainment and recommendations. The "target behaviours worked on" column should include the numbers of the target behaviours taught during the term, the "target behaviours that were targeted but not attained" column the numbers of the target behaviours that could not be taught, the "reason for non-attainment" column detailed explanations such as insufficient time, insufficient equipment, 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, re-working the target behaviours that were not attained, etc.).

5. Points to Be Considered in Implementing the Support Education Program for Individuals with Hearing Impairment

At the beginning of each education session, it should be checked whether the hearing aid, auditory implants and assistive listening devices used by the individual are working. In a doubtful situation, the necessary information should be given to the individual/family about having the individual's hearing and the devices used evaluated. Depending on the individual's need, forming the education programme by selecting goals from more than one module in the support education program simultaneously should be taken into consideration. It should be taken into consideration that goals across modules support each other. Taking the individual's performance and developmental characteristics into account, different goals may be selected simultaneously from the sections within a module. When difficulty is experienced in attaining the goals set within a section, factors such as the method, material, education setting, etc. determined for the activity should be evaluated and the necessary changes made. In order to create a lasting behaviour change in the individual, all goals and application examples should be shared with the individuals responsible for the individual's care. These applications should be carried out in a varied manner in every setting the individual is in (home, park, nursery, school, etc.). In creating the familiar and unfamiliar materials specified in the goals (objects, photographs, household items, toys, books, etc.), the setting the individual is in should be taken into account and cooperation should be established with the individuals responsible for his/her care. There is no sequencing or prerequisite relationship among the modules in the programme. When the support education program begins to be implemented, the individual's performance for each module should be taken into consideration. In order to exchange views about the work to be done in line with the individual's education plan and about the individual's characteristics, cooperation should be established with the relevant departments of hospitals, guidance and research centres, the staff of the school the individual attends (teachers and administrators) and other relevant institutions, organisations and specialists.

In order for the goals in the programme modules to be attained, the individual's field of interest, age, the environment he/she lives in, culture and similar characteristics should be taken into account when selecting the materials, techniques and methods to be used in the learning and teaching process. In the development report prepared by the institution the individual attends at the end of the support education process, recommendations that will ensure the transfer of the individual's acquisitions to daily life and their maintenance should be conveyed to the guidance and research centre to which the individual is affiliated, as well as to the individual's family, to the institution holding the status of legal guardian of the individual under state protection pursuant to Law No. 2828, and to the guidance service of the school he/she attends, if any. Support education may be provided at every age (0-99).

1. Module Name	AUDITORY TRAINING
1. Module Aim	It is aimed to develop the sound detection, discrimination, identification and auditory comprehension skills of individuals with hearing impairment.
1. Sections in Module	Sound Detection, Sound Discrimination, Sound Identification, Auditory Comprehension

Section	Goals	Target Behaviours	Explanations
Section 1.1. Sound Detection	1.1.1. Responds to different sounds presented.	1.1.1.1. Responds to household sounds presented. 1.1.1.2. Responds to sounds heard in the environment. 1.1.1.3. Responds to speech sounds presented. 1.1.1.4. Responds to melodies presented.	For target behaviour 1.1.1.1., door, telephone, music, machine and vacuum cleaner sounds may be given as examples of household sounds. The individual is expected to respond to these sounds by looking/pointing. For target behaviour 1.1.1.2., vehicle, animal and nature sounds may be given as examples of sounds heard in the environment. The individual is expected to respond to these sounds by looking/ pointing. For target behaviour 1.1.1.4., lullabies, rhymes, baby or children's songs may be given as examples of melodies. The individual is expected to respond to these melodies by looking/pointing.
Section 1.1. Sound Detection	1.1.2. Searches for the source of the sound presented.	1.1.2.1. Searches for the source of household sounds presented. 1.1.2.2. Searches for the source of outdoor sounds presented. 1.1.2.3. Searches for the source of speech sounds presented. 1.1.2.4. Searches for the source of melodies presented.	For the target behaviours of goal 1.1.2., searching behaviour means behaviours such as blinking, looking, turning the head, etc. when a sound is presented. In individuals, searching for/finding the sound source through movement appropriate to the developmental stage is observed when a sound is heard. For example, in babies this may be observed through eye movements, and around the age of 1 through behaviours such as walking, turning, etc.
Section 1.1. Sound Detection	1.2.1. Discriminates the sound feature between two sounds listened to.	1.2.1.1. Says which of the sounds listened to is verbal and which is non-verbal. 1.2.1.2. Says which of the sounds listened to is soft and which is loud. 1.2.1.3. Says which of the sounds listened to is long and which is short. 1.2.1.4. Says which of the sounds listened to is high-pitched and which is low-pitched.	For all target behaviours of goal 1.2.1., the individual is expected to say them. However, with an individual who does not have speaking skills, pointing behaviour should be worked on. For target behaviour 1.2.1.1., the individual is asked to discriminate the verbal sounds (speech sounds, imitation sounds, etc.) and the non-verbal sounds (vacuum cleaner sound, vehicle sound, etc.) among the sounds listened to. For target behaviours 1.2.1.2. and 1.2.1.4. The individual is asked to discriminate the soft, loud, long, short, high-pitched and low-pitched sounds among those listened to. Sound-producing instruments such as a drum, bell, castanets, etc. or speech sounds may be used as material.

Section	Goals	Target Behaviours	Explanations
Section 1.2. Sound Discrimination	1.2.2. Finds the source of the sound listened to.	1.2.2.1. Says the source of household sounds presented inside the room. 1.2.2.2. Says the source of household sounds presented outside the room. 1.2.2.3. Says the source of sounds heard in the environment presented inside the room. 1.2.2.4. Says the source of sounds heard in the	For all target behaviours of goal 1.2.2., the individual is expected to say them. However, with an individual who does not have speaking skills, pointing behaviour should be worked on. For all target behaviours of goal 1.2.2., sound-producing toys, musical instruments, household appliances, etc. may be used as objects/materials.

Section	Goals	Target Behaviours	Explanations
		environment presented outside the room. 1.2.2.5. Turns towards the person speaking inside the room. 1.2.2.6. Turns towards the person speaking outside the room.	In teaching target behaviours 1.2.2.1., 1.2.2.2, 1.2.2.3. and 1.2.2.4., the individual is expected to say them. However, with an individual who does not have speaking skills, pointing behaviour should be worked on.
Section 1.2. Sound Discrimination	1.2.3. Discriminates emotions from tone of voice.	1.2.3.1. Discriminates from the tone of voice that the person speaking is sad. 1.2.3.2. Discriminates from the tone of voice that the person speaking is angry. 1.2.3.3. Discriminates from the tone of voice that the person speaking is happy.	For target behaviour 1.2.3.1., the individual is expected to show with gestures and facial expressions that he/she has discriminated from the tone of voice that the person speaking is sad.
Section 1.2. Sound Discrimination	1.2.4. Responds appropriately to musical tones listened to from a person.	1.2.4.1. Responds to familiar finger plays listened to from a person. 1.2.4.2. Responds to familiar rhymes listened to from a person. 1.2.4.3. Discriminates familiar songs listened to from a person. 1.2.4.4. Discriminates familiar melodies listened to from a person.	For the target behaviours of goal 1.2.4., responding appropriately means the baby's or the individual's smiling on hearing a familiar melody, showing movements indicating that he/she likes it or not. If the individual has the physical capacity, accompanying the song with movements should also be expected. Activity example for target behaviour 1.2.4.1.: The song "Baş Parmağım" may be sung using the fingers. The individual is expected to accompany the song listened to with movements, voice or rhythm. It may be observed that individuals with appropriate verbal development discriminate by saying the lyrics of the songs. For target behaviour 1.2.4.4., it may be observed that when the individual listens to a melody without lyrics from a person (such as lallal lallal laaa, naaa na naaa naa), he/she discriminates it by keeping a rhythm appropriate to the melody (clapping, with the feet, etc.), by humming, or by dancing in a way appropriate to its rhythm/tempo. It may be observed that individuals with appropriate verbal development also discriminate the melody by singing it.
Section	Goals	Target Behaviours	Explanations
Section 1.2. Sound Discrimination	1.2.5. Responds to musical tones listened to from a recording.	1.2.5.1. Responds to finger plays listened to from a recording and recognised. 1.2.5.2. Responds to rhymes listened to from a recording and recognised. 1.2.5.3. Discriminates songs listened to from a recording and recognised. 1.2.5.4. Discriminates melodies listened to from a recording and recognised.	In all target behaviours of goal 1.2.5., recorded sound means sound, songs, melodies, etc. played from an electronic device (computer, MP3, radio, TV, mobile phone, etc.). For target behaviour 1.2.5.1., the lyrics of the finger play "Hani Bana" are played from a recording (MP3, etc.) using the fingers. The individual is expected to accompany the finger play "Hani Bana" that he/she listens to with movements, voice or rhythm. For target behaviour 1.2.5.4., when the individual listens to a melody without lyrics (such as lallal lallal laaa, naaa na naaa naa) from a recording, he/she is asked to keep a rhythm appropriate to the melody, to hum, to dance. It is

Section	Goals	Target Behaviours	Explanations
			observed that individuals with appropriate verbal development discriminate the melody by singing it.
Section 1.2. Sound Discrimination	1.2.6. Discriminates the direction of the sound presented in a quiet setting.	1.2.6.1. Says the direction of the sound presented from the right/left side. 1.2.6.2. Says the direction of the sound presented from below/above. 1.2.6.3. Says the direction of the sound presented from the front/behind.	For all target behaviours of goal 1.2.6., the individual is expected to say them. However, with an individual who does not have speaking skills, pointing behaviour should be worked on. For the target behaviours of goal 1.2.6., speech sounds, animal sounds and songs are used first as the sound presented, and environmental sounds afterwards. Noise: First sounds that do not contain a speech stimulus (melodies, household appliance sounds, vehicle sounds), and afterwards sounds that also contain a speech stimulus.
Section 1.2. Sound Discrimination	1.2.7. Discriminates the direction of the sound presented in a noisy setting.	1.2.7.1. Says the direction of the sound presented from the right/left side. 1.2.7.2. Says the direction of the sound presented from below/above. 1.2.7.3. Says the direction of the sound presented from the front/behind.	
Section 1.2. Sound Discrimination	1.2.8. Discriminates words of different syllable lengths.	1.2.8.1. Says one-syllable words. 1.2.8.2. Says two-syllable words. 1.2.8.3. Says three-syllable words.	For all target behaviours of goal 1.2.8., the individual is expected to say them. However, with an individual who does not have speaking skills, pointing behaviour should be worked on. For the target behaviours of goal 1.2.8., the individual is asked to find the object appropriate to the instruction among the names of objects with one, two, three and more syllables placed in front of him/her. For example, pictures of top, elma, şemsiye, ip, kuzu, portakal, buzdolabı are placed in front of the individual. When "top", a one-syllable object name, is asked for, the individual is expected to point to top or ip among the other objects. The aim here is not to recognise the word but to discriminate the syllable length.

Section	Goals	Target Behaviours	Explanations
Section 1.3. Sound Identification	1.3.1. Discriminates to whom and to what the sound listened to belongs.	1.3.1.1. Responds appropriately to household sounds presented. 1.3.1.2. Responds appropriately to outdoor sounds presented. 1.3.1.3. Responds appropriately to the voice of the primary caregiver. 1.3.1.4. Responds appropriately to the voices of family members.	For all target behaviours of goal 1.3.1., care should be taken that the goals proceed from the individual's immediate environment towards the wider environment. An appropriate response is the individual's recognising the source of the sounds he/she hears by discriminating them and responding accordingly. For example, turning towards his/her mother when she is speaking, running towards his/her grandfather when hearing his voice from another room, etc.

Section	Goals	Target Behaviours	Explanations
		1.3.1.5. Responds appropriately to the voices of familiar people he/she communicates with.	
Section 1.3. Sound Identification	1.3.2. Discriminates people's names.	1.3.2.1. Responds appropriately when he/she hears his/her own name. 1.3.2.2. Responds appropriately when he/she hears the name of the primary caregiver. 1.3.2.3. Responds appropriately on hearing their mother's name. 1.3.2.4. Responds appropriately on hearing their father's name. 1.3.2.5. Responds appropriately on hearing their sibling's name. 1.3.2.6. Responds appropriately on hearing the names of people in their close environment.	For target behaviour 1.3.2.1., behaviours such as turning to look on hearing their name, looking at the person saying their name, pointing to themselves meaning "me", etc. may be given as examples. For target behaviours 1.3.2.2., 1.3.2.3. and 1.3.2.4., behaviours such as looking at, turning towards or pointing to the person whose name is said may be given as examples.
Section 1.3. Sound Identification	1.3.3. Discriminates the names of objects used in daily life.	1.3.3.1. Points to the frequently used everyday object among options. 1.3.3.2. Points to the less frequently used everyday object among options. 1.3.3.3. Points to the frequently used everyday object. 1.3.3.4. Points to the less frequently used everyday object.	For target behaviours 1.3.3.3. and 1.3.3.4., open-set practice must be used. Open-set practice involves recognising words without options being offered or without a link to the setting. For target behaviour 1.3.3.3., while the individual is looking at a book, an object not in front of them should be asked about. For example "Kalem nerede?" etc.
Section 1.3. Sound Identification	1.3.4. Responds appropriately to the action they listen to.	1.3.4.1. Points to the action frequently heard in daily life among the given options. 1.3.4.2. Points to the action less frequently heard in daily life among the given options. 1.3.4.3. Responds appropriately to an action frequently heard in daily life in a situation not fitting the current context. 1.3.4.4. Responds appropriately to an action less frequently heard in daily life in a situation not fitting the current context.	For target behaviours 1.3.4.1. and 1.3.4.2., closed-set practice must be used. Closed-set practice is the individual recognising what they hear while options are in front of them. For target behaviour 1.3.4.1., the individual is expected to point to the picture of the action named among the action pictures placed in front of them. For example, among the pictures "sleeping, eating, drinking", when asked "Hangisi yemek yiyor?" the individual is expected to point to the relevant action picture. For target behaviours 1.3.4.3. and 1.3.4.4., open-set practice must be used. For target behaviour 1.3.4.3., the individual is expected to sit down when told "Otur!" or to turn the page when told "Çevir!" while looking at a book. For target behaviour 1.3.4.4., a setting is created within interaction. While playing with kitchen utensils, the individual is expected to carry out the action when told to "boşalt!" their pockets.

Section	Goals	Target Behaviours	Explanations
Section 1.3. Sound Identification	1.3.5. Discriminates words related to a given word.	1.3.5.1. Says in order two words related to the chosen topic. 1.3.5.2. Says in order three words related to the chosen topic. 1.3.5.3. Says in order four or more words related to the chosen topic.	For all target behaviours of goal 1.3.5., the individual is expected to say them. However, with an individual lacking speaking skills, pointing behaviour should be worked on. For the target behaviours of goal 1.3.5., topics should be chosen according to the individual's developmental level, the number of options arranged, and the difficulty level attended to. Topic selection should start from the individual's close environment and gradually move to the wider environment. For example, pictures related and unrelated to the topic of rain are placed in front of the individual. "Şemsiye, kaşık, bot, masa, bulut, diş macunu" etc. The individual is expected to say the pictures related to rain, "şemsiye, bot ve bulut". However, with an individual lacking speaking skills, pointing behaviour should be worked on.
Section 1.3. Sound Identification	1.3.6. Discriminates the sentences they listen to.	1.3.6.1. Says two-word sentences among options. 1.3.6.2. Says three-word sentences among options. 1.3.6.3. Says four-word and longer sentences among options.	For all target behaviours of goal 1.3.6., closed-set practice must be used. For target behaviour 1.3.6.1., action pictures such as "uyuyan anne, koşan köpek, oturan abı" etc. are placed in front of the individual. The individual is asked to point to the picture matching the two-word sentence said. Another practice is placing objects such as an apple, glass, comb, cloth etc. in front of the individual. A game is played with the individual. During the game, when told "Elma ye." the individual is expected to take the apple and try to eat it, or to hand over the apple when told "Karnım acıktı."
Section 1.3. Sound Identification	1.3.7. Carries out the instructions they listen to relating to the objects in front of them.	1.3.7.1. Carries out in order two related one-word instructions. 1.3.7.2. Carries out in order two related two-word instructions. 1.3.7.3. Carries out in order two related three-word instructions. 1.3.7.4. Carries out in order related instructions of four or more words.	For target behaviour 1.3.7.2., a doll, quilt, glass, feeding bottle etc. should be in front of the individual. objects should be there. When the individual is given the instruction "Uyut." they are expected to cover the doll, and when given "Yedir." to give the bottle.
Section 1.3. Sound Identification	1.4.1. Completes the missing word in the sentence they listen to.	1.4.1.1. Completes the missing word in the sentence from the given options in line with the meaning of the sentence. 1.4.1.2. Completes the missing word in the sentence in line with the meaning of the sentence, without options being offered. 1.4.1.3. Completes the end of the sentence in line with the meaning of the sentence.	For the target behaviours of goal 1.4.1., care should be taken that the individual only listens to the sentences and that no visual stimulus support is given. For target behaviour 1.4.1.2., the sentence "Bardağa koy." may be given as an example. The words "araba, su, etek" may be given as options for the blank.

Section	Goals	Target Behaviours	Explanations
Section 1.4. Auditory Comprehension	1.4.2. Discriminates the word that breaks the meaning in the sentence they listen to.	1.4.2.1. Says the word that breaks the meaning in a three-word sentence. 1.4.2.2. Says the word that breaks the meaning in a sentence of four or more words.	For the target behaviours of goal 1.4.2., care should be taken that the individual only listens to the sentences and that no visual stimulus support is given. For example, the sentence “Tren denizde yüzer.” is said to the individual and they are expected to say the word “tren” that breaks the meaning of the sentence.
Section 1.4. Auditory Comprehension	1.4.3. Discriminates the word that breaks the syntax in the sentence they listen to.	1.4.3.1. Says the appropriate word in place of the word breaking the syntax in the three-word sentence they listen to. 1.4.3.2. Says the appropriate word in place of the word breaking the syntax in the sentence of four or more words they listen to.	For the target behaviours of goal 1.4.3., care should be taken that the individual only listens to the sentences and that no visual stimulus support is given. For example, when the sentence “Bayrak kırmızı astım.” is said, the individual is expected to correct it as “Kırmızı bayrak astım.”
Section 1.4. Auditory Comprehension	1.4.4. Discriminates the entity defined through cues.	1.4.4.1. Says the entity described with directly related descriptions among the given options. 1.4.4.2. Says the entity described with directly related descriptions without options. 1.4.4.3. Says the entity described with not directly related descriptions among the given options. 1.4.4.4. Says the entity described with not directly related descriptions without options.	For all target behaviours of goal 1.4.4., the individual is expected to say them. However, with an individual lacking speaking skills, pointing behaviour should be worked on. For the target behaviours of goal 1.4.4., descriptive cues are explanations containing physical features related to an event, situation, object, person etc. For target behaviour 1.4.4.2., “Kanatları vardır, tüyleri vardır, gagası vardır. Bil bakalım bu nedir?” may be given as an example of a directly related description. For target behaviour 1.4.4.3., “Dış kabukludur, içi beyaz ve yumuşaktır.” may be given as an example of a not directly related description. For target behaviours 1.4.4.2. and 1.4.4.4., practice must be carried out without offering options.
Section	Goals	Target Behaviours	Explanations
Section 1.4. Auditory Comprehension	1.4.5. Discriminates definitions based on defining cues.	1.4.5.1. Says the directly related definitions based on the defining cues they listen to, among the given options. 1.4.5.2. Says the directly related definitions based on the defining cues they listen to, without options. 1.4.5.3. Says the not directly related definitions based on the defining cues they listen to, among the given options. 1.4.5.4. Says the not directly related definitions based on the defining cues they listen to, without options.	For all target behaviours of goal 1.4.5., the individual is expected to say them. However, with an individual lacking speaking skills, pointing behaviour should be worked on. For the target behaviours of goal 1.4.5., defining cues are explanations containing functional features related to an event, situation, object and person etc. For target behaviour 1.4.5.1., “Gökyüzünde uçar, cık cık diye öter, ekmek kırıntılarını yer.” may be given as an example of directly related definitions. For target behaviour 1.4.5.3., “Mis gibi kokar, acıktığımız zaman yeriz. Bil bakalım bu nedir?” may be given as an example of not directly related definitions.

Section	Goals	Target Behaviours	Explanations
			For target behaviours 1.4.5.2. and 1.4.5.4., practice must be carried out without offering options.
Section 1.4. Auditory Comprehension	1.4.6. Discriminates the requested sound structures within the word they listen to.	1.4.6.1. Says the word they listen to by separating it into syllables. 1.4.6.2. Says the missing sound in the word they listen to. 1.4.6.3. Says the erroneous sound in the word they listen to. 1.4.6.4. Says in order the phonemes of the word they listen to. 1.4.6.5. Says the position of the erroneous sound in the word they listen to.	For the target behaviours of goal 1.4.6., one- or two-syllable words are used in all of the examples below. In the practices, simple materials containing visual cues are used and simple words are said. For target behaviour 1.4.6.1. "e,l,m,a" For target behaviour 1.4.6.2. "el,ma" For target behaviour 1.4.6.3., by saying "Dinle. Bu bir ela. Sence doğru mu?" the individual is expected to say the missing "m" sound in the word elma. For target behaviour 1.4.6.4., by saying "Dinle. Bu bir elka. Sence doğru mu?" the individual is expected to say the erroneously used "k" sound in the word elma. For target behaviour 1.4.6.5., by saying "Dinle. Bu bir elka. Sence doğru mu?" the individual is expected to say that the erroneously used sound in the word elma is the third sound and to say the correct one.
Section 1.4. Auditory Comprehension	1.4.7. Joins in conversations while engaged in another activity.	1.4.7.1. Responds appropriately to the context to sentences directed at them while engaged in another activity. 1.4.7.2. Retells the story they listened to while engaged in another activity, once it ends. 1.4.7.3. Joins in conversations carried on without sticking to any topic while engaged in another activity.	For target behaviour 1.4.7.3. While engaged in an activity suited to their development (drawing, colouring, play dough, cutting, gluing), the individual sustains the conversation by answering sentences (question sentences, statements) directed at them outside the activity they are doing.
Section 1.4. Auditory Comprehension	1.4.8. Sustains communication on the telephone with people they know.	1.4.8.1. Discriminates female and male voices on the telephone. 1.4.8.2. Responds appropriately to the person on the other end of the telephone. 1.4.8.3. Exchanges greetings on the telephone with people they know. 1.4.8.4. Sustains communication on everyday topics on the telephone with people they know. 1.4.8.5. Sustains communication on the telephone with people they know by changing the topic.	For the target behaviours of goal 1.4.8., Familiar people: family members and other individuals whose voices the individual is familiar with. Greeting: includes greeting words such as Hello, how are you? etc. Simple chat: conversation covering routines and experiences relating to the other person. The individual is expected to respond appropriately to situations such as the other person being a child, a young person or elderly, or being formal (someone unknown or a superior in position etc.) or familiar (from the family etc.).

Section	Goals	Target Behaviours	Explanations
Section 1.4. Auditory Comprehension	1.4.9. Sustains communication on the telephone with people they do not know.	1.4.9.1. Exchanges greetings on the telephone with people they do not know. 1.4.9.2. Sustains communication on everyday topics on the telephone with people they do not know. 1.4.9.3. Sustains communication on the telephone with people they do not know by changing the topic.	For the target behaviours of goal 1.4.9., people they do not know are individuals with whom they have had limited or no prior experience.

2. Module Name	LANGUAGE EDUCATION
2. Module Aim	It is aimed to develop the prelinguistic, linguistic and alternative communication skills of individuals with hearing impairment.
2. Sections in Module	Prelinguistic Communication Period, Linguistic Period Language and Communication, Alternative Communication Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 1.4. Auditory Comprehension	2.1.1. Makes eye contact.	2.1.1.1. Makes brief eye contact during interaction. 2.1.1.2. Makes sustained eye contact during interaction.	For target behaviour 2.1.1.1., the individual is expected to make eye contact for 3-5 seconds. For target behaviour 2.1.1.2., the individual is expected to make eye contact for more than 5 seconds.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Communication Period	2.1.2. Takes turns.	2.1.2.1. Takes vocal turns during interaction. 2.1.2.2. Takes turns in motor movements during interaction.	For target behaviour 2.1.2.1., the adult pausing after their verbal utterances and waiting for the individual to produce sound may be given as an example of vocal turn-taking. For target behaviour 2.1.2.2., carrying out an action within an activity by taking turns may be given as an example of turn-taking in motor movements.
Section 2.1. Prelinguistic Communication Period	2.1.3. Establishes joint attention.	2.1.3.1. Looks at the activity or material being carried out. 2.1.3.2. Joins in the activity or material being carried out with gestures and facial expressions. 2.1.3.3. Joins in the activity or material being carried out verbally.	For target behaviour 2.1.3.2., the individual following the activity and showing participation in the game during a game of “cee eee” may be given as an example.
Section 2.1. Prelinguistic Communication Period	2.1.4. Responds appropriately to intonations and simple verbal utterances.	2.1.4.1. Responds to any person speaking. 2.1.4.2. Responds to their own name. 2.1.4.3. Responds appropriately to the tone of voice. 2.1.4.4. Looks in the setting for the family member whose name is said. 2.1.4.5. Responds appropriately to expressions such as bye bye, clapping. 2.1.4.6. Responds appropriately on hearing the utterance “No”. 2.1.4.7. Turns towards a familiar object when its name is said.	For target behaviour 2.1.4.1., physical responses such as searching with the eyes, smiling or stopping the movement being made may be given as examples. For target behaviour 2.1.4.2., turning, looking, searching with the eyes or responding by making a sound on hearing their name may be given as examples. For target behaviour 2.1.4.3., crying at an angry tone of voice, smiling at an affectionate tone of voice may be given as examples. For target behaviour 2.1.4.4., searching the setting for the person whose name they hear may be given as an example. For target behaviour 2.1.4.5., waving when “bye bye” is said, responding by clapping when “clap” is said may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Communication Period	2.1.5. Discriminates simple words.	2.1.5.1. Gives the object whose name is said. 2.1.5.2. Points to the person whose name is said. 2.1.5.3. Responds appropriately to the simple adjectives/adverbs said.	For target behaviour 2.1.5.1., the individual is expected to take and hand over the object whose name is said. For example, they are expected to give or point to the requested toy among the toy plate, glass and spoon in front of them. For target behaviour 2.1.5.2., real people or photographs may be used. As

Section	Goals	Target Behaviours	Explanations
			target words, names such as “anne, baba, teyze, abi” etc. may be used, as may these people's proper names. For target behaviour 2.1.5.3., while playing with a toy dog it is said “Haydi köpeği sevelim, cici köpek, güzel köpek, haydi sen de sev, cici yap.” The individual is expected to understand these utterances and pet the dog.
Section 2.1. Prelinguistic Communication Period	2.1.6. Carries out a simple single-action instruction.	2.1.6.1. Carries out a simple single-action affirmative instruction. 2.1.6.2. Carries out a simple single-action negative instruction.	For target behaviour 2.1.6.1., while the individual is playing with a toy car, the instruction “Arabayı ver!” is said without giving a visual cue. The individual is expected to give the car. For target behaviour 2.1.6.2., during play, while the doll is sleeping, when “Bebek uyuma, kalk!” is said the individual is expected to lift the doll up. Similarly, simple negative actions such as “yeme, bakma, atma, açma vb.” may be used during the activity.
Section 2.1. Prelinguistic Communication Period	2.1.7. Produces various speech sounds.	2.1.7.1. Coos with vowel-consonant sound combinations. 2.1.7.2. Produces vowel-consonant sound combinations. 2.1.7.3. Produces consonant-vowel sound combinations.	In the assessment of goal 2.1.7., a history of vocal development may be obtained through a parent interview. The use of informal assessment tools such as speech sample analysis is also recommended. For target behaviours 2.1.7.1., 2.1.7.2. and 2.1.7.3., it is recommended that the speech sample be taken during the individual's interaction with more than one person (parent or specialist) in a play setting. In the assessment of target behaviours 2.1.7.1., 2.1.7.2. and 2.1.7.3., a free play interaction involving the parent and the individual may be applied, and settings aimed at sound production involving the teacher and the individual should also be provided. To this end, interaction situations with structured suitable materials and contexts should be created. In the assessment of target behaviour 2.1.7.1., the sounds produced by the individual and the situations in which they produce these sounds should be recorded. In teaching this target behaviour, the use of language teaching strategies based on creating and sustaining reciprocal interaction and on creating and responding to communication needs is recommended. In the assessment of this target behaviour, the order of emergence of sounds in typical development should be taken into account. For the target behaviour, the incidental combining of vowel and consonant sounds to produce “ba” or the production of “b, a” sounds on their own may be given as examples. For target behaviour 2.1.7.2. and 2.1.7.3., combining is the successive joint production of two sounds “Ab, ba” etc.

Section	Goals	Target Behaviours	Explanations
Section 2.1. Prelinguistic Communication Period	2.1.8. Babbles.	2.1.8.1. Produces vowel-consonant sound combinations successively in a natural setting or during an activity. 2.1.8.2. Performs movements such as blowing, smacking the lips in a natural setting or during an activity. 2.1.8.3. Produces vowel-consonant combinations containing labial sounds and fricative sounds in a natural setting or during an activity.	For target behaviour 2.1.8.1., feeding the doll or the individual themselves while saying "Ma, ma, ma" may be given as an example. Producing the sound "Pa, pa, pa" while throwing a ball may be given as another example. For target behaviour 2.1.8.2., a game of moving small pieces of paper placed on the table by blowing may be played. For target behaviour 2.1.8.3, attention should be drawn to sounds by making mouth/lip smacking sounds while feeding the doll, with utterances such as "Mmmmm çok güzel olmuş".
Section 2.1. Prelinguistic Communication Period	2.1.9. Coos.	2.1.9.1. Produces repeated syllables in long chains in a natural setting or during an activity. 2.1.9.2. Makes repeated sound productions containing combinations with nasals and stop sounds such as p,b,t,d,k,g in a natural setting or during an activity. 2.1.9.3. Produces vowel-consonant sound combinations in different combinations in a natural setting or during an activity. 2.1.9.4. Produces sounds by combining different sounds with sentence-like intonations in a natural setting or during an activity.	For target behaviour 2.1.9.1., attention should be drawn to repeated sounds such as "Na ni na ni", "Da di da di" while playing with a toy ambulance, fire engine or police car. For target behaviour 2.1.9.2., sounds are used while playing with toy animals. Imitative sounds are used within the play activity with sentences such as, showing the toy dog, "Aaa köpeğimiz gelmiş, dinle bak ne diyor? Hav hav ben geldim diyor." For target behaviour 2.1.9.4., while playing with a doll it is said "Bebek acıkımsı hadi karnını doyuralım." and the doll is pretend-fed milk with a bottle while the onomatopoeic sound "Ilık ılık ılık" is said. By creating similar interaction settings, various onomatopoeic sounds such as the sound of rain "şıp şıp şıp", the sound of a clock "tik tak tik tak", the sound of a train "çuf çuf çuf" are used.
Section 2.1. Prelinguistic Communication Period	2.2.1. Discriminates the entities named to them.	2.2.1.1. Points to the entities themselves whose names are said. 2.2.1.2. Points to the picture of the entities whose names are said.	For the target behaviours of goal 2.2.1., real people or photographs may be used. As target words, common nouns such as anne, baba, teyze, abi, kedi etc. may be asked, as may these people's proper names.

Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period Language and Communication	2.2.2. Says the names of entities.	2.2.2.1. Says the name of the entity shown. 2.2.2.2. Says the name of the entity whose picture is shown.	For the target behaviours of goal 2.2.2., the topic headings from which the names of living and non-living entities may be selected can be listed as follows: Family and relatives, plants and trees, flowers, fruits and nuts, vegetables, geography, the world and our environment, weather, household and garden tools, house and building, clothes, animals, words describing people, occupations, musical instruments, play, toys, sport and entertainment, colours, numbers, shapes, vehicles, our body, food and drink, time periods, antonyms etc. For target behaviour 2.2.2.1., one of the toy plate, glass, spoon etc. in the setting is chosen and the individual is asked "Bu ne?", "Adı ne?" and expected

Section	Goals	Target Behaviours	Explanations
			to answer. From time to time work may also be done with different materials such as picture cards and books. In the practice, a seating arrangement should be provided so that the individual can see the teacher's facial expressions and gestures. As target words, common nouns such as anne, baba, teyze, abi, kedi etc. may be asked, as may these people's proper names.
Section 2.2. Linguistic Period Language and Communication	2.2.3. Carries out actions.	2.2.3.1. Carries out actions frequently encountered in daily life. 2.2.3.2. Carries out actions rarely encountered in daily life.	For the target behaviours of goal 2.2.3., interactive settings should be offered and actions should be used within sentences. Actions may be used in root form or in a simple tense. For target behaviour 2.2.3.1., taking the individual's age and developmental characteristics into account, actions such as "Vermek, gelmek, zıplamak, bakmak, uyanmak, üşümek, yürümek, temizlemek, okumak, düşmek vb." should be enriched. For target behaviour 2.2.3.2., actions such as "Buruşturmak, yasaklamak, beslemek, uğraşmak, karşılaşmak, özlemek, yollamak, ödemek, sürünmek, tartışmak, arttırmak vb." may be given as examples.
Section 2.2. Linguistic Period Language and Communication	2.2.4. Says the actions used in daily life.	2.2.4.1. Says the actions frequently encountered in daily life. 2.2.4.2. Says the actions rarely encountered in daily life.	For the target behaviours of goal 2.2.4., interactive settings should be offered and actions should be used within sentences. Actions may be used in root form or in a simple tense. For target behaviour 2.2.4.1., taking the individual's age and developmental characteristics into account, actions such as "Vermek, gelmek, zıplamak, bakmak, uyanmak, üşümek, yürümek, temizlemek, okumak, düşmek vb." should be enriched. For target behaviour 2.2.4.2., actions such as "Buruşturmak, beslemek, karşılaşmak, özlemek, rastlamak, yollamak, ödemek, sürünmek, tartışmak, arttırmak vb." may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period Language and Communication	2.2.5. Uses adjectives/adverbs.	2.2.5.1. Says the adjectives/adverbs frequently encountered in daily life. 2.2.5.2. Says the adjectives/adverbs rarely encountered in daily life.	For the target behaviours of goal 2.2.5., interactive settings should be offered and adjectives and adverbs should be used within sentences. Opportunities may be created by asking the individual questions such as "Nasıl?", "Neden?", "Ne kadar?" vb." For target behaviour 2.2.5.1., while playing with toys, when the individual is asked "Devam edelim mi?" they are expected to answer by saying "daha". Also, a game the individual greatly enjoys is paused now and then and their face is

Section	Goals	Target Behaviours	Explanations
			looked at. The individual is expected to say the word “daha”. For target behaviour 2.2.5.2., a chat is created within an interactive play setting. When the individual is asked “Bu nasıl bir çocuk?” they are expected to state a characteristic “Çalışkan çocuk vb.” Or, within the play setting, when the individual is asked “Bakar mısın, bu elimdeki nasıl bir bebek?” they are expected to answer using an adjective or adverb.
Section 2.2. Linguistic Period Language and Communication	2.2.6. Uses pronouns.	2.2.6.1. Says the pronouns encountered frequently in daily life. 2.2.6.2. Says the pronouns rarely encountered in daily life.	For the target behaviours of Goal 2.2.6., interactive settings should be provided and pronouns should be used within sentences. For example, during storybook narration and the sharing of events in sequence cards and single pictures, questions are asked to prompt the individual to use the stated word class. The individual is enabled to share their thoughts. For target behaviour 2.2.6.1. Personal pronouns: Ben, sen, o, biz, siz etc. Interrogative pronouns: Hangisini?, Kaça?, Kaçını?, Nereden?, Nereye etc. Demonstrative pronouns: Bu, şu, bunlar, öteki, orası etc. Indefinite pronouns: Birazı, birkaçı, bazıları, kimi, hepsi, birçoğu etc. For target behaviour 2.2.6.2. Pronouns in suffix form: Deferim, çantalarımız, evlerine, benimki etc.
Section 2.2. Linguistic Period Language and Communication	2.2.7. Forms simple/complex sentences.	2.2.7.1. Forms an affirmative sentence. 2.2.7.2. Forms a negative sentence. 2.2.7.3. Forms a nominal sentence. 2.2.7.4. Forms a verbal sentence. 2.2.7.5. Forms an interrogative sentence.	For the target behaviours of Goal 2.2.7., during storybook narration and the sharing of events in sequence cards and single pictures, questions are asked to prompt the individual to recount their feelings, thoughts and events by forming sentences. For target behaviour 2.2.7.1., a conversational setting is created and the context is built with questions such as “Dün evde neler yaptın?”. The simple and affirmative sentences the individual forms are observed. “Yemek yedim, Gece erken uyuduk vb.” For target behaviour 2.2.7.2., a conversational setting is created and questions are asked of the individual. The negative sentences the individual forms in response to the guiding questions are observed. “Babam eve gelmedi vb.” For target behaviour 2.2.7.3., an interactive setting is created and questions such as “Arkadaşların var mı? İsimleri ne?” are asked. For target behaviour 2.2.7.5., while looking at a picture depicting an event, reciprocal question-forming work about the events may be carried out.
Section	Goals	Target Behaviours	Explanations
Section 2.2. Linguistic Period Language and Communication	2.2.8. Uses figurative expressions and idioms within sentences.	2.2.8.1. Uses words with their figurative meanings within sentences. 2.2.8.2. Uses idioms within sentences.	For the target behaviours of Goal 2.2.8., during storybook narration and the sharing of events in sequence cards and single pictures, questions are asked to prompt the individual to use the stated word class. The individual is enabled to share their thoughts. For target behaviour 2.2.8.1. Figurative meaning: “Bu

Section	Goals	Target Behaviours	Explanations
			pantolona bayıldım.”, “Aslan oğlum benim.” etc. For target behaviour 2.2.8.2. Idiom: “Karnım zil çalıyor.”, “Okula ucu ucuna yetiştik.” etc.
Section 2.2. Linguistic Period Language and Communication	2.2.9. Uses inflectional suffixes.	2.2.9.1. Uses the plural suffix. 2.2.9.2. Uses tense suffixes. 2.2.9.3. Uses the question particle. 2.2.9.4. Uses the negation suffix. 2.2.9.5. Uses person suffixes. 2.2.9.6. Uses the case suffix.	For the target behaviours of Goal 2.2.9., during storybook narration and the sharing of events in sequence cards and single pictures, questions are asked to prompt the individual to use inflectional suffixes within sentences. For target behaviour 2.2.9.1. Plural suffix: “Çocuklar bahçede oynuyorlar.”, “Kalemleri verir misin?” etc. For target behaviour 2.2.9.2. Simple tense suffixes: “Akşam parka gideceğiz.” Compound tense suffixes: “Küçükken yaramazlık yapıyordum.” etc. For target behaviour 2.2.9.3. Question particle: “Bahçeye çıkacak mısın?”, “Eve geldi mi?” etc. For target behaviour 2.2.9.4. Negation suffix: “Sütünü bitirmedi.”, “Dün ilaçlarını almamış.” etc. For target behaviour 2.2.9.5., taking the individual's developmental characteristics into account, singular and plural person suffixes should be used within sentences in a way appropriate to their meaning and context. For target behaviour 2.2.9.6., taking the individual's developmental characteristics into account, the nominative, accusative, dative, locative and ablative case suffixes should be used within sentences in a way appropriate to their meaning and context.
Section 2.2. Linguistic Period Language and Communication	2.2.10. Constructs a story about a given picture.	2.2.10.1. Starts a story about the picture with an opening sentence. 2.2.10.2. Continues a story about the picture with a development sentence. 2.2.10.3. Completes a story about the picture with a concluding sentence.	For the target behaviours of Goal 2.2.10., the individual is asked to think of and recount a story linked to the picture shown, relating to events in their own life. If the individual has difficulty starting the story, an example of a story previously told to them and known by them may be given and they may be told “You can tell it like this”. The individual is asked a question about the picture and no verbal cue is given.
Section 2.2. Linguistic Period Language and Communication	2.2.11. Uses language in different situations.	2.2.11.1. Forms declarative sentences. 2.2.11.2. Forms predictive sentences. 2.2.11.3. Forms cause-effect sentences. 2.2.11.4. Forms projecting sentences. 2.2.11.5. Forms directing sentences.	For target behaviour 2.2.11.1. Declarative sentence: The individual is expected to name the object or event seen in the picture or in their surroundings. For target behaviour 2.2.11.2. Predictive sentence: The individual is expected to make a prediction about the object or event seen in the picture or in their surroundings. For example, forming a sentence predicting that the weather will be rainy on the next page, from the cloudy sky picture seen in the storybook. For target behaviour 2.2.11.3. Cause-effect sentence: The individual is expected to establish a cause-effect relationship about the objects or events seen in the picture or in their surroundings. For example, when seeing the child falling off the bicycle in the event sequence cards, the individual stating that the child cried because they were hurt. For target behaviour 2.2.11.4. Projecting sentence: The individual is expected to put themselves in the place of the people seen in the picture or in their surroundings and state their thoughts. For target behaviour 2.2.11.5. Directing sentence: The individual is expected to direct the people seen in the picture or in their surroundings using their spoken language.

Section	Goals	Target Behaviours	Explanations
Section 2.3. Anternative Communication	2.2.12. Talks about a given topic.	2.2.12.1. Talks about an event encountered in daily life. 2.2.12.2. Completes an unfinished event/story in a meaningful way. 2.2.12.3. Tells a story about a given topic. 2.2.12.4. Expresses their thoughts about an event whose topic heading is given. 2.2.12.5. States their thoughts about a given discussion topic. 2.2.12.6. States their thoughts about a given hypothetical.	For the target behaviours of Goal 2.2.12., sequence cards and single-card pictures, storybooks, photographs, toys and real objects relating to an event may be used. For target behaviour 2.2.12.4., the individual is asked to express their thoughts about "Trafik kazaları". For target behaviour 2.2.12.5., the individual is asked to state their thoughts on "Hayvanat bahçeleri olmalı mı, yoksa kaldırılmalı mı?". For target behaviour 2.2.12.6., the individual is asked to state their thoughts about the hypothetical " Türkiye’de hiç yağmur yağmasaydı ne olurdu?".
Section 2.3. Anternative Communication	2.3.1. Communicates using technology-based alternative communication devices.	2.3.1.1. Requests objects, actions and information using an alternative communication device. 2.3.1.2. Answers questions using an alternative communication device. 2.3.1.3. Expresses feelings and thoughts using an alternative communication device.	In assessing the target behaviours of Goal 2.3.1., the individual's prelinguistic-period language and communication goals should first be assessed. It should be observed that, even if to a limited degree, they use communicative behaviours such as gestures in line with the communicative purpose. It is recommended that these behaviours be used as an aid in supporting alternative communication. In assessing this goal, the individual's level of recognising visuals relating to object symbols and their level of interest in technological devices such as tablets should be assessed. In supporting alternative communication skills, the use of assistive technologies containing real object symbols or tangible symbols is recommended. Furthermore, the use of high-technology alternative communication devices that support multi-level responding and commenting is also recommended.

3. Module Name	SOCIAL COMMUNICATION
3. Module Aim	It is aimed to develop the interpersonal relations and self-management skills of individuals with hearing impairment.
3. Sections in Module	Interpersonal Relations, Self-Management Skills Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 3.1. Interpersonal Relations	3.1.1. Communicates with people.	3.1.1.1. Uses greeting words when meeting someone. 3.1.1.2. Introduces themselves to people they meet for the first time. 3.1.1.3. Gives appropriate answers to questions directed at them. 3.1.1.4. Asks the other person questions related to the topic. 3.1.1.5. Pauses the conversation appropriately when needed. 3.1.1.6. Uses parting words when the conversation ends.	For the target behaviours of Goal 3.1.1., the areas where the individual needs support may be addressed on the basis of their behaviour during communication with the teacher and other people throughout the time they spend at the institution. The conversational setting created must be natural and must cover the target behaviours. Storybooks, sequence cards and single pictures may be used to prepare the conversational setting and to start, sustain and end the dialogue.
Section 3.1. Interpersonal Relations	3.1.2. Expresses their feelings and thoughts.	3.1.2.1. Expresses the emotion and thought conveyed by given facial expressions. 3.1.2.2. Expresses the emotion and thought intended in sample events and stories. 3.1.2.3. Expresses their feelings and thoughts about the events they experience.	For the target behaviours of Goal 3.1.2., events in stories, sequence pictures and single pictures, puppets, videos etc. are used. During the sharing of events in the storybook, sequence cards and single picture, questions on the target behaviours are asked and the individual's participation is ensured. Emotions: Happiness, sadness, surprise, fear, disgust, anger, shame, pride, suspicion, uneasiness etc.
Section 3.1. Interpersonal Relations	3.1.3. Uses phrases appropriate to particular situations.	3.1.3.1. Says "Teşekkür ederim." when helped. 3.1.3.2. Says "Özür dilerim." when they behave wrongly. 3.1.3.3. Says "Geçmiş olsun." to someone who is ill. 3.1.3.4. Says "Lütfen." when they want something.	For the target behaviours of Goal 3.1.3. Appropriate phrase: "Teşekkür ederim, özür dilerim, geçmiş olsun, lütfen, günaydın, hoşça kal, iyi geceler, kolay gelsin, Allah'a ısmarladık, hayırlı işler, başınız sağ olsun, Allah korusun, tebrik ederim, çok yaşa vb."
Section 3.1. Interpersonal Relations	3.1.4. Gives responses appropriate to the other person's feelings and thoughts.	3.1.4.1. Responds to the other person's feelings and thoughts with gestures and facial expressions. 3.1.4.2. Responds verbally to the other person's feelings and thoughts.	
Section 3.1. Interpersonal Relations	3.1.5. Asks others for help when necessary.	3.1.5.1. Identifies the person to ask for help. 3.1.5.2. Asks for help from people appropriate to the situation.	For the target behaviours of Goal 3.1.5., the individual is expected to ask for help from their family, teacher, friends and security staff.
Section 3.1. Interpersonal Relations	3.1.6. Helps when necessary.	3.1.6.1. Notices situations where they should help. 3.1.6.2. Expresses how they will help.	For the target behaviours of Goal 3.1.6., interactive settings are created using sequence cards, storybooks, single pictures and photographs depicting situations requiring help. Situations requiring help are discussed with the individual.
Section 3.1. Interpersonal Relations	3.1.7. Shows willingness to join a group.	3.1.7.1. Shows willingness to join the group with gestures and facial expressions. 3.1.7.2. Expresses willingness to join the group verbally.	For the target behaviours of Goal 3.1.7., during the sharing of events in the storybook, sequence cards and single picture, questions on the target behaviours are asked and the individual's participation is ensured.
Section	Goals	Target Behaviours	Explanations
Section 3.1. Interpersonal Relations	3.1.8. Fulfils their responsibility in group work.	3.1.8.1. Participates in group work. 3.1.8.2. Follows the rules of group work. 3.1.8.3. Warns those who do not follow the rules of group	For the target behaviours of Goal 3.1.8., sequence cards, storybooks, single pictures and photographs explaining the fulfilment of responsibility are used. Interactive settings are created and the fulfilment of responsibilities in group

Section	Goals	Target Behaviours	Explanations
		work. 3.1.8.4. Fulfils their responsibility within the group.	work is discussed.
Section 3.1. Interpersonal Relations	3.2.1. Uses time efficiently.	3.2.1.1. Finishes a task assigned to them within the requested time. 3.2.1.2. Completes assigned tasks on time by setting priorities. 3.2.1.3. Uses time efficiently in order to fulfil their responsibilities.	For the target behaviours of Goal 3.2.1., sequence cards, storybooks, single pictures and photographs relating to the efficient use of time are used. Events relating to finishing an assigned task on time and using time efficiently are shared and the individual is asked to use language about this.
Section 3.1. Interpersonal Relations	3.2.2. Expresses their feelings and thoughts verbally when faced with negative situations.	3.2.2.1. Refuses appropriately when asked to do something they do not want to do. 3.2.2.2. Expresses behaviours they do not want done to them. 3.2.2.3. Defends themselves when faced with an unfair situation.	For the target behaviours of Goal 3.2.2., sequence cards, storybooks, single pictures and photographs depicting negative situations are used. The verbal expression of the feelings and thoughts in these situations is ensured.

4. Module Name	SUPPORT FOR LEARNING
4. Module Aim	It is aimed for individuals with hearing impairment to acquire auditory attention and memory, visual attention and memory skills and concepts.
4. Sections in Module	Auditory Attention and Memory, Visual Attention and Memory, Concepts Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 4.1. Auditory Attention and Memory	4.1.1. Sustains auditory attention in a quiet environment.	4.1.1.1. Sustains auditory attention for 5 minutes by listening to the stimuli presented within an activity. 4.1.1.2. Maintains auditory attention for between 5-10 minutes by listening to the stimuli presented within an activity. 4.1.1.3. Sustains auditory attention throughout the activity.	For Goal 4.1.1., it will be more productive to carry out the activities intended to develop auditory attention skills in the morning hours; however, if this is not possible, the environment must be cleared of stimuli that would affect attention. For Goal 4.1.1., activities should be selected in accordance with the individuals' age and developmental domains (cognitive, gross motor, fine motor, social etc.). For Goal 4.1.1., activities must be carried out in environments without and then with visual distractors, in that order. For target behaviour 4.1.1.1, a 3-year-old individual is expected to complete the circle using a pencil. Meanwhile, instructions such as "Büyük bir daire çiz, yanına küçük bir daire daha çiz." are given and the individual is expected to participate in a 5-minute activity.
Section 4.1. Auditory Attention and Memory	4.1.2. Sustains auditory attention in a noisy environment.	4.1.2.1. Sustains auditory attention for 5 minutes by listening to the stimuli presented within an activity. 4.1.2.2. Maintains auditory attention for between 5-10 minutes by listening to the stimuli presented within an activity. 4.1.2.3. Sustains auditory attention for the duration of (throughout) the activity.	For the target behaviours of Goal 4.1.2., it will be more productive to carry out the activities intended to develop auditory attention skills in the morning hours; however, if this is not possible, the environment must be cleared of stimuli that would affect attention. For the target behaviours of Goal 4.1.2., activities should be selected in accordance with the individuals' age and developmental domains (cognitive, gross motor, fine motor, social etc.). For Goal 4.1.2., activities must be carried out in environments without and then with visual distractors, in that order. Noise: First sounds containing no speech stimulus (melodies, household appliance sounds, vehicle sounds), then sounds that also contain a speech stimulus (songs, recorded audio materials).
Section 4.1. Auditory Attention and Memory	4.1.3. Repeats a word similarly after listening to it.	4.1.3.1. Says a speech sound similarly after listening to it. 4.1.3.2. Says a syllable similarly after listening to it. 4.1.3.3. Says a word similarly after listening to it.	For target behaviour 4.1.3.1. speech sound: Such as the exclamation of surprise (aaa) or the (mmm) sound we use with food.
Section	Goals	Target Behaviours	Explanations
Section 4.1. Auditory Attention and Memory	4.1.4. Repeats the digit, word string and sentence spoken.	4.1.4.1. Repeats 3 or more spoken digits in the order spoken. 4.1.4.2. Repeats 3 or more spoken words belonging to the same category in the order spoken. 4.1.4.3. Repeats 3 or more spoken words belonging to different categories in the order spoken. 4.1.4.4. Repeats a spoken sentence of at least three	For target behaviour 4.1.4.1., a rehearsal strategy is used within it. For target behaviour 4.1.4.2., work is done with words from the same category, for example fruits, animals, vehicles, school items etc. For target behaviours 4.1.4.2. and 4.1.4.3., one should start with single-syllable words, the number of syllables in the words should gradually be increased and

Section	Goals	Target Behaviours	Explanations
		words. 4.1.4.5. Says 6 of the 10 words spoken to them. 4.1.4.6. Says the digit string they listened to backwards.	work continues with two- and three-syllable words. For target behaviour 4.1.4.3., work is done with words from the same category, for example fruits, animals, vehicles, school items etc. For target behaviour 4.1.4.5., order is not taken into account while the individual says the 6 words they remember.

Section	Goals	Target Behaviours	Explanations
Section 4.2.	4.2.1. Sustains visual attention on the material presented.	4.2.1.1. Sustains visual attention on the material presented for 5 minutes. 4.2.1.2. Sustains visual attention on the material presented for between 5-10 minutes. 4.2.1.3. Sustains visual attention on the material presented throughout the activity.	For Goal 4.2.1., materials appropriate to the individual's age and/or all developmental domains must be used. The activity duration is determined according to the individual's developmental readiness. Developmental domains: Refers to the fine motor, gross motor, social, cognitive and language domains.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Visual Attention and Memory	4.2.2. Brings together objects with the same properties.	4.2.2.1. Matches two objects with the same properties to each other. 4.2.2.2. Matches two objects with the same properties from among given options. 4.2.2.3. Brings together three objects with the same properties. 4.2.2.4. Brings together three objects with the same properties from among given options.	For Goal 4.2.2., objects with the same properties include objects that are identical in terms of shape colour size etc. properties. For target behaviour 4.2.2.2., the number of options and the materials to be used are determined according to the individual's developmental readiness.
Section 4.2. Visual Attention and Memory	4.2.3. Discriminates the odd object among identical objects.	4.2.3.1. Points out the different one among three objects. 4.2.3.2. Points out the different one among four or more objects.	
Section 4.2. Visual Attention and Memory	4.2.4. Discriminates differences in identical objects.	4.2.4.1. States the difference between two objects/toys containing a single difference. 4.2.4.2. States the difference between two objects/toys containing two or more differences.	For Goal 4.2.4., objects that are identical in terms of shape colour size etc. properties and objects that differ from the others by a single, not easily noticed property are used. For example, an apple with three red and green leaves and a red apple with no leaf are used. The individual is expected to find the red apple with no leaf.
Section 4.2. Visual Attention and Memory	4.2.5. Creates a pattern.	4.2.5.1. Continues a pattern created with two different materials. 4.2.5.2. Continues a pattern created with more than two different materials.	For Goal 4.2.5., patterns made up of shapes, letters, digits and words of different type/colour/size/position may be used.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Visual Attention and Memory	4.2.6. States the differences of objects shown for a certain time and then covered.	4.2.6.1. States the difference between objects containing a single difference that are shown for a certain time and then covered. 4.2.6.2. States the differences between objects containing two or more differences that are shown for a certain time and then covered.	
Section 4.2. Visual Attention and Memory	4.2.7. Finds the differences between pictures.	4.2.7.1. States the difference between two pictures containing a single difference. 4.2.7.2. States the difference between two pictures containing two or more differences. 4.2.7.3. States the difference between two pictures containing a single difference that are shown for a certain time and then covered. 4.2.7.4. States the differences between two pictures containing two or more differences that are shown for a certain time and then covered.	For Goal 4.2.7., pictures are determined according to the individual's developmental readiness in terms of drawing subject colouring etc. properties. For target behaviour 4.2.7.3., the display duration of the pictures is determined according to the individual's developmental readiness.
Section 4.2. Visual Attention and Memory	4.2.8. Establishes the part-whole relationship of a picture and a shape.	4.2.8.1. Finds the missing part of a picture and a shape. 4.2.8.2. Says what the object and shape is in a picture of an object and shape shown in part. 4.2.8.3. Forms the whole by combining the parts of a picture of an object and a shape. 4.2.8.4. Looks at the part and the whole of a picture and a shape when requested.	Target behaviour 4.2.8.1. is carried out by asking what the part left missing in a shape or picture is. For example, for a square with one side missing, assessment may be made in the form "Bu bir kare, bu karenin nesi eksik? Or for a bird with a missing beak "Bu bir kuş, kuşun nesi eksik?. For target behaviour 4.2.8.2., the part presented as a cue may gradually be reduced. For target behaviour 4.2.8.3., the number of pictures and parts presented may vary according to the individual's age and individual characteristics. Target behaviour 4.2.8.4. may be carried out using different shapes and pictures. For example, it may be assessed by giving instructions such as "Karenin bütününe bak, karenin çizgilerine bak, sağ çizgisine bak, sol çizgisine bak, yukarıdaki çizgisine bak". Individuals may be asked to point with their hand to the requested area in the shape or picture, or to colour the lines.
Section 4.2. Visual Attention and Memory	4.2.9. Discriminates the picture of an object hidden in a picture.	4.2.9.1. Says the single object hidden in the picture. 4.2.9.2. Says the two or more objects that do not fit the subject of the picture. 4.2.9.3. Says the single object that fits the subject of the picture. 4.2.9.4. Says the two or more objects that fit the subject of the picture.	For Goal 4.2.9., the hidden object may be a shape, person, character etc. created by drawing.
Section 4.2. Visual Attention and Memory	4.2.10. Says the objects/pictures covered/hidden after being shown.	4.2.10.1. Says in order the two objects shown and then covered/hidden. 4.2.10.2. Says the three or more objects shown and then covered/hidden.	For Goal 4.2.10., real objects, pictures, toys, letters, digits, printed words etc. are used.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Visual Attention and Memory	4.2.11. Discriminates shapes, letters, digits and words.	4.2.11.1. Discriminates a shape. 4.2.11.2. Discriminates a letter. 4.2.11.3. Discriminates a digit. 4.2.11.4. Discriminates a word.	In all target behaviours of Goal 4.2.11., work is done first with shapes, then with letters/digits and then with words. The shapes may be letter-like (e.g. Θ, , ^) or shapes formed by different combinations of lines. Geometric shapes such as circle, square, triangle are not meant. In the shapes, letters, digits and words used in all target behaviours, changes such as different positioning or reversal may be made in order to obtain appearances similar to one another; likewise, the use of other shapes, letters and words similar to the target shape/letter/word is also appropriate. For target behaviour 4.2.11.4., the work is graded taking into account properties such as the number of letters in the word pairs, the positions of the letters and whether the words used are meaningful or meaningless. For example, letters similar to the letter “b” may be “d, p, h”. Words similar in appearance to the word “köpek” may be “köpük, körük”.
Section 4.2. Visual Attention and Memory	CONCEPTS cepts should be used. Goals	Taking teaching principles into account, con Target Behaviours in line with the principles of from near to far, from known to unknown, from concrete to abstract, from general to specific	Explanations
Section 4.2. Visual Attention and Memory	4.3.1. Discriminates colours.	4.3.1.1. Says the primary colours. 4.3.1.2. Says the secondary colours.	For Goal 4.3.1., the individual says or points out the requested primary/secondary colour among the colours given to them. In the applications; toys, objects, colour cards, object cards may be used.

Section	Goals	Target Behaviours	Explanations
Section 4.3. Concepts	4.3.2. Distinguishes items of clothing.	4.3.2.1. Names the clothes worn in winter. 4.3.2.2. Names the clothes worn in summer. 4.3.2.3. Names the clothes worn in spring. 4.3.2.4. Names the clothes worn in autumn.	For target behaviour 4.3.2. this goal may be enriched according to where clothes are used, their material, gender, etc.
Section 4.3. Concepts	4.3.3. Distinguishes animals.	4.3.3.1. Names animals that walk. 4.3.3.2. Names animals that fly. 4.3.3.3. Names animals that swim.	For goal 4.3.3. this goal may be enriched according to where animals live, their feeding, species, etc.
Section 4.3. Concepts	4.3.4. Distinguishes foods.	4.3.4.1. Names fruits. 4.3.4.2. Names vegetables.	For goal 4.3.4. this goal may be enriched according to the seasons of foods, how they are grown, their types, etc.

5. Module Name	READING AND WRITING
5. Module Aim	The aim is to develop the listening, speaking, reading and writing skills of individuals with hearing impairment in the preschool period, the school period and thereafter.
5. Sections in Module	Early Literacy, Initial Reading and Writing, Grammar, Reading Comprehension, Listening Comprehension, Written Expression General Explanations Concerning the Module

General Explanations Concerning the Module

- The reading comprehension, listening comprehension, written expression and grammar sections of the module should be given balanced coverage in practice. Care should be taken that the materials used in the module are appropriate to the individual's age, language and knowledge level. The grammar section is classified by topic. The teacher may select the goals according to the individual's needs and performance.
- Teaching Method Presentation, question-answer, listening, visual reading, predicting the outcome, storytelling, silent and oral reading, guided reading, copy writing, collaborative writing, free writing. Assessment Monitoring, feedback, guidance, retelling what is listened to, retelling what is read, answering questions. Materials Digital materials, story books, sequence cards, single-picture cards, photographs, posters, matching cards, initial reading sentences, reading texts.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Early Literacy	5.1.1. Distinguishes the sound properties of words.	5.1.1.1. Says whether the spoken word pairs are the same or different. 5.1.1.2. Says whether the spoken words rhyme (sound similar) or not. 5.1.1.3. Says which of the spoken words rhyme (sound similar). 5.1.1.4. Produces a word that rhymes with (sounds similar to) a spoken word.	For goal 5.1.1. • These skills may be taught directly, but they should also be developed effectively and durably through games and enjoyable activities. • In addition, through incidental teaching, aims relating to the targeted skills should be embedded in daily routines (feeding, free time, book reading, etc.) and repeated. • Poems/rhymes/riddles/songs containing rhyming words should be used to develop rhyme awareness; the rhyming words should be stressed and repeated. • When teaching these target behaviours with poems/rhymes/songs: 1. The poems/rhymes/songs should be said together with the individuals. 2. After you say it, the individual should be asked to repeat it. 3. The individual should be asked to say it independently. 4. The individual should be asked to say the rhyming words rhythmically. 5. The individual should be asked to produce words that sound similar to the rhyming words. 6. The individual should be asked to say the stressed sound in the rhyming words. This goal may also be applied with stories containing rhyming words. • Rhyming words should be defined as words that sound similar. • Care should be taken that rhyming words resemble each other in at least 2 sounds. Short words are more suitable for working on rhyme. For target behaviour 5.1.1.1. the individual should be given word pairs that are identical to each other (bing-bing) or similar but different (bing-ding). These words may be meaningful words (çok-koç) or nonsense words (pit-nit). For target behaviour 5.1.1.2. work should be done with two words. For target behaviour 5.1.1.3. three words are given. Two of them rhyme with each other while one does not. The individual is expected to distinguish which two rhyme. For target behaviour 5.1.1.4. words suitable for producing rhyming words should be used and care should be taken that they are short words (e.g., baş-taş-kaş-yaş etc.).
Section 5.1. Early Literacy	5.1.2. Distinguishes the syllable properties of words.	5.1.2.1. Divides spoken words into their syllables. 5.1.2.2. Says the first syllable of a spoken word. 5.1.2.3. Says the last syllable of a spoken word.	For goal 5.1.2. • These skills may be taught directly, but they can also be developed effectively and durably through games and enjoyable activities. • In addition, through incidental teaching, aims relating to the targeted skills should be embedded in daily routines (feeding, free time, book reading, etc.) and repeated. For target behaviour 5.1.2.1. work should begin with short words. It is important to model first during the work.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Early Literacy	5.1.3. Distinguishes the phonemic properties of words.	5.1.3.1. Says whether two spoken words begin with the same sound. 5.1.3.2. Says whether two spoken words end with the same sound. 5.1.3.3. Says which of three spoken words begin with the same sound. 5.1.3.4. Says which of three spoken words end with the same sound. 5.1.3.5. Says a word beginning with the same sound as the spoken word. 5.1.3.6. Says the first sound of the spoken word. 5.1.3.7. Says the last sound of the spoken word. 5.1.3.8. Says what a short word segmented into its sounds is. 5.1.3.9. Segments a short spoken word into its sounds.	For goal 5.1.3. - When one of the target behaviours is not reached, the next target behaviour may be moved on to. For example, when the individual cannot perform 1.3.4, 1.3.5 may be moved on to. Later, 1.3.4 may be returned to and worked on. - These skills may be taught directly, but they can also be developed effectively and durably through different materials (sequence cards, single-picture cards, photographs, posters, toys), games and enjoyable activities. - In addition, through incidental teaching, aims relating to the targeted skills should be embedded in daily routines (feeding, free time, book reading, etc.) and repeated. - In teaching all target behaviours, modelling must always come first so that individuals understand the content of the task presented to them. During assessment, what is required in the relevant item should be explained through sample items. - In teaching and assessing all target behaviours, work must be done with words familiar to the individuals. Words whose meaning they do not know prevent them from understanding the task and focusing on the sound properties of the words. - In all target behaviours, the distinction between sound and letter must be kept in mind. When teaching and assessing, sounds are stressed, not letters. - In all target behaviours, work should be done first with monosyllabic words and then with disyllabic words. Words of three or more syllables should not be used. For target behaviours 5.1.3.3. and 5.1.3.4. three words are given. Two of them begin/end with the same sound while one begins/ends with a different sound. The individual is expected to distinguish which two begin/end with the same sound.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Early Literacy	5.1.4. Recognises the written word/word groups.	5.1.4.1. Matches picture-word with picture-word. 5.1.4.2. Matches the given picture-word with the word. 5.1.4.3. Matches the given picture with the word.	For goal 5.1.4. Words the individual frequently encounters should be selected in practice. The goal is not for the individual to read the word, but to recognise it from its shape, length, and first and last letter. In practice, materials prepared with and without cues on a topic (for example

Section	Goals	Target Behaviours	Explanations
			fruits, clothes, etc.) should be used. In cued material, there is a picture with the written word beneath it. In uncued material, the picture and the written word are separated; no word is written under the picture. Practice should begin with cards containing a single word. When the individual performs the target behaviours without difficulty, word groups may be moved on to. For example, on the topic of fruits, work should first be done with the names of fruits. Later, word groups may be formed with the colours of the fruits, such as "kırmızı elma", "yeşil erik". For goal 1.4.1. two sets containing picture-word and picture-word on the topic are used. The individual is asked to match picture-word with picture-word. For target behaviour 5.1.4.2. one set contains picture-word and the other only the written word. The individual is asked to match the picture-word with the written word. For target behaviour 5.1.4.3. the cue with the written word in the first set has been removed. The individual is asked to match the picture of an apple with the word "elma".
Section 5.1. Early Literacy	5.1.5. Distinguishes the properties of print.	5.1.5.1. Shows the left-to-right direction of print. 5.1.5.2. Shows the downward flow direction of the lines in print. 5.1.5.3. Shows a capital letter within a text. 5.1.5.4. Shows a lower-case letter within a text.	For goal 5.1.5. These skills may be taught directly, but they can also be developed effectively and durably through games and enjoyable activities. In addition, through incidental teaching, aims relating to the targeted skills should be embedded in daily routines (feeding, free time, book reading, etc.) and repeated. For all target behaviours it is important that individuals frequently encounter and have access to written materials. In all activities, and especially during book reading activities, print awareness should be developed by stressing the properties of print (for example, by pointing to the text on the page and saying "I start reading here", the text is followed with the finger for a while. The left-to-right direction of print may be stressed. Also, by saying "Look, there is a huge question mark here", the shapes of punctuation marks may be stressed).

Section	Goals	Target Behaviours	Explanations
Section 5.2. Initial Reading and Writing	5.2.1. Distinguishes the introduced sound.	5.2.1.1. Shows the images of words beginning with the introduced sound. 5.2.1.2. Says which sound the words beginning with the introduced sound begin with.	Target behaviours 5.2.1.1. and 5.2.1.3. can be achieved through sound matching and discrimination skills. Matching should come first. For matching, the individual should be shown the images of two words beginning/ending with the introduced sound and of words beginning/ending with a different sound; the

Section	Goals	Target Behaviours	Explanations
		5.2.1.3. Shows the images of words ending with the introduced sound. 5.2.1.4. Says which sound the words ending with the introduced sound end with.	words should be said and then the individual should be asked to show the ones beginning/ending with the same sound (the introduced sound). For discrimination, the individual should be presented with a set consisting of images of two words beginning/ending with the same sound and one word image beginning/ending with the introduced sound. For each application, words and their images consisting of at least four sets should be used. For target behaviours 5.2.1.2. and 5.2.1.4. the words should be presented with their images and said to the individual. The sound to be taught should be stressed while saying them.
Section 5.2. Initial Reading and Writing	5.2.2. Reads the introduced sound.	5.2.2.1. Reads the lower-case letter of the introduced sound. 5.2.2.2. Reads the capital letter of the introduced sound.	In the work done for all target behaviours of goal 5.2.2, care should also be taken that the individual sits upright while reading and holds the book/notebook at a distance suited to their own visual range. For all target behaviours, when the sound is introduced a link must be made with what was done at the stage of distinguishing the introduced sound.
Section 5.2. Initial Reading and Writing	5.2.3. Shows the introduced sound among other letters.	5.2.3.1. Shows the lower-case letter of the introduced sound among other sounds. 5.2.3.2. Shows the lower-case letter of the introduced sound within words. 5.2.3.3. Shows the capital letter of the introduced sound among other sounds. 5.2.3.4. Shows the capital letter of the introduced sound within words.	
Section	Goals	Target Behaviours	Explanations
Section 5.2. Initial Reading and Writing	5.2.4. Writes the introduced sound in upright basic script.	5.2.4.1. Writes the lower-case letter of the introduced sound in upright basic script by looking at a model. 5.2.4.2. Writes the capital letter of the introduced sound in upright basic script by looking at a model. 5.2.4.3. Writes the introduced sound when it is said.	For all target behaviours of goal 5.2.4, care should be taken that the individual sits leaning properly over the notebook so as to write comfortably and holds the notebook at a distance suited to their own visual and writing range. For target behaviours 5.2.4.1. and 5.2.4.2. how the letter the individual is asked to write is written should be modelled as many times as the individual needs. Writing the letter neatly between the lines is important, but so is writing it in accordance with the letter's stroke direction and rules. For this reason, the drawing of the letter should be spoken aloud each time while modelling. Then the letter the individual is asked to write should be written once in their notebook as an example. The individual should be asked to write by looking at this model. If, after modelling, the individual cannot fit the letter between the lines, writes it in the wrong direction, or cannot get the starting and ending points right, visual cues such as highlighting the line for writing the letter, tracing over dots for the

Section	Goals	Target Behaviours	Explanations
			letter, marking the starting and ending points, and indicating the direction with an arrow should be used. The letters the individual writes correctly should be shown and reinforced by saying "you have written this very nicely", and the letters written incorrectly should not be dwelt upon. For target behaviour 5.2.4.3. if the individual cannot write when the sound is said, the symbol of the said sound should be shown briefly, then covered, and the sound said again and the individual asked to write it. After writing, the letter written should be compared with the model shown by uncovering it.
Section 5.2. Initial Reading and Writing	5.2.5. Reads the introduced sound within syllables and words.	5.2.5.1. Reads syllables formed from the introduced sounds. 5.2.5.2. Reads words made up of syllables containing the introduced sounds. 5.2.5.3. Shows the pictures of the words read.	For target behaviour 5.2.5.1. when reading syllables, lengthening the introduced sound and blending it with the other sound is a strategy that makes decoding easier. For target behaviour 5.2.5.1. the introduced sound should be combined with previously given sounds to form meaningful syllables and words as far as possible, and these should be read and written. For target behaviour 5.2.5.2. when reading words, the stages segment into syllables-read-blend-read should be followed. For example, the individual should be asked to read a word formed from syllables they know (la-le, e-la etc.). For target behaviour 5.2.5.3. matching the words read with their pictures is a preparation for the reading comprehension skill.

Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	5.2.6. Writes the introduced sound within syllables and words in upright basic script.	5.2.6.1. Copies syllables formed from the introduced sounds by looking. 5.2.6.2. Writes syllables formed from the introduced sounds when they are said. 5.2.6.3. Copies words made up of syllables containing the introduced sounds by looking. 5.2.6.4. Writes words made up of syllables containing the introduced sounds when they are said.	For target behaviours 5.2.6.2. and 5.2.6.4. writing when dictated is an important stage in the individual's decoding of sounds.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	5.2.7. Reads the sound within sentences and texts.	5.2.7.1. Reads sentences formed from the introduced sounds. 5.2.7.2. Reads texts formed from the introduced sounds	For all target behaviours of goal 5.2.7, sentences and texts should be formed from words containing the introduced sound and previously given sounds. So that the sentences and texts are meaningful, pictures may be used for words

Section	Goals	Target Behaviours	Explanations
			made up of sounds the individual has not yet learned. For target behaviour 5.2.7.2. having texts read repeatedly serves both the development of reading speed and reading comprehension.
Section 3.2. Initial Reading and Writing	5.2.8. Writes the sound within sentences in upright basic script.	5.2.8.1. Copies sentences containing the introduced sounds by looking. 5.2.8.2. Writes sentences containing the introduced sounds when they are said.	For all target behaviours of goal 5.2.8, when the individual makes errors regarding spelling rules during teaching, their attention should be drawn to the spelling rule, the rule recalled and the individual asked to correct the error. For example, when the individual begins a sentence with a lower-case letter, they are asked how a sentence is begun, reminded that it must begin with a capital letter and asked to correct the error.

Section	Goals	Target Behaviours	Explanations
Section 5.2. Initial Reading and Writing	5.2.9. Writes neatly/legibly.	5.2.9.1. Writes following the lines. 5.2.9.2. Writes words leaving appropriate spacing between letters. 5.2.9.3. Writes sentences leaving appropriate spacing between words. 5.2.9.4. Writes texts leaving appropriate spacing between sentences.	For all target behaviours of goal 5.2.9, a handwriting notebook may be used or notebook adaptations (marking the lines in red, dividing a line in two and colouring it, etc.) may be made. When teaching these target behaviours, examples of good handwriting should first be shown to the individual, the individual should be motivated and how to write should be modelled.
Section 5.2. Initial Reading and Writing	5.2.10. Answers questions asked about the sentence and text containing the introduced sound.	5.2.10.1. Answers a simple question about the sentence after reading sentences containing the introduced sounds. 5.2.10.2. Answers simple questions about the text after reading texts containing the introduced sounds.	For target behaviour 5.2.10.2. having a picture that depicts the text and talking about the picture before reading the text makes comprehension easier. The questions should be built around the actions, people and objects in the text and should relate to the events or information in the text. So that the sentences and texts are meaningful, pictures may be used for words made up of sounds the individual has not yet learned.
Section 5.2. Initial Reading and Writing	5.3.1. Distinguishes syllable properties.	5.3.1.1. Writes a given word divided into its syllables. 5.3.1.2. Says the number of syllables in a given word. 5.3.1.3. Gives examples of one-, two-, three- and four-letter syllables.	

Section	Goals	Target Behaviours	Explanations
Section 5.3. Grammar	5.3.2. Distinguishes the word classes in a sentence.	5.3.2.1. Shows the requested word class within a sentence. 5.3.2.2. Uses the requested word class within a sentence. 5.3.2.3. Fills the blanks in a sentence with the appropriate word class. 5.3.2.4. Defines the requested word classes. 5.3.2.5. Classifies word classes.	For goal 5.3.2. Word classes: nouns, verbs, adjectives, pronouns, conjunctions, adverbs, postpositions, interjections. Target behaviour 5.3.2.5. should be worked on after at least two word classes have been taught. When teaching all word classes, the word classes should be ordered by difficulty level and this order observed in teaching.

Section	Goals	Target Behaviours	Explanations
Section 5.3. Grammar	5.3.3. Distinguishes the affixes in words.	5.3.3.1. Shows inflectional affixes within a word. 5.3.3.2. Shows derivational affixes within a word. 5.3.3.3. Completes the words in a sentence with the appropriate inflectional affixes. 5.3.3.4. Completes the words in a sentence with the appropriate derivational affixes. 5.3.3.5. Forms a sentence with the requested inflectional affix. 5.3.3.6. Forms a sentence with the requested derivational affix. 5.3.3.7. Classifies inflectional and derivational affixes.	For goal 5.3.3. Inflectional affix: case affixes, tense affixes, person affixes, the plural affix, the negation affix, the question affix, the possessive affix, the mood affixes. Derivational affix: affixes forming nouns from nouns, affixes forming verbs from nouns, affixes forming nouns from verbs, affixes forming verbs from verbs. In sentence-forming work, the individual may be asked to form oral and/or written sentences.
Section 5.3. Grammar	5.3.4. Distinguishes words according to their structure.	5.3.4.1. Shows the word of the requested structure within a sentence. 5.3.4.2. Says which structure the given word has. 5.3.4.3. Gives examples of words fitting the requested structure. 5.3.4.4. Defines word structures. 5.3.4.5. Classifies the words in a sentence/text according to their structure.	All target behaviours of goal 5.3.4 cover simple/derived/compound words.
Section 5.3. Grammar	5.3.5. Distinguishes words in terms of meaning.	5.3.5.1. Shows the requested words in terms of meaning. 5.3.5.2. Shows the requested words in terms of semantic relations between words. 5.3.5.3. Shows the requested phrases. 5.3.5.4. Completes the blanks in a sentence with a word appropriate in terms of meaning. 5.3.5.5. Completes the blanks in a sentence with a word appropriate in terms of semantic relations between words. 5.3.5.6. Completes the blanks in a sentence with phrases appropriate to the meaning. 5.3.5.7. Forms a sentence with the word requested in terms of meaning. 5.3.5.8. Forms a sentence with the word requested in terms of semantic relations between words. 5.3.5.9. Forms sentences with the requested phrases. 5.3.5.10. Classifies words in terms of their semantic properties.	For goal 5.3.5. Words in terms of meaning: literal meaning, extended meaning, figurative meaning, technical meaning. Words in terms of semantic relations between words: synonyms, antonyms, homonyms, concrete words, abstract words. Phrases: reduplications, idioms, proverbs, aphorisms. In sentence-forming work, the individual may be asked to form oral and/or written sentences.
Section	Goals	Target Behaviours	Explanations
Section 5.3. Grammar	5.3.6. Distinguishes the elements of a sentence.	5.3.6.1. Shows the predicate in a sentence. 5.3.6.2. Shows the subject in a sentence. 5.3.6.3. Shows the object in a sentence. 5.3.6.4. Shows the complement in a sentence.	For goal 5.3.6. Starting from the individual's own needs, types of subject, object and complement may be used. In sentence-forming work, the individual may be asked to form oral and/or written sentences.

Section	Goals	Target Behaviours	Explanations
		5.3.6.5. Completes the blanks in a sentence with the appropriate predicate. 5.3.6.6. Completes the blanks in a sentence with the appropriate subject. 5.3.6.7. Completes the blanks in a sentence with the appropriate object. 5.3.6.8. Completes the blanks in a sentence with the appropriate complement.	
Section 5.3. Grammar	5.3.7. Distinguishes sentence types.	5.3.7.1. Shows the requested sentence type. 5.3.7.2. Completes the sentence with the requested sentence type. 5.3.7.3. Classifies sentence types. 5.3.7.4. Forms a sentence fitting the requested sentence type.	For goal 5.3.7 Sentences by type of predicate: nominal sentences, verbal sentences. Sentences by position of the predicate: regular sentences, inverted sentences. Sentences by meaning: affirmative sentence, negative sentence, interrogative sentence, exclamatory sentence. Sentences by structure: simple sentence, complex sentence, sequential sentence, coordinated sentence. In sentence-forming work, the individual may be asked to form oral and/or written sentences.
Section 5.3. Grammar	5.3.8. Observes spelling rules in their writing.	5.3.8.1. Begins the sentence with a capital letter. 5.3.8.2. Writes the first letters of proper nouns with a capital letter. 5.3.8.3. Writes numbers in accordance with spelling rules. 5.3.8.4. Writes the question affix "mi" separately from the word. 5.3.8.5. Writes abbreviations in accordance with spelling rules.	For goal 5.3.8. Spelling rules include the places where capital letters are used, the writing of numbers, the writing of compound words and the writing of abbreviations.
Section 5.3. Grammar	5.3.9. Uses appropriate punctuation marks in their writing.	5.3.9.1. Places punctuation marks appropriate to the meaning at the end of the sentence. 5.3.9.2. Separates affixes attached to proper nouns with an apostrophe. 5.3.9.3. Places appropriate punctuation marks within the sentence. 5.3.9.4. Places appropriate punctuation marks for expressions indicating speech.	For goal 5.3.9. Punctuation marks used at the end of a sentence: full stop, question mark, exclamation mark, colon, ellipsis. Punctuation marks used within a sentence: comma, semicolon, brackets, hyphen. Punctuation mark used in expressions indicating speech: dash (speech dash), quotation marks.

Section	Goals	Target Behaviours	Explanations
Section 5.4. Reading Comprehension	5.4.1. Identifies the elements in text structures.	5.4.1.1. Identifies the main character/characters in stories. 5.4.1.2. Identifies the supporting characters in stories. 5.4.1.3. Identifies the place where the event occurs in stories. 5.4.1.4. Identifies the time when the event occurs in stories.	For Goal 5.4.1. Story includes genres such as memoir, tale, novel, etc. Informational text includes genres such as the texts found in course books (description, cause-effect, problem-solution, comparison, sequencing), articles, columns, etc.

Section	Goals	Target Behaviours	Explanations
		5.4.1.5. Identifies the main events of stories. 5.4.1.6. Identifies the sections where definitions are made in an informational text. 5.4.1.7. Identifies the sections containing a cause-effect relationship in an informational text. 5.4.1.8. Identifies the parts of an informational text where comparison is made. 5.4.1.9. Identifies the parts of an informational text where sequencing is made. 5.4.1.10. Identifies the problem-solution parts of an informational text.	Text structure instruction should be provided so that the individual can identify the elements of text structure. Story and informational text structures should be addressed in a balanced way in the practices. In text structure instruction; a. The parts of the text should be introduced in a table/figure suited to the text genre (for example, a table or figure such as “characters, place, time, main events” may be prepared for stories), b. The elements of an examined text should be filled into the table, c. This procedure should be repeated with several texts of the same genre in different sessions, d. After a text of the same genre is examined, the individual should be guided in filling in the table.
Section 5.4. Reading Comprehension	5.4.2. Applies pre-reading comprehension strategies.	5.4.2.1. Makes predictions about the content of the text on the basis of its title. 5.4.2.2. Makes predictions about the content of the text on the basis of the picture in the text.	For Goal 5.4.2. Reading comprehension is a dynamic process. Pre-reading, during-reading and post-reading strategies should be used together (see Goal 4.2., Goal 4.3. and Goal 4.4.). The explanations written for these goals should be read and the process applied accordingly. For target behaviours 5.4.2.1. and 5.4.2.2., the individual's predictions about the text to be read should be elicited on the basis of the title and the picture. In this way, the individual both uses the cues taken from the title and the picture and is prepared for the text to be read.
Section 5.4. Reading Comprehension	5.4.3. Applies during-reading comprehension strategies.	5.4.3.1. Makes predictions about subsequent events while reading the text. 5.4.3.2. Establishes cause-effect relationships between events while reading the text. 5.4.3.3. Asks himself/herself questions in order to reach meaning while reading the text. 5.4.3.4. Predicts the meanings of unknown words while reading the text.	
Section	Goals	Target Behaviours	Explanations
Section 5.4. Reading Comprehension	5.4.4. Applies post-reading comprehension strategies.	5.4.4.1. Retells the text orally. 5.4.4.2. Answers oral questions related to the text. 5.4.4.3. Answers written questions related to the text.	For target behaviour 5.4.4.1., retelling what has been read holds an important place in assessing how much the individual has understood of the text read and in teaching reading comprehension strategies. After oral or silent reading the individual should always be asked to retell what has been read, and where he/she falters the retelling should be encouraged with questions related to the

Section	Goals	Target Behaviours	Explanations
			text that contain no cues, such as “What happened then?”. If the individual skips and does not tell some parts of the text, the untold part should be shown in the text so that he/she recalls and tells it. When the individual tells the events of the text in a mixed order, the order of events in the text should be shown and he/she should be asked to attend to the sequence of events. When during retelling the individual falters over a word whose meaning he/she does not know, the word should be underlined and, by showing the preceding and the following sentence, he/she should be asked to predict the meaning of the word. For target behaviour 5.4.4.2., after the retelling procedure, questions about the parts the individual could not tell should be asked and the answers shared. For target behaviour 5.4.4.3., after the retelling and answering oral questions procedures, written questions related to the text should be read and the answers shared using the text. Written questions related to the text should be prepared taking 3 question types into account. These are: textually explicit questions, inference questions, and questions based on knowledge and experience.
Section 5.4. Reading Comprehension	5.4.5. States the topic and the main idea of the text.	5.4.5.1. States the topic of the text. 5.4.5.2. States the main idea of the text. 5.4.5.3. States the supporting ideas that back the main idea.	
Section 5.4. Reading Comprehension	5.4.6. Uses the words and word groups newly learned in the text in accordance with their meaning.	5.4.6.1. Predicts the meanings of words/word groups whose meaning is unknown on the basis of a visual. 5.4.6.2. Predicts the meanings of words/word groups whose meaning is unknown on the basis of the relevant paragraph. 5.4.6.3. Forms sentences with newly learned words/word groups in accordance with their meaning.	For Goal 5.4.6. Words and word groups include word types such as nouns, adjectives, pronouns, verbs, figurative expressions, etc., and word groups such as idioms, similes, phrases, proverbs, etc. For target behaviour 5.4.6.2., reading the sentence containing an unknown word and the sentences preceding and following it is an important strategy in deriving the meaning of the word. The aim of this strategy is to find a cue in the sentence that provides some information about the meaning of the word, such as an example, a contrast, a comparison or simile, a definition or a restatement that constitutes the meaning of the word. Modelling should be provided to the individual for finding these cues within the text. For target behaviour 5.4.6.3., in sentence-forming work with newly learned words/word groups, the individual is asked to form oral and/or written sentences.
Section	Goals	Target Behaviours	Explanations
Section 5.4. Reading Comprehension	5.5.1. Tells the events whose pictures are shared.	5.5.1.1. Tells the events in the story whose pictures are shared. 5.5.1.2. Tells the informational events whose pictures are	For Goal 5.5.1., picture story books, sequence cards and illustrated informational books may be used as materials. Sequence cards are picture cards in which events follow one another in order and which involve

Section	Goals	Target Behaviours	Explanations
		shared.	cause-effect relationships. The number of cards in a set of sequence cards may range from 2 to 6 depending on the topic and content. In practice, the cover of the book is first shown and its title shared. The individual is asked to predict the events in the book on the basis of the title and the cover picture. Then the picture on the first page of the book is shown and the individual is encouraged to tell the events. Building on the individual's telling, the teacher also gives an account of the events. Questions are asked to help the individual predict the events on the next page and establish relationships between events. The event on each page is shared in the same way, in order. In order to show the cause-effect relationship between events, a return is made to the previous pages where the relationship occurs. The sharing of the events in the book should be carried out fluently and the active participation of the individual should be ensured. In this way the development of the individual's oral language skills along with listening skills is supported.
Section 5.4. Reading Comprehension	5.5.2. Answers questions about the events whose pictures are shared. .	5.5.2.1. Answers questions whose answers are directly visible in the pictures. 5.5.2.2. Answers questions aimed at predicting events. 5.5.2.3. Answers questions aimed at establishing relationships between events. 5.5.2.4. Answers questions about his/her own experience related to the events.	Target behaviour 5.5.2.1. includes questions about the events visible in the pictures. For example "What is happening in the garden? Who is knocking at the door? What is Ayşe doing?" etc. For target behaviour 5.5.2.2., prediction questions may be asked when moving from one page to the next or from one sequence card to the following one, and may also be asked about the events in general. For example "What will happen next? How can Ayşe get to school?" etc. Target behaviour 5.5.2.3. includes questions aimed at establishing cause-effect relationships between events. Questions about the cause-effect relationship regarding the event on the page/card being viewed may be asked, and questions about the whole of the events in the book/sequence cards may also be asked. For example "Why is Ayşe crying? Why did Ali never fight with his friends again?" etc. For target behaviour 5.5.2.4., questions about the individual's own experiences are asked on the basis of the events in the pictures. For example "What would you do if you were in Ayşe's place? How would you help the baby bird?" etc.
Section	Goals	Target Behaviours	Explanations
Section 5.4. Reading Comprehension	5.5.3. Applies pre-listening comprehension strategies.	5.5.3.1. Makes predictions about the text to be listened to on the basis of the book's title/the heading. 5.5.3.2. Makes predictions about the text to be listened to on the basis of the book's cover picture/the picture of the text.	For Goal 5.5.3., story books, story texts and informational books may be used as materials. Story books are materials that are easier to comprehend in listening and reading than informational books/texts. Adaptations may be made to the language of story books on the basis of the individual's language and knowledge level.

Section	Goals	Target Behaviours	Explanations
			Pre-listening, during-listening and post-listening strategies should be used together (see Goal 5.5.3., 5.5.4. and 5.5.5.). The explanations written for these goals should be read and the process applied accordingly. Before listening, the cover of the book is shown and its title shared. The individual is asked to predict the events in the book on the basis of the title and the cover picture.
Section 5.4. Reading Comprehension	5.5.4. Applies during-listening comprehension strategies.	5.5.4.1. Makes predictions about subsequent events while listening. 5.5.4.2. Establishes cause-effect relationships between events while listening. 5.5.4.3. Predicts the meanings of unknown words while listening.	For Goal 5.5.4. After talking about the cover of the book, the first page is opened. In early literacy, if the individual has not acquired listening behaviour and cannot retell what he/she has listened to without a visual cue, the picture and the text on the page are shown and read. Attention is drawn to the print, and the individual is enabled to take cues from the picture while telling the events. If the individual can retell what he/she has listened to, even in simple sentences, and can answer questions, the text is read without showing the picture on the page after the cover has been discussed.
Section 5.4. Reading Comprehension	5.5.5. Applies post-listening comprehension strategies.	5.5.5.1. Retells orally the text he/she has listened to. 5.5.5.2. Answers oral questions related to the text he/she has listened to. 5.5.5.3. Predicts the meanings of words encountered for the first time in the text he/she has listened to.	For target behaviour 5.5.5.1., retelling what has been listened to holds an important place in assessing how much the individual has understood of the text listened to and in teaching listening comprehension strategies. The book should be read page by page, or, if a page is very long, divided into paragraphs, and after each page the individual should always be asked to retell what he/she has listened to. Where the individual falters while telling, the retelling should be encouraged with questions related to the text read that contain no cues, such as "What happened then?". If the individual skips and does not tell some parts of the text, the untold part should be read again so that he/she recalls and tells it. When the individual tells the events listened to in a mixed order, he/she should be asked to attend to the sequence of events with questions such as "What happened first? What happened next?". For target behaviour 5.5.5.2., after the retelling procedure, oral questions about the parts the individual could not tell should be asked and the answers shared. For target behaviour 5.5.5.3., when during retelling the individual falters over a word whose meaning he/she does not know, he/she should be asked to predict the meaning of the word on the basis of the text listened to. Afterwards the picture on the page is shown and the events the individual did not tell and the words he/she did not know are dwelt upon.

Section	Goals	Target Behaviours	Explanations
Section 5.4. Reading Comprehension	5.5.6. States the topic and the main idea of the book he/she has listened to.	5.5.6.1. States the topic of the book he/she has listened to. 5.5.6.2. States the main idea of the book he/she has listened to. 5.5.6.3. States the supporting ideas that back the main idea.	
Section 5.4. Reading Comprehension	5.6.1. Writes events/his/her feelings and thoughts on the basis of the shared activity.	5.6.1.1. Writes the events whose pictures are shared. 5.6.1.2. Writes the events he/she has listened to.	For Goal 5.6.1., after an activity shared with the individual (e.g. picture story books, sequence cards, illustrated informational books, etc.) the individual is asked to write the events. During first reading, at the beginning the individual may write his/her thoughts in 1 or 2 sentences. The individual should be encouraged while writing and errors should not be dwelt upon. Every piece the individual writes should later be reviewed and corrected together (see the explanations for target behaviour 5.6.2.4.).
Section	Goals	Target Behaviours	Explanations
Section 5.4. Reading Comprehension	5.6.2. Applies the writing process.	5.6.2.1. Chooses a topic before writing. 5.6.2.2. Drafts an outline for his/her piece. 5.6.2.3. Writes the text. 5.6.2.4. Reviews and corrects the text he/she has written. 5.6.2.5. Shares his/her piece.	The writing process holds an important place in enabling the individual to express events and his/her feelings and thoughts in writing. For target behaviour 5.6.2.1., the individual is asked to choose a topic before writing. If the individual has difficulty choosing a topic, the teacher should model, and should narrow or broaden the topics. For target behaviour 5.6.2.2., after topic selection the individual is asked to draft an outline of what he/she will write about. At this stage the individual may determine the characters and decide on the main/supporting events. For target behaviour 5.6.2.3., the individual writes his/her piece. At this stage the individual's errors should not be dwelt upon and he/she should be encouraged to write. For target behaviour 5.6.2.4., one of the most important stages of the writing process is the reviewing and correcting phase of the pieces. In the reviewing and correcting phase the individual may add/remove ideas from his/her piece and may also make changes in sentence structures and words. The reviewing and correcting phase should always be carried out together by the teacher and the individual, and the teacher should not make any correction on the individual's piece. If the thoughts the individual wishes to convey are not understandable in the piece, if there are too many syntax and word-spelling errors, or if the events/thoughts are sequenced in a mixed order, then during correction; a. The individual is made to read his/her piece aloud, b. At the end of each sentence he/she is asked what he/she meant to write, c. The teacher writes the corrected

Section	Goals	Target Behaviours	Explanations
			sentence on the paper in hand, d. The corrected sentence is read aloud by the individual, e. The individual writes the sentence beneath his/her own piece, f. After the whole or part of the piece has been corrected, the corrected part is read aloud by the individual, g. The words the individual has written incorrectly are written together into his/her index notebook. If the thoughts the individual wishes to convey are clearly understandable in the piece, if syntax and word-spelling errors are few, and if the events/thoughts are sequenced correctly, then during correction; a. The individual is made to read his/her piece aloud, b. He/she is asked to find the error and correct it on his/her piece, c. If the individual cannot find the error, the error is shown and he/she is asked to correct it, d. If the individual cannot correct his/her error, the teacher says the correct word and asks the individual to correct it by listening, e. If the individual cannot correct the error by listening, the teacher writes the word on another paper and asks the individual to correct it, f. After the whole or part of the piece has been corrected, the corrected part is read aloud by the individual, g. The words the individual has written incorrectly are written into his/her index notebook. The index notebook is a notebook with a separate page for each letter, in which words are written according to their initial letters. The words the individual has written incorrectly are entered into the index notebook together with their roots and affixes. In his/her later pieces the individual may use this index notebook for words he/she finds difficult to write. For target behaviour 5.6.2.5., the publishing phase, the final stage of the writing process, holds an important place in the individual's realising that writing is a communicative tool. The reviewed and corrected piece may be shared by the individual by reading it to his/her family, friends and other individuals, and may be published by being hung on class and school boards.

6. Module Name	EARLY MATHEMATICS The Early Mathematics module aims to enable individuals with hearing impairment to learn the most basic skills of mathematics
6. Module Aim	in the preschool period, to increase their level of readiness for primary education and to enable them to succeed in advanced mathematics skills.
6. Sections in Module	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data

Section	Goals	Target Behaviours	Explanations
Section 6.1. Object Attributes and Readiness for Measurement	6.1.1. Matches objects/object pictures according to their measurable attributes.	6.1.1.1. Matches quantities that are equal in amount. 6.1.1.2. Matches objects/object pictures that are of the same size. 6.1.1.3. Matches objects/object pictures that are of the same length. 6.1.1.4. Matches objects/object pictures that are of the same thickness. 6.1.1.5. Matches objects/object pictures that are of the same width. 6.1.1.6. Matches objects that are of the same weight.	In teaching all target behaviours of Goal 6.1.1., work should be done first with objects and then with object pictures.
Section 6.1. Object Attributes and Readiness for Measurement	6.1.2. Groups objects/object pictures according to their measurable attributes.	6.1.2.1. Groups quantities according to their amount. 6.1.2.2. Groups objects/object pictures according to their size. 6.1.2.3. Groups objects/object pictures according to their lengths. 6.1.2.4. Groups objects/object pictures according to their thicknesses. 6.1.2.5. Groups objects/object pictures according to their widths. 6.1.2.6. Groups objects/object pictures according to their weights.	In teaching all target behaviours of Goal 6.1.2., work should be done first with objects and then with object pictures. In sequencing work the words expressing the attributes should be emphasised. Care should be taken that individuals carry out grouping actions using words relating to the target word such as long-short, narrow-wide, empty-full, light-heavy.
Section	Goals	Target Behaviours	Explanations
Section 6.1. Object Attributes and Readiness for Measurement	6.1.3. Compares objects/object pictures according to their measurable attributes.	6.1.3.1. States which of two quantities is the smaller. 6.1.3.2. States which of two quantities is the greater. 6.1.3.3. States which of two objects/object pictures is the bigger. 6.1.3.4. States which of two objects/object pictures is the smaller. 6.1.3.5. States which of two objects/object pictures is the longer. 6.1.3.6. States which of two objects/object pictures is the shorter. 6.1.3.7. States which of two objects/object pictures is the thicker. 6.1.3.8. States which of two objects/object pictures is the thinner. 6.1.3.9. States which of two objects/object pictures is the wider. 6.1.3.10. States which of two objects/object pictures is the narrower. 6.1.3.11. States which of two objects/object pictures is the	In teaching all target behaviours of Goal 6.1.3., work should be done first with objects and then with object pictures. In sequencing work the words expressing the attributes should be emphasised. Care should be taken that individuals carry out comparison actions using words such as long-short, narrow-wide, empty-full, light-heavy.

Section	Goals	Target Behaviours	Explanations
		heavier. 6.1.3.12. States which of two objects/object pictures is the lighter. 6.1.3.13. States which of two objects/object pictures is the full one. 6.1.3.14. States which of two objects/object pictures is the empty one.	
Section 6.1. Object Attributes and Readiness for Measurement	6.1.4. Orders objects/object pictures according to their measurable attributes.	6.1.4.1. Orders more than two quantities according to their amounts. 6.1.4.2. Orders more than two objects/object pictures according to their sizes. 6.1.4.3. Orders more than two objects/object pictures according to their lengths. 6.1.4.4. Orders more than two objects/object pictures according to their thicknesses. 6.1.4.5. Orders more than two objects/object pictures according to their widths. 6.1.4.6. Orders more than two objects/object pictures using according to their weights.	In teaching all target behaviours of Goal 6.1.4., work should be done first with objects and then with object pictures. In teaching all target behaviours, the expressions “daha, en, -e göre” should be used. The individual should also be asked to order using these words. In sequencing work the words expressing the attributes should be emphasised. Care should be taken that individuals carry out sequencing actions using words relating to the target word such as long-short, narrow-wide, empty-full.
Section	Goals	Target Behaviours	Explanations
Section 6.1. Object Attributes and Readiness for Measurement	6.2.1. States the position of an object in space.	6.2.1.1. States that an object is inside another object. 6.2.1.2. States that an object is outside another object. 6.2.1.3. States that an object is on top of another object. 6.2.1.4. States that an object is under another object. 6.2.1.5. States that an object is far from another object. 6.2.1.6. States that an object is near another object. 6.2.1.7. States that an object is in front of another object. 6.2.1.8. States that an object is behind another object. 6.2.1.9. States that an object is to the right of another object. 6.2.1.10. States that an object is to the left of another object. 6.2.1.11. States that an object is beside another object. 6.2.1.12. States that an object is between two other objects. 6.2.1.13. States that an object is higher than another object. 6.2.1.14. States that an object is lower than another object. 6.2.1.15. States that the object shown/named in a series of objects is at the beginning. 6.2.1.16. States that the object shown/named in a series of	In teaching all target behaviours of Goal 6.2.1., work should be done first with objects and then with object pictures.

Section	Goals	Target Behaviours	Explanations
		objects is in the middle. 6.2.1.17. States that the object shown/named in a series of objects is at the end.	

Section	Goals	Target Behaviours	Explanations
Section 6.2. Spatial Relations	6.2.2. Orders objects/object pictures according to their positions.	6.2.2.1. Orders objects/object pictures according to their distances. 6.2.2.2. Orders objects/object pictures according to their nearness. 6.2.2.3. Orders objects/object pictures according to their heights. 6.2.2.4. Orders objects/object pictures according to their lowness.	In teaching all target behaviours of Goal 6.2.2., the expressions “daha” and “en” should be used. The individual should also be asked to order using these words.
Section 6.2. Spatial Relations	6.3.1. Counts rhythmically.	6.3.1.1. Counts rhythmically forwards by ones from 0 to 10. 6.3.1.2. Counts rhythmically backwards by ones starting from 10. 6.3.1.3. Counts rhythmically forwards by ones up to 10 starting from a given number between 0-10. 6.3.1.4. Counts rhythmically backwards by ones starting from a given number between 0-10.	For Goal 6.3.1., teaching practices involving rhythm such as clapping hands, snapping fingers, shaking maracas, etc. should be included in rhythmic counting work.

Section	Goals	Target Behaviours	Explanations
Section 6.3. Numbers	6.3.2. Counts objects/object pictures, sounds and movements.	6.3.2.1. Counts one by one objects/object pictures from 1-10 arranged side by side. 6.3.2.2. Counts one by one objects/object pictures from 1-10 placed in a scattered way. 6.3.2.3. States the number of a particular sound (such as a drum sound, a bell stroke, a clap) repeated 1-10 times. 6.3.2.4. States the number of a particular movement (such as jumping, stepping) repeated 1-10 times.	For Goal 6.3.2., counting strategies such as touching objects or pictures one by one, moving objects from one place to another,- crossing out object pictures as they are counted, following a vertical or horizontal row, etc. should be taught to individuals in counting objects/object pictures.

Section	Goals	Target Behaviours	Explanations
Section 6.3. Numbers	6.3.3. Expresses in units the quantity corresponding to a number up to 10.	6.3.3.1. States how many objects there are without counting*1-4 objects/object pictures. 6.3.3.2. States how many objects there are by counting a group of objects. 6.3.3.3. States how many objects there are by counting the objects in a picture. 6.3.3.4. Separates out the requested number of objects from a group of objects by counting.	For Goal 6.3.3. The expression “without counting” means the individual stating instantly how many objects there are without resorting to the counting skill. After this skill has been acquired, stating how many objects there are without counting*5-10 objects/object pictures should be worked on. Dominoes, dice and dice-like number cubes on which the dots are in a certain

Section	Goals	Target Behaviours	Explanations
		6.3.3.5. States that the number of objects/object pictures does not change when 1-5 objects/object pictures are positioned differently. 6.3.3.6. States that the number of objects is zero when there are no objects.	arrangement are suitable visual materials to be used for developing individuals' ability to grasp the number of objects at a glance without counting (subitising). Target behaviour 6.3.3.5. is aimed at the principle of conservation of number. While counting objects and object pictures, it is emphasised that the last number said expresses the quantity of objects.
Section 6.3. Numbers	6.3.4. Reads and writes digits.	6.3.4.1. Reads digits. 6.3.4.2. Points to the requested digit among other digits. 6.3.4.3. Writes digits by looking at a model. 6.3.4.4. Writes a digit from 0-9 that is said aloud.	For goal 6.3.4., teaching of digits should start with 1 and the digit zero should be taught last. Attention should be paid to the writing direction of the digits.
Section 6.3. Numbers	6.3.5. Expresses numbers with symbols.	6.3.5.1. Writes with a digit the number of objects in a group of up to 10. 6.3.5.2. Draws as many shapes/pictures as needed to express a number from 1-10.	
Section 6.3. Numbers	6.3.6. Orders the numbers from 1 to 10.	6.3.6.1. Writes the numbers from 1 to 10 in order. 6.3.6.2. Writes the number that comes after a given number from 1-10. 6.3.6.3. Writes the number that comes before a given number from 1-10. 6.3.6.4. Writes the missing number in an ordered sequence given from 1 to 10. 6.3.6.5. Orders the numbers from 1 to 10 given in mixed order. 6.3.6.6. Completes the number/numbers left missing in a number sequence given from 1 to 10 with the numbers provided. 6.3.6.7. Writes the number/numbers left missing in a number sequence given from 1 to 10.	
Section	Goals	Target Behaviours	Explanations
Section 6.3. Numbers	6.3.7. Compares the number of objects in two groups by matching them one to one.	6.3.7.1. States that two object groups of the same number between 1-10 are equal by matching them one to one. 6.3.7.2. States, with the help of one-to-one matching, that one of two object groups of different numbers between 1-10 is fewer than the other. 6.3.7.3. States, with the help of one-to-one matching, that one of two object groups of different numbers between 1-10 is more than the other.	In all target behaviours of goal 6.3.7., two groups of objects (e.g. bottle caps and beans) are matched one to one. The concepts of "more, fewer and equality" should be worked on through matching activities with two object groups. During matching activities, individuals should be enabled to express the result of comparing two object groups and object pictures such as "4 pencils are more than 2 pencils, or 1 flower is fewer than 3 flowers".

Section	Goals	Target Behaviours	Explanations
			In matching activities, the expressions one more/two more, one fewer/two fewer should be worked on, with the differences between the two object groups being one or two.
Section 6.3. Numbers	6.3.8. Compares two numbers between 0-10.	6.3.8.1. States that two numbers between 0-10 are equal by comparing them. 6.3.8.2. States which of two numbers between 0-10 is greater by comparing them. 6.3.8.3. States which of two numbers between 0-10 is smaller by comparing them.	

Section	Goals	Target Behaviours	Explanations
Section 6.4. Part-Whole Relationship	6.4.1. Establishes the part-whole relationship.	6.4.1.1. Points to the object/picture that is whole. 6.4.1.2. Points to the object/picture that is a half. 6.4.1.3. Points to the object/picture that is a quarter. 6.4.1.4. Divides a whole into two equal parts. 6.4.1.5. Forms a whole by joining two halves. 6.4.1.6. States that one of the two equal parts of a whole is a half. 6.4.1.7. States that two halves form a whole. 6.4.1.8. States that a whole consists of two halves. 6.4.1.9. Divides a whole into four equal parts. 6.4.1.10. Forms the whole by joining the 4th quarter. 6.4.1.11. States that one of the 4 equal parts of a whole is a quarter. 6.4.1.12. States that a whole consists of 4 quarters. 6.4.1.13. Forms a half from two quarters. 6.4.1.14. States that two quarters form a half.	All target behaviours of goal 6.4.1. should be worked on in relation to the goals and target behaviours regarding the part-whole relationship in the support for learning module.

Section	Goals	Target Behaviours	Explanations
Section 6.5. Early Addition and Subtraction	6.5.1. Performs addition with numbers whose sum does not exceed 10.	6.5.1.1. Adds the stated number of objects to an object group. 6.5.1.2. States that the number of the group to which objects were added has increased/grown. 6.5.1.3. Performs additions whose sum does not exceed 10 by modelling with real objects. 6.5.1.4. Performs additions whose sum does not exceed 10 mentally. 6.5.1.5. Solves verbal problems requiring addition whose sum does not exceed 10 by modelling with objects/object pictures.	For goal 6.5.1., the meanings of addition as bringing together, adding, growing and increasing objects of the same kind should be made evident through modelling activities. For target behaviour 6.5.1.4., the reading of the operation should be given to the individual. For example, expressions such as "what is 2 and 3 more, what is 2 plus 3, For example "what is 2 and 3 more?, what is 2 plus 3?, what is 3 added to 2?" should be used. In imparting these target behaviours, examples from daily life should be given while adding and solving problems. During problem solving, key words related

Section	Goals	Target Behaviours	Explanations
		6.5.1.6. Solves verbal problems requiring addition whose sum does not exceed 10 by adding mentally.	to addition such as increased, grew, adding, total, etc. should be used. Addition strategies such as making 3, making 5, making 10, etc. should be taught.
Section 6.5. Early Addition and Subtraction	6.5.2. Performs subtraction.	6.5.2.1. Says the name of an object removed from an object group consisting of at least three different objects. 6.5.2.2. Separates the stated number of objects from a group containing the same objects. 6.5.2.3. States that the number of the group from which objects were removed has decreased/reduced. 6.5.2.4. Performs subtraction by modelling with real objects corresponding to the numbers between 0-10. 6.5.2.5. Performs mental subtraction with numbers between 0-10. 6.5.2.6. Solves verbal problems requiring subtraction with numbers between 0-10 by modelling with objects/object pictures. 6.5.2.7. Solves verbal problems requiring subtraction with numbers between 0-10 by subtracting mentally.	For goal 6.5.2. During problem solving, key words related to subtraction such as decreased, removed, left over, remainder, remained, etc. should be used. For target behaviour 6.5.2.3., cases in which the number of objects does not change through adding and removing the stated number of objects from the same object group should also be worked on.

Section	Goals	Target Behaviours	Explanations
Section 6.6. Geometry	6.6.1. Recognises geometric shapes.	6.6.1.1. Matches geometric shapes. 6.6.1.2. Points to the requested geometric shape among geometric shapes. 6.6.1.3. Says the name of the geometric shape shown. 6.6.1.4. Forms a geometric shape by combining two or more geometric shapes. 6.6.1.5. Says the name of the geometric shape formed by combining two or more geometric shapes.	For goal 6.6.1., the geometric shapes square, circle, triangle and rectangle have priority. Activities aimed at establishing a relationship between real objects/object pictures and geometric shapes should be carried out.

Section	Goals	Target Behaviours	Explanations
Section 6.7. Measurement	6.7.1. Measures with non-standard measuring tools.	6.7.1.1. Chooses the appropriate non-standard measuring tool to measure a length. 6.7.1.2. Chooses the appropriate non-standard measuring tool to measure a weight. 6.7.1.3. Chooses the appropriate non-standard measuring tool to measure the amount of a liquid. 6.7.1.4. Measures the stated length with non-standard measuring tools. 6.7.1.5. Measures the stated weight with non-standard measuring tools. 6.7.1.6. Measures the stated liquid amount with	For goal 6.7.1., when measuring, care should be taken that a starting point is taken and that the units are placed in the same direction, with no gaps between them and without overlapping. Materials such as string, pencil, lego, book, stone, cup, spoon and natural measuring tools such as step, foot, fathom, span, finger, palm should be used as non-standard measuring tools. During teaching, it should be emphasised that the length, weight and volume of these tools are taken as the basis.

Section	Goals	Target Behaviours	Explanations
		non-standard measuring tools. 6.7.1.7. Estimates a length in terms of non-standard units. 6.7.1.8. Estimates a weight in terms of non-standard units. 6.7.1.9. Estimates the amount of a liquid in terms of non-standard units. 6.7.1.10. Compares the measurement results with the results he/she estimated.	
Section 6.7. Measurement	6.7.2. Discriminates that time is a measurable attribute.	6.7.2.1. Says short and long duration events during the day. 6.7.2.2. Groups events/event pictures with different durations. 6.7.2.3. Compares two different events/event pictures according to whether they are short or long in duration. 6.7.2.4. Orders events/event pictures with different durations.	For goal 6.7.2., the individual should be enabled to use the concepts short and long when describing the time spent in events. Examples such as going to school by bicycle, eating dinner, brushing teeth should be given for events/event pictures with different durations. Comparison should be made in the form of "Eating dinner takes longer than brushing teeth".
Section 6.7. Measurement	6.7.3. Uses time-indicating concepts appropriately to the context in speech.	6.7.3.1. Uses the concepts expressing the parts of a day (morning, noon, evening, night, daytime, etc.) appropriately to the context*in speech. 6.7.3.2. Uses the concepts yesterday, today and tomorrow appropriately to the context in speech. 6.7.3.3. Uses time-indicating expressions (before, now, after, in a moment, etc.) appropriately to the context in speech.	For goal 6.7.3. The expression "appropriately to the context" means that time-indicating words must be used with their real-life correspondence. For example, the use "Gece okula giderim veya dün okula gideceğim" is not appropriate to the context.

Section	Goals	Target Behaviours	Explanations
Section 6.8. Data	6.8.1. Reads simple tables with at most two data groups.	6.8.1.1. Reads simple tables created using symbols. 6.8.1.2. Reads simple tables created using digits. 6.8.1.3. Answers questions about simple tables with at most two data groups.	For goal 6.8.1., tables that individuals frequently encounter such as daily nutrition, behaviour, rule and activity tables should be used in table reading activities. Symbols (star, smiley face, etc.) should be used. Data should be limited to the numbers 1-10.
Section 6.8. Data	6.8.2. Creates simple tables with at most two data groups.	6.8.2.1. Fills in illustrated behaviour/activity tables using symbols. 6.8.2.2. Fills in illustrated behaviour/activity tables using digits. 6.8.2.3. Answers questions asked about the simple tables with at most two data groups that he/she created.	For goal 6.8.2., tables that individuals frequently encounter such as daily nutrition, behaviour, rule and activity tables should be used in table creation activities. Pictures such as star, smiley face, etc. should be used as symbols. Data should be limited to the numbers 1-10.

7. Module Name	MATHEMATICS
7. Module Aim	The Mathematics module aims to enable individuals with hearing impairment to learn the most basic skills of mathematics during their school period and to be successful in advanced mathematics skills.
7. Sections in Module	Numbers and Operations, Geometry, Measurement, Data Processing General Explanations Regarding the Module

General Explanations Regarding the Module

- This module has been created on the basis of the MoNE Mathematics Course Curriculum. The module contains four sections, namely “Numbers and Operations, Geometry, Measurement and Data Processing”, and the goals belonging to these sections. The target behaviours have been created at four separate levels, namely Level 1, Level 2, Level 3 and Level 4. The table of the vertical ordering within the levels and the horizontal ordering between the levels is located at the end of the module. Instructional goals should be determined for individuals by taking into account their performance regarding mathematics skills and the levels in the module. Individuals should be enabled to move on to the next level after achieving the goals and target behaviours at one level.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.1. Counts rhythmically.	Level 1 7.1.1.1. Counts rhythmically forwards by ones from 1 to 100. 7.1.1.2. Counts rhythmically forwards by ones starting from a given number between 1-20. 7.1.1.3. Counts rhythmically forwards by tens from 1 to 100. 7.1.1.4. Counts rhythmically forwards by fives from 1 to 100. 7.1.1.5. Counts rhythmically forwards by twos up to 20. 7.1.1.6. Counts rhythmically backwards by ones starting from 20. 7.1.1.7. Counts rhythmically backwards by twos starting from 20. Level 2 7.1.1.8. Counts rhythmically backwards by twos up to 100. 7.1.1.9. Counts rhythmically forwards by threes from 1 to 30. 7.1.1.10. Counts rhythmically backwards by threes from 1 to 30. 7.1.1.11. Counts rhythmically forwards by fours from 1 to 40. 7.1.1.12. Counts rhythmically backwards by fours from 1 to 40. 7.1.1.13. Counts rhythmically forwards by threes starting from a given number between 1-30. 7.1.1.14. Counts rhythmically backwards by threes starting from a given number between 1-30. 7.1.1.15. Counts rhythmically forwards by fours starting from a given number between 1-40. 7.1.1.16. Counts rhythmically backwards by fours starting from a given number between 1-40. Level 3 7.1.1.17. Counts rhythmically forwards by sixes from 1 to 60. 7.1.1.18. Counts rhythmically forwards by sevens from 1 to 70. 7.1.1.19. Counts rhythmically forwards by eights from 1 to 80. 7.1.1.20. Counts rhythmically forwards by nines from 1 to 90. 7.1.1.21. Counts rhythmically forwards by hundreds from 100 to 1000.	For the target behaviours of goal 7.1.1., teaching practices involving rhythm and physical movement such as clapping hands, snapping fingers, shaking maracas, etc. should be included in all rhythmic counting activities. For target behaviour 7.1.1.5., rhythmic counting forwards by twos should be extended up to 100. Number lines, number strips and hundred charts should be used in counting activities.

Section	Goals	Target Behaviours	Explanations
		7.1.1.22. Counts rhythmically backwards by hundreds from 1000. 7.1.1.23. Counts rhythmically forwards by tens starting from a given number between 1-1000. 7.1.1.24. Counts rhythmically forwards by hundreds starting from a given number between 1-1000. Level 4 7.1.1.25. Counts rhythmically by thousands up to 10,000.	
Section 7.1. Numbers and Operations	7.1.2. Counts objects/object pictures.	Level 1 7.1.2.1. Counts one by one the objects/object pictures between 1-20 that are lined up side by side. 7.1.2.2. Counts one by one the objects/object pictures between 1-20 that are arranged in mixed order. Level 2 7.1.2.3. Counts one by one the objects/object pictures in a group with up to 100 objects. 7.1.2.4. Counts by tens the objects/object pictures in a group with up to 100 objects. 7.1.2.5. Counts by fives the objects/object pictures in a group with up to 100 objects. 7.1.2.6. Counts by twos the objects/object pictures in a group with up to 100 objects. 7.1.2.7. Counts by threes the objects/object pictures in a group with up to 30 objects. 7.1.2.8. Counts by fours the objects/object pictures in a group with up to 40 objects.	For goal 7.1.2., the teaching of the goals counting objects/object pictures and 1.3. expressing as items the quantity corresponding to a number up to 100 should be carried out together. Especially at level 1, individuals should be enabled to grasp that the last number they say while counting the objects in object groups of a certain number is the number of objects in the object group. For target behaviours 7.1.2.1. and 7.1.2.2., counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing out the object pictures as they are counted, following a vertical or horizontal order while counting should be taught to individuals when counting objects/object pictures. For target behaviours 7.1.2.4, 7.1.2.5, 7.1.2.6, 7.1.2.7. and 7.1.2.8., the individual should first group the objects/object pictures himself/herself, and afterwards work should be done with objects/object pictures given already grouped.
Section 7.1. Numbers and Operations	7.1.3. Expresses as items the quantity corresponding to a number up to 100.	Level 1 7.1.3.1. Says how many objects there are by counting a group of objects between 1-20. 7.1.3.2. Says how many objects there are by counting a group of objects between 1-20 in a picture. 7.1.3.3. Separates the requested number of objects by counting from within a group of objects between 1-20. Level 2 7.1.3.4. Says how many objects there are by counting a group of objects between 20-100 in a picture.	For goal 7.1.3. a. The difference between digit and number should be emphasised. b. It should be emphasised that in counting objects and object pictures the last number said expresses the quantity of objects.
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.4. Reads and writes natural numbers.	Level 1 7.1.4.1. States that a quantity consisting of 10 entities of the same kind is one "deste" (set of ten).	For goal 7.1.4., digits are included as a goal in the early mathematics module. For this reason, natural numbers are targeted as 10 and above in this module. If the individual has a need regarding digits, digit reading and writing activities

Section	Goals	Target Behaviours	Explanations
		7.1.4.2. States that a quantity consisting of 12 entities of the same kind is one dozen. 7.1.4.3. Separates a group of objects/object pictures between 10-20 (10 and 20 included) into its tens and ones. 7.1.4.4. States how many tens and how many ones a group of objects/object pictures between 10-20 consists of. 7.1.4.5. Writes the number corresponding to the object group between 10-20 that he/she separated into its tens and ones. 7.1.4.6. Reads the number corresponding to the object group between 10-20 that he/she separated into its tens and ones. 7.1.4.7. Reads the numbers between 1-20. 7.1.4.8. Writes with digits a number between 1-20 that is said aloud. Level 2 7.1.4.9. Separates a quantity of fewer than 100 objects into its tens and ones using a model. 7.1.4.10. States how many tens and how many ones the quantity he/she separated into ten and one groups consists of. 7.1.4.11. Writes the number corresponding to a quantity between 20-100 that he/she separated into its tens and ones. 7.1.4.12. Reads the number corresponding to a quantity between 20-100 that he/she separated into its tens and ones. 7.1.4.13. Reads two-digit natural numbers. 7.1.4.14. Writes with digits two-digit natural numbers that are said aloud. Level 3 7.1.4.15. Separates a quantity of 100-1000 objects into its hundreds, tens and ones using a model. 7.1.4.16. States how many hundreds, how many tens and how many ones the quantity he/she separated into its hundreds, tens and ones consists of. 7.1.4.17. Writes the number corresponding to a quantity between 100-1000 that he/she separated into its hundreds, tens and ones. 7.1.4.18. Reads the number corresponding to a quantity between 100-1000 that he/she separated into its hundreds, tens and ones.	should be carried out first. In teaching digits, digits should be worked on in relation to numbers. For goal 7.1.4., base ten blocks and base ten block visuals should be used as models.

Section	Goals	Target Behaviours	Explanations
		7.1.4.19. Reads three-digit natural numbers. 7.1.4.20. Writes with digits three-digit natural numbers that are said aloud. Level 4 7.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 7.1.4.22. Writes with digits 4-, 5- and 6-digit natural numbers that are said aloud.	
Section 7.1. Numbers and Operations	7.1.5. Says and writes the place values and digit values of natural numbers.	Level 2 7.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 7.1.5.2. Writes the digit values of natural numbers smaller than 100. Level 3 7.1.5.3. Writes the place names of three-digit numbers on models. 7.1.5.4. Writes the digit values of three-digit numbers on models. Level 4 7.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 7.1.5.6. Writes the digit values of 4-, 5- and 6-digit natural numbers. 7.1.5.7. Separates 4-, 5- and 6-digit numbers into their periods. 7.1.5.8. Decomposes 4-, 5- and 6-digit numbers.	For goal 7.1.5., base ten blocks and base ten block visuals should be used as models.
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.6. Orders natural numbers.	Level 1 7.1.6.1. Writes the numbers from 1 to 20 in order. 7.1.6.2. Writes the number that comes after a given number between 1-20. 7.1.6.3. Writes the number that comes before a given number between 1-20. 7.1.6.4. Orders the numbers from 1 to 20 given in mixed order according to counting order. 7.1.6.5. Writes the number/numbers left missing in a number sequence given from 1 to 20. Level 2 7.1.6.6. Writes the number that comes after a given number between 1-100. 7.1.6.7. Writes the number that comes before a given number between 1-100.	For goal 7.1.6., the grasping of the consecutiveness relationship between numbers should be enabled by using the expressions “before”, “after” and “between”.

Section	Goals	Target Behaviours	Explanations
		7.1.6.8. Orders at most 4 natural numbers given in mixed order between 1-100 according to counting order. 7.1.6.9. Writes the numbers left missing in a number sequence formed with natural numbers smaller than 100.	
Section 7.1. Numbers and Operations	7.1.7. Compares the number of objects in two groups by matching them one to one.	Level 1 7.1.7.1. States that two object groups of the same number between 1-20 are equal by matching them one to one. 7.1.7.2. States that one of two object groups of different numbers between 1-20 is fewer than the other by matching them one to one. 7.1.7.3. States that one of two object groups of different numbers between 1-20 is more than the other by matching them.	In the teaching of all target behaviours of goal 7.1.7., two groups of objects (for example: bottle caps and beans) should be matched one to one. The concepts “more, fewer “and equality should be worked on through matching activities with two object groups. During matching activities, individuals should be enabled to express the result of comparing two object groups and object pictures such as “12 pencils are more than 5 pencils, or 8 flowers are fewer than 11 flowers”.
Section 7.1. Numbers and Operations	7.1.8. Compares natural numbers.	Level 1 7.1.8.1. States that two numbers between 10-20 are equal by comparing them. 7.1.8.2. States which of two numbers between 10-20 is greater by comparing them. 7.1.8.3. States which of two numbers between 10-20 is smaller by comparing them. Level 2 7.1.8.4. States which of at most four natural numbers smaller than 100 is greater/greatest by comparing them. 7.1.8.5. States which of at most four natural numbers smaller than 100 is smaller/smallest by comparing them. 7.1.8.6. Orders at most four natural numbers smaller than 100 from greatest to smallest/smallest to greatest. Level 3 7.1.8.7. States which of at most five natural numbers smaller than 1000 is greater/greatest by comparing them. 7.1.8.8. States which of at most five natural numbers smaller than 1000 is smaller/smallest by comparing them. 7.1.8.9. Orders at most five natural numbers smaller than 1000 from greatest to smallest/smallest to greatest using the ‘>’ and ‘<’ symbols. Level 4 7.1.8.10. Orders natural numbers of at most six digits using the greater/smaller symbol.	For target behaviours 7.1.8.1, 7.1.8.2. and 7.1.8.3., the comparison of numbers between 1-20 may also be included. While working on target behaviour 7.1.8.6., greater-smaller symbols should not be used in number orderings; ordering should be done using commas between the numbers. For target behaviour 7.1.8.10., ordering activities using symbols should be carried out first with four-digit natural numbers, then with five-digit and six-digit natural numbers. Finally, ordering activities should be carried out with four-, five- and six-digit numbers given in mixed order.

Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.9. Uses numbers for the purpose of indicating rank.	Level 1 7.1.9.1. Says the rank of the objects/object pictures within a rank sequence. 7.1.9.2. Points to the object/object picture whose rank is said within a rank sequence. 7.1.9.3. Reads the rank-indicating number. 7.1.9.4. Writes the rank-indicating number.	For goal 7.1.9. a. A rank sequence should consist of 1-20 objects/object pictures. b. Visuals ordered within a context (car race, running competition, etc.) should be used as a number sequence.
Section 7.1. Numbers and Operations	7.1.10. Creates an increasing/decreasing number pattern according to a certain rule.	Level 2 7.1.10.1. Says the rule of a number pattern whose difference is constant. 7.1.10.2. Writes the missing element of a number pattern whose difference is constant. Level 3 7.1.10.3. Continues a number pattern whose difference is constant for at most 4 steps. 7.1.10.4. Creates a single-rule number pattern increasing or decreasing according to a certain rule. Level 4 7.1.10.5. Creates a double-rule number pattern increasing or decreasing according to a certain rule. 7.1.10.6. Says the rules of the number pattern he/she created according to a double rule.	For the target behaviours of goal 7.1.10., before working on number patterns, the pattern goals in the Visual Perception and Memory section of the Support for Learning Module and the goals regarding geometric patterns in the Geometry section of the Mathematics Module (Level 1 and 2) should be worked on. In work on number patterns, the individual should be enabled to relate each term (element) to its step number in a pattern that increases or decreases by a constant difference. For example, in the pattern 2, 5, 8, 11 ... the first term is 2, the second term is 5. For target behaviours 7.1.10.1. and 7.1.10.2., at least the first 3 elements should be given so that the rule of the pattern can be found. For example 5, 10, 15, ..., 25, ..., 35. For target behaviour 7.1.10.2., number patterns with at most two missing elements should be used.
Section 7.1. Numbers and Operations	7.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.	Level 2 7.1.11.1. States which ten a natural number smaller than 100 is closest to. 7.1.11.2. Rounds a natural number smaller than 100 to the nearest ten. Level 3 7.1.11.3. States which ten/hundred a three-digit natural number is closest to. 7.1.11.4. Rounds a three-digit natural number to the nearest ten/hundred. Level 4 7.1.11.5. States which ten/hundred/thousand a four-digit natural number is closest to. 7.1.11.6. Rounds a four-digit natural number to the nearest ten/hundred/thousand.	A hundreds chart and a number line should be used for the target behaviours of goal 7.1.11.

Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.12. Distinguishes natural numbers as odd or even.	Level 3 7.1.12.1. States whether the number of objects is odd or even by grouping objects/object pictures. 7.1.12.2. States whether given numbers are odd or even. 7.1.12.3. States that the sum of two odd natural numbers is even. 7.1.12.4. States that the sum of two even natural numbers is even. 7.1.12.5. States that the sum of an odd and an even natural number is odd.	For target behaviours 7.1.12.3, 7.1.12.4. and 7.1.12.5., the addition carried out within this framework should be examined with models (objects, base-ten blocks, etc.).
Section 7.1. Numbers and Operations	7.1.13. Expresses numbers with Roman numerals.	Level 3 7.1.13.1. Reads Roman numerals up to 20. 7.1.13.2. Writes numbers up to 20 with Roman numerals.	
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.14. Performs addition with natural numbers.	Level 1 7.1.14.1. States that the number in a group increases/grows when the stated number of objects is added to it. 7.1.14.2. Performs additions with a sum not exceeding 20 by modelling with real objects/object pictures. 7.1.14.3. Performs an addition with a sum not exceeding 20 shown with objects/object pictures by converting it into numbers. 7.1.14.4. Uses the equals symbol. 7.1.14.5. Uses the addition symbol (+). 7.1.14.6. Performs addition with numbers whose sum does not exceed 20. 7.1.14.7. Performs addition with three one-digit numbers whose sum does not exceed 20. 7.1.14.8. States that the sum does not change when the places of the addends are changed. 7.1.14.9. Writes the missing addend in an addition with numbers whose sum does not exceed 20. 7.1.14.10. Performs mental addition with numbers whose sum does not exceed 20. Level 2 7.1.14.11. Performs addition without carrying with two numbers whose sum does not exceed 100. 7.1.14.12. Performs addition with carrying with two numbers whose sum does not exceed 100. 7.1.14.13. Finds the missing addend in the sum of two	For goal 7.1.14. a. At the first level, additions should first be done side by side and then in column form. In column addition it should be stressed that the operation line carries a meaning similar to the equals sign. b. After sufficient work on additions with a sum not exceeding 10, work should be done on additions with a sum not exceeding 20. c. Work on addition with/without carrying should be done by having the individual construct the addition him/herself (with symbols). For goal 7.1.14., the meanings of addition as bringing together, adding to, increasing and growing objects of the same kind (that can be added) should be made noticeable through modelling activities, and conceptual understanding should be stressed with everyday life situations. Target behaviours 7.1.14.4, 7.1.14.5. and 7.1.14.6. should be handled together in teaching. At this stage the individual should be enabled to read aloud the addition he/she performs (for $2+3=5$, "the sum of 2 and 3 equals 5", "when we add 3 to 2 it equals 5"). The meanings of the terms addend, sum and addition should be stressed. For target behaviours 7.1.14.4. and 7. 1.14.5., work should be done on showing, saying and writing the relevant symbol. For target behaviour 7.1.14.6., addition with 0 should be included. The

Section	Goals	Target Behaviours	Explanations
		numbers whose sum does not exceed 100. 7.1.14.14. Estimates the sum of two numbers whose sum does not exceed 100 and compares the estimate with the result. 7.1.14.15. Performs mental addition with two numbers whose sum does not exceed 100. Level 3 7.1.14.16. Performs addition without carrying with two numbers whose sum does not exceed 1000. 7.1.14.17. Performs addition with carrying with two numbers whose sum does not exceed 1000. 7.1.14.18. Finds the missing addend in the sum of two numbers whose sum does not exceed 1000. 7.1.14.19. Estimates the sum of two numbers whose sum does not exceed 1000 and compares the estimate with the result. 7.1.14.20. Mentally adds two numbers whose sum does not exceed 1000. Level 4 7.1.14.21. Performs addition with/without carrying with numbers of at most four digits. 7.1.14.22. Estimates the sum of two numbers whose sum has at most four digits and compares the estimate with the result. 7.1.14.23. Mentally adds numbers of at most four digits to multiples of 100.	individual should be enabled to understand and justify how adding 0 differs from adding other numbers. For target behaviour 7.1.14.9., subtraction should not be used; the result should be reached by adding on. For target behaviour 7.1.14.10., addition strategies such as making ten, doubles (e.g. 4+4), adding on, one more two more, etc. should be taught. For target behaviour 7.1.14.12., the meaning of carrying in addition should be explained by modelling with real objects, base-ten blocks and pictures of base-ten blocks, etc. For target behaviour 7.1.14.13., counting on, counting back strategies or subtraction should be used when finding the missing addend. For target behaviours 7.1.14.18. and 1.14.20., the individual should be enabled to use estimation strategies (rounding, doubles, place values, adding on, decomposing numbers, etc.). For target behaviour 7.1.14.20., mental additions should be done with two two-digit numbers whose sum does not exceed 100, a three-digit and a one-digit number, and two numbers that are multiples of 100 and of 10.
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.15. Solves problems requiring addition.	Level 1 7.1.15.1. Solves problems requiring one addition with numbers whose sum does not exceed 20. 7.1.15.2. Poses a problem requiring one addition with numbers whose sum does not exceed 20, suitable to the given data. Level 2 7.1.15.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 7.1.15.4. Poses a problem requiring two operations with numbers whose sum does not exceed 100, suitable to the given data. Level 3 7.1.15.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not	For goal 7.1.15. a. In the problem-solving process, the problem should be visualised with a schema or the individuals' own drawings. b. In the problem-solving process, individuals should be modelled the stages of reading the problem aloud, explaining it in their own words, turning it into a visual, making an estimate, carrying out the operation and checking the process.

Section	Goals	Target Behaviours	Explanations
		exceed 1000. 7.1.15.6. Poses a problem requiring at most two operations, suitable to the given data. Level 4 7.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 7.1.15.8. Poses a problem requiring three operations, suitable to the given data.	
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.16. Performs subtraction with natural numbers.	Level 1 7.1.16.1. States that the number in a group decreases/is reduced when the stated number of objects is taken from it. 7.1.16.2. Performs subtractions with numbers up to 20 by modelling with real objects/object pictures. 7.1.16.3. Performs the subtraction shown with objects/object pictures between 0-20 by converting it into numbers. 7.1.16.4. Uses the subtraction symbol (-). 7.1.16.5. Performs subtraction with numbers up to 20. 7.1.16.6. Performs mental subtraction with numbers up to 20. Level 2 7.1.16.7. Performs subtraction without regrouping with numbers up to 100. 7.1.16.8. Performs subtraction with regrouping with numbers up to 100. 7.1.16.9. Finds the missing minuend in a subtraction with numbers up to 20. 7.1.16.10. Finds the missing subtrahend in a subtraction with numbers up to 20. 7.1.16.11. Estimates the result of a subtraction with two numbers up to 100 and compares the estimate with the result. 7.1.16.12. Mentally subtracts two numbers that are multiples of 10 within 100. Level 3 7.1.16.13. Performs subtraction without regrouping with numbers of at most three digits. 7.1.16.14. Performs subtraction with regrouping with numbers of at most three digits. 7.1.16.15. Finds the missing minuend in a subtraction with	For goal 7.1.16. a. At the first level, subtractions should first be done side by side and then in column form. In column subtraction it should be stressed that the operation line carries a meaning similar to the equals sign. b. After sufficient work on subtractions up to 10, work should be done on subtractions up to 20. c. Work on subtraction with and without regrouping should be done by having the individual construct the subtraction him/herself (with symbols). d. It should be stressed that subtraction is “finding the unknown addend”. Target behaviours 7.1.16.3. and 7.1.16.4. should be handled together in teaching. At this stage the individual should be enabled to read aloud the subtraction he/she performs (for $5-3=2$, “5 minus 3 equals 2”). In addition, the meanings of the terms minuend, subtrahend and difference should be stressed. For target behaviour 7.1.16.5., subtractions in which 0 is the subtrahend and the difference, and the meaning of zero in the operation, should be included. When working on mental subtraction, strategies such as adding on, decomposing numbers, one less two less, counting back to a number, doubles, making ten, etc. should be taught.

Section	Goals	Target Behaviours	Explanations
		numbers up to 100. 7.1.16.16. Finds the missing subtrahend in a subtraction with numbers up to 100. 7.1.16.17. Estimates the result of a subtraction with three-digit numbers and compares the estimate with the result. 7.1.16.18. Mentally subtracts a two-digit number that is a multiple of 10 from a two-digit number. 7.1.16.19. Mentally subtracts a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100. Level 4 7.1.16.20. Performs subtraction without regrouping with two numbers of at most four digits. 7.1.16.21. Performs subtraction with regrouping with two numbers of at most four digits. 7.1.16.22. Finds the missing minuend in a subtraction with numbers of at most four digits. 7.1.16.23. Finds the missing subtrahend in a subtraction with numbers up to 100. 7.1.16.24. Estimates the result of a subtraction with numbers of at most four digits and compares the estimate with the result. 7.1.16.25. Mentally subtracts a two-digit number that is a multiple of 10 from a three-digit number. 7.1.16.26. Mentally subtracts three-digit numbers that are multiples of 100.	
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.17. Solves problems requiring subtraction.	Level 1 7.1.17.1. Solves problems requiring one subtraction with numbers between 1-20. 7.1.17.2. Poses a problem requiring one subtraction with numbers between 1-20, suitable to the given data. Level 2 7.1.17.3. Solves problems with at most two operations requiring addition and subtraction with numbers between 0-100. 7.1.17.4. Poses a problem with at most two operations requiring addition and subtraction with numbers between 0-100, suitable to the given data. Level 3 7.1.17.5. Solves problems with at most three operations requiring addition and subtraction with numbers between	

Section	Goals	Target Behaviours	Explanations
		0-1000. 7.1.17.6. Poses a problem with at most two operations requiring addition and subtraction with numbers between 0-1000, suitable to the given data. Level 4 7.1.17.7. Solves problems with at most four operations requiring addition and subtraction with numbers of at most four digits. 7.1.17.8. Poses a problem with at most three operations requiring addition and subtraction with numbers of at most four digits, suitable to the given data.	
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.18. Performs multiplication with natural numbers.	Level 2 7.1.18.1. Models multiplication with numbers up to 20 as repeated addition using real objects/object pictures. 7.1.18.2. States that multiplication is repeated addition. 7.1.18.3. Converts the multiplication shown with objects/object pictures into numbers. 7.1.18.4. Uses the multiplication symbol (x). 7.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 7.1.18.6. Builds the multiplication table up to 5 (5 included). Level 3 7.1.18.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 7.1.18.8. Builds the multiplication table. 7.1.18.9. Multiplies numbers up to 100 by numbers up to 10 without carrying. 7.1.18.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 7.1.18.11. Multiplies a two-digit number by a two-digit number. 7.1.18.12. Multiplies a three-digit number by a one-digit number. 7.1.18.13. Performs short-cut multiplication by 10 and 100 up to 1000. 7.1.18.14. States how the result changes when one of the factors in a multiplication is increased or decreased. Level 4 7.1.18.15. Multiplies two-digit numbers by three-digit numbers. 7.1.18.16. States that changing the places of the factors in	For goal 7.1.18., it should be stressed that the product does not change when the places of the factors are changed. For target behaviour 7.1.18.1., groups should be formed in twos, threes, fours, fives and tens. When working in twos the total number of objects should be 20, in threes 30, in fours 40, in fives 50 and in tens 100. For target behaviour 7.1.18.2., real objects should be included. For target behaviours 7.1.18.1. and 7.1.18.2., multiplication work should first be done side by side and then in column form. While multiplication is being acquired, individuals should be enabled to express the “times” meaning of multiplication. When working on the times meaning, for example in $4 \times 2 = 8$ it can be expressed as 2 times 4 equals 8, 4 times 2 equals 8. In addition, repeated addition should be related to the times meaning. Target behaviours 7.1.18.3. and 7.1.18.4. should be worked on together. For target behaviour 7.1.18.3., the individual should be enabled to read aloud the multiplication he/she performs (for $2 \times 2 = 4$, “2 times 2 equals 4”) and it should be stressed that each number multiplied is a factor and the result is the product. For target behaviour 7.1.18.5., the individual should be enabled to understand how multiplying by 1 differs from multiplying by other numbers and to justify it with the repeated-addition meaning of multiplication. Similarly, how multiplying by 0 differs from multiplying by other numbers should be given by making use of the addition-multiplication relationship (e.g., $0 + 0 = 0$, $3 \times 0 = 0$). For target behaviour 7.1.18.14., the numbers in the multiplication table up to 5

Section	Goals	Target Behaviours	Explanations
		a multiplication of three natural numbers does not change the result. 7.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000, using a short cut. 7.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 using a short cut. 7.1.18.19. Mentally multiplies numbers of at most three digits by 10, 100 and 1000. 7.1.18.20. Estimates the product of a natural number of at most two digits and a one-digit natural number and compares the estimate with the result.	(5 included) should be used. It should be shown with examples that as one of the factors increases by 1 the product increases by the value of the other factor, and as one of the factors decreases by 1 the product decreases by the value of the other factor.
Section 7.1. Numbers and Operations	7.1.19. Solves problems related to multiplication.	Level 2 7.1.19.1. Solves problems requiring one multiplication with numbers between 1-100. Level 3 7.1.19.2. Solves problems requiring two operations, one of which is multiplication, with numbers between 1-100. 7.1.19.3. Poses a problem requiring multiplication. Level 4 7.1.19.4. Solves problems requiring at most three operations, one of which is multiplication, with numbers of at most three digits. 7.1.19.5. Poses a problem requiring at most two operations, one of which is multiplication, with numbers of at most three digits.	For goal 7.1.19. a. In the problem-solving process, the problem should be visualised with a schema or the individuals' own drawings. b. In the problem-solving process, individuals should be modelled the stages of reading the problem aloud, explaining it in their own words, turning it into a visual, making an estimate, carrying out the operation and checking the process.
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.20. Performs division with natural numbers.	Level 2 7.1.20.1. Models division with numbers up to 20 by grouping/sharing real objects/object pictures. 7.1.20.2. Models division with numbers up to 20 as repeated subtraction by grouping/sharing real objects/object pictures. 7.1.20.3. Converts into numbers the division without remainder shown with objects/object pictures between 0-20. 7.1.20.4. Uses the division symbol ($\div$). 7.1.20.5. States the role of 1 in division. Level 3 7.1.20.6. Divides numbers up to 100 by numbers up to 10 without a remainder.	For target behaviour 7.1.20.1., work relating division to the actions of separating into equal groups or sharing should be carried out. The numbers of objects and object pictures should be limited to at most 20. Operations should be planned so that they divide by at most 5 without a remainder. For target behaviour 7.1.20.2., modelling division with numbers up to 20 as repeated subtraction by grouping/sharing real objects/object pictures should also be included. Target behaviours 7.1.20.3. and 7.1.20.4. should be handled together in teaching. At this stage the individual should be enabled to read aloud the division he/she performs. (For example, for $20 \div 5 = 4$, 20 divided by 5 equals 4). The meanings of the dividend, divisor, quotient and the division line in a given

Section	Goals	Target Behaviours	Explanations
		7.1.20.7. Divides numbers up to 100 by numbers up to 10 with a remainder. 7.1.20.8. Divides a natural number up to 100 whose ones digit is zero by 10 using a short cut. Level 4 7.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 7.1.20.10. Divides a number of at most four digits by a one-digit number. 7.1.20.11. Mentally divides natural numbers of at most five digits whose last three digits are zero by 10, 100 and 1000. 7.1.20.12. Estimates the result of a division and compares the estimate with the result. 7.1.20.13. States the relationship between multiplication and division. 7.1.20.14. Determines the missing value in one of two mathematical expressions that are in an equality relationship and states that the equality holds. 7.1.20.15. Explains the operations needed to make two mathematical expressions that are not in an equality relationship equal.	division should be stressed. For goal 7.1.20., at level 3 the individual should be enabled to relate the dividend, divisor, quotient and remainder in division conceptually with suitable problem situations. Alongside this, it should be shown with modelling and operations that in division the dividend equals the product of the divisor and the quotient plus the remainder. For target behaviours 7.1.20.6. and 7.1.20.7., besides modelling with concrete objects, models such as the number line, base-ten blocks, etc. should also be used. In the teaching of target behaviour 7.1.20.7., it should be stated that the operation is not continued when the remainder in a division is smaller than the divisor.
Section 7.1. Numbers and Operations	7.1.21. Solves problems requiring division.	Level 2 7.1.21.1. Solves problems requiring division by 2, 3, 4, at most 5, using numbers between 1-20. Level 3 7.1.21.2. Solves problems requiring two operations, one of which is division, with numbers up to 100. 7.1.21.3. Poses a problem requiring division with numbers up to 100. Level 4 7.1.21.4. Solves problems requiring at most three operations, one of which is division, with numbers of at most four digits. 7.1.21.5. Poses a problem requiring two operations, one of which is division, with numbers of at most four digits.	For goal 7.1.21. a. In the problem-solving process, the problem should be visualised with a schema or the individuals' own drawings. b. In the problem-solving process, individuals should be modelled the stages of reading the problem aloud, explaining it in their own words, turning it into a visual, making an estimate, carrying out the operation and checking the process.
Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.22. Uses fraction notation by relating whole, half and quarter models.	Level 1 7.1.22.1. Shows the object/object picture that is a whole. 7.1.22.2. Shows the object/object picture that is a half. 7.1.22.3. States that one of the two equal parts of a whole	For the target behaviours of goal 7.1.22. While working on the target behaviours at Level 1, the relationship between the half and the whole should be examined with individuals on models (e.g., two

Section	Goals	Target Behaviours	Explanations
		is a half. 7.1.22.4. Relates the whole and the half. Level 2 7.1.22.5. Shows the object/object picture that is a quarter. 7.1.22.6. States that one of the four equal parts of a whole is a quarter. 7.1.22.7. States that one of the two equal parts of a half is a quarter. 7.1.22.8. Relates the quarter and the half. 7.1.22.9. States that a whole consists of one half and two quarters. Level 3 7.1.22.10. Shows whole, half and quarter models in fraction form. 7.1.22.11. Says the fraction expressing the half, the quarter and the whole. 7.1.22.12. States the part-whole meaning of a fraction. Level 4 7.1.22.13. Reads a fraction.	halves forming a whole, a whole consisting of two halves). For target behaviours 7.1.22.1, 1.22.2. and 1.22.3., fraction notation should not be introduced. For target behaviour 7.1.22.3., work on dividing a whole into two equal parts should be done. For target behaviour 7.1.22.5., work on dividing a whole into four equal parts should be done. For target behaviour 7.1.22.8., work relating the quarter and the half should be done using models (e.g., a half consisting of two quarters). In addition, dividing a half into two equal parts should be worked on for this target behaviour. In target behaviour 7.1.22.10., for the fraction $\frac{1}{4}$ it should be expressed that a whole is divided into 4 and one part is taken. The numerator, the denominator and the fraction line should be explained on the examples used. For target behaviour 7.1.22.12., the part-whole relationship between the numerator and the denominator should be established. Expressions stressing the part-whole relationship should be used when reading fraction notations (E.g., the fraction $\frac{1}{4}$ should be read as "dörtte bir").
Section 7.1. Numbers and Operations	7.1.23. Shows, compares and orders unit fractions.	Level 3 7.1.23.1. Shows each of the equal parts of a whole in fraction form. 7.1.23.2. States that each of the equal parts of a whole is a unit fraction. 7.1.23.3. Says the unit fractions of fractions with denominators 10, 100. 7.1.23.4. Says the stated unit fraction of a quantity by modelling it. Level 4 7.1.23.5. Compares unit fractions according to the greater-smaller relationship. 7.1.23.6. Orders unit fractions according to the greater-smaller relationship.	For goal 7.1.23., work on dividing a whole into equal parts should be included. For target behaviours 7.1.23.5. and 7.1.23.6., work should be done on fractions with denominators of at most 20.

Section	Goals	Target Behaviours	Explanations
Section 7.1. Numbers and Operations	7.1.24. Distinguishes and models improper and mixed fractions.	Level 3 7.1.24.1. Shows fractions whose numerator is greater than their denominator. Level 4 7.1.24.2. Says proper, improper and mixed fractions by modelling them.	For target behaviour 7.1.24.1., work should be done on paper, fraction blocks, pattern blocks and the number line.
Section 7.1. Numbers and Operations	7.1.25. Models and says the stated proper fraction of a quantity.	Level 3 7.1.25.1. Says fractions whose numerator is smaller than their denominator by modelling them. Level 4 7.1.25.2. Says the stated proper fraction of a quantity by modelling it.	For target behaviour 7.1.25.1., work should be done with fractions whose numerator is smaller than the denominator, using various models such as paper, fraction blocks, pattern blocks and the number line. For target behaviour 7.1.25.2., the number line, area model etc. should be used. Also, when modelling a given simple fraction of a quantity, the quantity should be at most three digits. Multiplication of a natural number by a fraction should not be introduced.
Section 7.1. Numbers and Operations	7.1.26. Compares fractions.	Level 3 7.1.26.1. Shows a given fraction on the number line. Level 4 7.1.26.2. Compares at most three fractions with equal denominators by greater-smaller relation.	For goal 7.1.26, at level 4, work should also be done on the number line alongside length and area models. For goal 7.1.26, fractions should be compared as greater or smaller according to the quantities they represent. Work on saying which is greater and which is smaller, and on saying the greatest and the smallest number, should be done. Greater/smaller symbols should be used in comparison. Work on comparing a given fraction with zero, half and the whole on the number line should be included.

Section	Goals	Target Behaviours	Explanations
Section 7.1.	7.1.27. Performs addition and subtraction with fractions having equal denominators.	Level 4 7.1.27.1. Performs addition and subtraction with fractions having equal denominators. 7.1.27.2. Solves problems requiring addition and subtraction with fractions having equal denominators.	For goal 7.1.27., in addition and subtraction the act of adding the numerators together while the denominator stays constant should be justified.

Section	Goals	Target Behaviours	Explanations
Section 7.2. Geometry	7.2.1. Distinguishes geometric shapes and solids.	Level 1 7.2.1.1. Names geometric shapes by classifying them according to their number of corners and sides. 7.2.1.2. Models the triangle, square, rectangle, disc and circle. 7.2.1.3. Relates simple objects used in daily life to geometric shapes by classifying them according to their properties. Level 2	For target behaviour 7.2.1.1., the concepts of side and corner should first be defined. The side and corner properties of the circle, square, rectangle and triangle should be examined. For target behaviour 7.2.1.1., work should be done by modelling with shapes of at most four sides and the circle. First classifying the shapes, then defining, then naming should be worked on. For target behaviour 7.2.1.2., modelling work should be done using tools such

Section	Goals	Target Behaviours	Explanations
		7.2.1.4. States the similarities and differences of the triangle, square, rectangle, disc and circle. 7.2.1.5. Shows and distinguishes geometric solids on models. 7.2.1.6. Says the name of the geometric solid shown. Level 3 7.2.1.7. Shows/says the faces, corners and edges of geometric solids. 7.2.1.8. States the similarities and differences of the cube, square prism and rectangular prism. 7.2.1.9. Draws a square, rectangle and triangle using a ruler. 7.2.1.10. Shows the diagonals on a square and a rectangle. 7.2.1.11. States that shapes are named according to their number of sides. Level 4 7.2.1.12. Names the sides and corners of the triangle, square and rectangle. 7.2.1.13. States the side properties of the square and rectangle. 7.2.1.14. Classifies triangles according to their side lengths. 7.2.1.15. Forms the cube whose net is given.	as a geoboard, string, elastic band, sticks etc. For target behaviour 7.2.1.3., the objects to be used should be chosen from geometric solids (prism, sphere etc.). Without naming the geometric solids, the properties to be used for classifying objects such as boxes, unit cubes, plastic bottles, camping tents, ping-pong balls (round, cornered, having a rectangle on it etc.) should be listed and classifications made accordingly. Work relating objects to geometric shapes should be done by having the faces of geometric-solid-shaped objects from daily life examined. For target behaviours 7.2.1.5. and 7.2.1.6., work should be done on the square prism, rectangular prism, triangular prism, cylinder, sphere and cube as geometric solids. It should be emphasised in teaching that the formal properties of geometric solids and shapes do not change when their direction, position or size changes. In addition to the geometric solids covered at level 2, the cone should also be worked on at level 3. For target behaviour 7.2.1.7., the concepts of face, corner and edge should first be explained to the individual by showing them on models. For target behaviour 7.2.1.8., geometric shapes should be compared in terms of corner, face and edge properties. For target behaviour 7.2.1.10., it should be emphasised that a triangle has no diagonal. For target behaviour 7.2.1.12., the quadrilateral, pentagon, hexagon and octagon should be introduced. For target behaviour 7.2.1.13., work on naming the sides and corners of a triangle as side A, corner A should be done.
Section	Goals	Target Behaviours	Explanations
Section 7.2. Geometry	7.2.2. Expresses spatial relations.	Level 1 7.2.2.1. States spatial (position, place, direction) relations. Level 2 7.2.2.2. Uses mathematical language to indicate place, direction and movement. 7.2.2.3. Distinguishes symmetrical shapes in the environment. 7.2.2.4. Draws a line of symmetry that divides a given	For target behaviour 7.2.2.1., the place or direction of an object relative to another object (under-over, around-left-right-between-in front-behind, high-low, far-near, inside-outside) should be worked on. Work aimed at using these in daily-life situations should be done. For target behaviour 7.2.2.2., work should be done on spatial plans such as a simple sketch, map or school plan.

Section	Goals	Target Behaviours	Explanations
		symmetrical shape into two congruent parts. Level 3 7.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 7.2.2.6. Completes a symmetrical shape, part of which is given, by drawing it according to the horizontal or vertical line of symmetry. Level 4 7.2.2.7. Draws the line of symmetry on shapes given in mirror symmetry. 7.2.2.8. Draws the symmetry of a given shape with respect to a line.	For target behaviour 7.2.2.4., the line of symmetry drawn for the given shape may be horizontal or vertical. Even if the given shape has more than one line of symmetry, it is enough for the individual to draw one line of symmetry. The fact that there may be more than one line of symmetry should be worked on at a higher level.
Section 7.2. Geometry	7.2.3. Creates geometric patterns.	Level 1 7.2.3.1. Creates a pattern with at most three elements using geometric solids or shapes. 7.2.3.2. States the rule in a pattern made up of geometric shapes or objects resembling geometric solids. 7.2.3.3. Completes the pattern by identifying the missing elements in the pattern. Level 2 7.2.3.4. Completes a repeating geometric pattern by identifying the missing elements. 7.2.3.5. Creates new patterns having the same relation with different materials, using the relation in a geometric pattern. Level 3 7.2.3.6. Draws a design with a certain pattern on dotted or squared paper using shape models.	For target behaviour 7.2.3.4., patterns with at most four elements should be worked on.
Section 7.2. Geometry	7.2.4. Distinguishes basic concepts in geometry.	Level 3 7.2.4.1. Names the point by showing it with a symbol. 7.2.4.2. Shows/says the line, the ray and the angle. 7.2.4.3. Forms vertical and slanted line segments with line models. Level 4 7.2.4.4. Shows/says the plane. 7.2.4.5. Shows the angle with symbols by naming it. 7.2.4.6. Determines/marks angles as acute, right, obtuse and straight by measuring them with standard angle-measuring tools. 7.2.4.7. Forms an angle of given measure using standard angle-measuring tools.	For target behaviour 7.2.4.2., examples from the environment should be given. For target behaviours 7.2.4.6. and 7.2.4.7., with the help of tools used for measuring angles (protractor, set square etc.), the individual should be made to notice that an angle is formed by rotating a ray around its starting point.

Section	Goals	Target Behaviours	Explanations
Section 7.3. Measurement	7.3.1. Measures length.	Level 1 7.3.1.1. Compares objects in terms of their lengths. 7.3.1.2. Orders objects in terms of their lengths. 7.3.1.3. Chooses a suitable non-standard measuring tool to measure a length. 7.3.1.4. Measures with a suitable non-standard measuring tool to measure a length. 7.3.1.5. Solves problems in which non-standard units of length are used. Level 2 7.3.1.6. Makes repeated measurements with the halves and quarters of a non-standard unit (for example, with a pencil then with its half). 7.3.1.7. States the standard units of length measurement. 7.3.1.8. States where the standard units of length measurement are used. 7.3.1.9. States the result by measuring with standard units of length measurement. 7.3.1.10. Estimates lengths with standard units of measurement and compares the measurement result with the estimate. 7.3.1.11. Length models are created with standard or non-standard units of length measurement. 7.3.1.12. Solves problems in which standard units of length are used. Level 3 7.3.1.13. Creates a non-standard measure for one metre, half a metre, 10 cm and 5 cm. 7.3.1.14. Measures using the non-standard measuring tools it created for one metre, half a metre, 10 cm and 5 cm. 7.3.1.15. Relates the standard units of length measurement and writes them in terms of one another. 7.3.1.16. Solves problems requiring at most two operations related to the metre and centimetre among the standard units of measurement. Level 4 7.3.1.17. States that the smallest unit of standard length measurement is the millimetre. 7.3.1.18. States where the millimetre, the smallest unit of standard length measurement, is used. 7.3.1.19. Relates the standard units of length measurement.	For goal 7.3.1., in the four operations and problem solutions in the measurement section, the limits taken into account in the numbers and operations section by level should be respected. While comparison work is being done, expressions such as “longer and shorter” should be used. Objects and pictures of objects, not exceeding five objects, should be ordered. For target behaviour 7.3.1.7., the metre and centimetre are the limit. While standard tools are used to measure lengths, measurements should be made in metres and centimetres. For target behaviour 7.3.1.11., models in which the repetition of the unit can also be seen should be created using coloured strips. The number line should be introduced with its basic properties, used in activities and related to the ruler.

Section	Goals	Target Behaviours	Explanations
		7.3.1.20. Makes estimates according to a suitable unit for lengths it can measure directly and checks its estimate by measuring. 7.3.1.21. Solves problems in which standard units of measurement are used.	
Section 7.3. Measurement	7.3.2. Measures perimeters.	Level 3 7.3.2.1. Shows the perimeters of objects. 7.3.2.2. Measures the perimeter of shapes using non-standard and standard units. 7.3.2.3. Calculates the perimeter of shapes. 7.3.2.4. Solves problems about the perimeters of shapes. Level 4 7.3.2.5. Relates the perimeters of the square and rectangle to their side lengths. 7.3.2.6. Creates different geometric shapes having the same perimeter. 7.3.2.7. Solves problems about calculating the perimeters of shapes. 7.3.2.8. Poses problems about calculating the perimeters of shapes.	For goal 7.3.2., a geoboard, dotted or squared paper should be used in perimeter calculations. For goal 7.3.2., the perimeters of squares, rectangles or shapes formed by their combination, given on a geoboard, dotted or squared paper, should be calculated. The circumference of the circle should not be included. For target behaviour 7.3.2.1., non-standard units should be worked on first. For target behaviour 7.3.2.5. a. The relations between perimeter and side lengths should be examined through activities of finding the length of one side of a rectangle whose perimeter and one side length are given, or of a square whose perimeter is given. b. It should be discovered that the perimeter of a square is four times the length of one of its sides. c. In such work, activities using squared or dotted paper (relating to the number of units) should be included.
Section 7.3. Measurement	7.3.3. Measures areas.	Level 3 7.3.3.1. Measures the area of shapes by covering them with suitable non-standard material. 7.3.3.2. Estimates a given area with non-standard units of area measurement and checks the estimate by counting the units. Level 4 7.3.3.3. States that the area of shapes is the number of unit squares covering that area. 7.3.3.4. Relates the area of the square and rectangle to addition and multiplication.	For target behaviour 7.3.3.1. a. Material of equal size such as coloured paper, plastic etc. may be used as covering material. Particular care should be taken that the surface to be covered is a single piece. b. The importance of the number of units and the repetition of the unit in area measurement should be emphasised. c. Work aimed at the individuals stating the number of units by counting should be included. d. Work on measuring two different shapes by covering them with non-standard units of the same kind and comparing their areas should be done. For target behaviour 7.3.3.4. a. The areas of the square and rectangle should be calculated by counting unit squares. b. Area calculation work should be done by counting, repeated addition and multiplication. c. While doing this work, the row-column relation should be used.
Section	Goals	Target Behaviours	Explanations
Section 7.3. Measurement	7.3.4. Distinguishes concepts related to money.	Level 1 7.3.4.1. Distinguishes coins and notes of 1, 5, 10, 25, 50	For target behaviour 7.3.4.2., operations are carried out so as not to exceed 100 liras in value. For target behaviour 7.3.4.2. a. It should be explained that ten 10

Section	Goals	Target Behaviours	Explanations
		kuruş and 1, 5, 10, 20, 50 TL. Level 2 7.3.4.2. Relates the kuruş and the lira. 7.3.4.3. Compares amounts of money of different sizes, not exceeding 100 liras in value, as greater or smaller. 7.3.4.4. Solves problems about money. Level 3 7.3.4.5. Relates the kuruş and the lira. 7.3.4.6. Solves problems about money. 7.3.4.7. Poses problems about money.	kuruş make 1 lira, four 25 kuruş make 1 lira and two 50 kuruş make 1 lira. b. Decimal notation should not be included. c. 100 and 200 TL should be introduced. For target behaviour 7.3.4.5., examples such as 325 kuruş, 3 lira 25 kuruş should be included. Decimal notation should not be included.
Section 7.3. Measurement	7.3.5. Distinguishes concepts related to time.	Level 1 7.3.5.1. Reads whole hours. 7.3.5.2. Reads half hours. 7.3.5.3. Indicates the day, week and month on a calendar. 7.3.5.4. Makes temporal orderings by taking certain events and situations as reference. Level 2 7.3.5.5. Reads quarter hours. 7.3.5.6. Relates the units of time measurement. 7.3.5.7. Solves problems about the units of time measurement. Level 3 7.3.5.8. States the time in minutes and hours. 7.3.5.9. Relates the units of time measurement. 7.3.5.10. Compares the durations of events. 7.3.5.11. Solves problems in which the units of time measurement are used. Level 4 7.3.5.12. Relates the units of time measurement. 7.3.5.13. Solves problems in which the units of time measurement are used. 7.3.5.14. Poses problems in which the units of time measurement are used.	For target behaviour 7.3.5.4., the words “önce-sonra, ilk-son, bugün-dün-yarın, sabah-öğle-aşam, gece-gündüz” should be used. For level 2 the units of time measurement are minute-hour, hour-day, day-week, day-week-month, month-season, season-year. For level 3 the units of time measurement are year-week, year-day, minute-second. For level 4 the units of time measurement are hour-minute, minute-second, year-month-week, month-week-day. For target behaviours 7.3.5.6. and 7.3.5.9., conversions between the units of time measurement should not be introduced. For target behaviour 7.3.5.12. a. Conversions between hour-minute and minute-second should be done. b. Conversions between year-month-week and month-week-day should be done. c. While converting, the topic of the leap year should also be touched upon.
Section	Goals	Target Behaviours	Explanations
Section 7.3. Measurement	7.3.6. Distinguishes concepts related to weighing.	Level 1 7.3.6.1. Compares objects in terms of their masses. 7.3.6.2. Orders objects in terms of their masses. Level 2 7.3.6.3. Compares objects by weighing them in kilograms using standard tools. 7.3.6.4. Solves problems about the unit of mass measurement. Level 3 7.3.6.5. Measures objects in grams/kilograms. 7.3.6.6. Estimates the mass of an object and checks the	For target behaviour 7.3.6.1., two objects are compared first. The comparison results are expressed using expressions such as “heavier”, “lighter”, “heaviest”, “lightest”. At least three objects are ordered by their masses and the relation between them is interpreted. Expressions such as “heaviest”, “lightest” are used. For target behaviour 7.3.6.1., expressions such as heavier, lighter, heaviest, lightest should be used. For target behaviour 7.3.6.7., problems requiring conversion should not be

Section	Goals	Target Behaviours	Explanations
		accuracy of its estimate by measuring. 7.3.6.7. Solves problems about the kilogram/gram. Level 4 7.3.6.8. Expresses half and quarter kilograms in grams. 7.3.6.9. Uses the kilogram and gram together when measuring mass. 7.3.6.10. States where the tonne and milligram are used. 7.3.6.11. Relates the units tonne-kilogram, kilogram-gram, gram-milligram. 7.3.6.12. Converts tonne-kilogram, kilogram-gram, gram-milligram into one another. 7.3.6.13. Solves problems about the tonne, kilogram, gram and milligram. 7.3.6.14. Poses problems about the tonne, kilogram, gram and milligram.	included. For target behaviour 7.3.6.10., the notation of the tonne and milligram using abbreviations should be included. For target behaviour 7.3.6.11., conversions not requiring decimal notation should be done.
Section	Goals	Target Behaviours	Explanations
Section 7.3. Measurement	7.3.7. Measures liquids.	Level 1 7.3.7.1. Measures liquids using non-standard units. 7.3.7.2. Compares the amount of liquid in at least three identical containers. 7.3.7.3. Orders the amount of liquid in at least three identical containers. Level 2 7.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 7.3.7.5. Solves problems about non-standard units of liquid measurement. Level 3 7.3.7.6. Makes measurements with the litre or half-litre units by explaining the necessity of standard liquid-measuring tools and units. 7.3.7.7. Estimates the amount of liquid in a container with the litre and half-litre units and checks the accuracy of its estimate by measuring. 7.3.7.8. Solves problems about the litre. Level 4 7.3.7.9. States the areas of use of the millilitre. 7.3.7.10. Converts the litre and millilitre into one another by relating them. 7.3.7.11. Uses the litre and millilitre together to indicate an amount. 7.3.7.12. Estimates the amount of liquid in a container with	For target behaviour 7.3.7.2., while doing comparison work, expressions such as "Full-empty", "more-less", "half full" should be used.

Section	Goals	Target Behaviours	Explanations
		the litre/millilitre units and checks its estimate by measuring. 7.3.7.13. Solves problems about the litre and millilitre. 7.3.7.14. Poses problems about the litre and millilitre.	

Section	Goals	Target Behaviours	Explanations
Section 7.4. Data Handling	7.4.1. Makes interpretations and estimates by examining simple tables and graphs.	Level 1 7.4.1.1. Reads simple tables created using symbols and digits. 7.4.1.2. Reads simple tables having at most two data groups. Level 2 7.4.1.3. Answers questions asked about the simple tables it created having at most two data groups. Level 3 7.4.1.4. Makes conversions from a graph to a tally/frequency table by explaining the information shown in a picture and object graph. 7.4.1.5. Reads simple tables having at most three data groups. Level 4 7.4.1.6. Makes interpretations and estimates by examining a bar graph.	For goal 7.4.1., in reading tables, comparison of different parts of the data should be ensured. Table reading should also include interpreting the table. For target behaviours 7.4.1.1. and 7.4.1.2., in table-reading work, tables that individuals frequently encounter, such as daily nutrition, behaviour, rule and activity tables, should be used. Objects and pictures of objects should be used first. *Symbols (star, smiley face etc.) should be preferred. For target behaviours 7.4.1.1. and 7.4.1.2., the data should be limited to the numbers 1-20.

Section	Goals	Target Behaviours	Explanations
Section 7.4. Data Handling	7.4.2. Creates tally charts, frequency tables, object, picture and bar graphs.	Level 1 7.4.2.1. Fills in illustrated behaviour/activity tables using symbols. 7.4.2.2. Fills in illustrated behaviour/activity tables using digits. Level 2 7.4.2.3. Collects data by asking questions about any problem or topic, classifies it and organises it as a tree diagram, tally chart or frequency table. 7.4.2.4. Answers questions asked about the tree diagram, tally chart, frequency table it created having at most two data groups. 7.4.2.5. Collects data by asking questions about any problem or topic, classifies it and creates an object and picture graph. 7.4.2.6. Answers questions asked about the object and picture graph it created having at most two data groups.	For goal 7.4.2. level 1 a. In table-creating work, tables that individuals frequently encounter, such as daily nutrition, behaviour, rule and activity tables, should be used. b. Objects and pictures of objects should be used first. *Symbols (star, smiley face etc.) should be used. c. The data should be limited to the numbers 1-20. d. The table should belong to at most two data groups. For target behaviours 7.4.2.1. and 7.4.2.2., two or more properties should be used. For target behaviour 7.4.2.6., while creating the graph, care should be taken that the data can be organised in at most four categories, that one object is

Section	Goals	Target Behaviours	Explanations
		Level 4 7.4.2.7. Creates a bar graph suitable for the data it collected by asking questions about any problem or topic. 7.4.2.8. Uses different representations in order to present the data it obtained. 7.4.2.9. Makes estimates based on bar graphs, tables and other graphs.	used for each datum, and that the objects are placed side by side or one above the other. For target behaviour 7.4.2.9., object or picture graphs should be used. Tally charts and frequency tables may also be used.
Section 7.4. Data Handling	7.4.3. Solves problems about daily life using information shown with bar graphs, tables and other graphs.	Level 3 7.4.3.1. Solves problems requiring addition/subtraction using given graphs. 7.4.3.2. Creates a graph using the information given in the problem. 7.4.3.3. Solves problems requiring addition/subtraction using the graphs it created. 7.4.3.4. Solves problems requiring addition/subtraction by making use of graphs. Level 4 7.4.3.5. Uses bar graphs, tables and other graphs in problem solving.	For goal 7.4.3., in the problems individuals should answer questions such as "How much more?", "How much less?". The graphs should belong to at most four data groups.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.1. Counts rhythmically.	7.1.1.1. Counts rhythmically forward by ones from 0 to 100. 7.1.1.2. Counts rhythmically forward by ones starting from a given number between 1-20. 7.1.1.3. Counts rhythmically forward by tens from 0 to 100. 7.1.1.4. Counts rhythmically forward by fives from 0 to 100. 7.1.1.5. Counts rhythmically forward by twos up to 20. 7.1.1.6. Counts rhythmically backward by ones starting from 20. 7.1.1.7. Counts rhythmically backward by twos starting from 20.	7.1.1.8. Counts rhythmically backward by twos from 100. 7.1.1.9. Counts rhythmically forward by threes from 0 to 30. 7.1.1.10. Counts rhythmically backward by threes from 30 to 0. 7.1.1.11. Counts rhythmically forward by fours from 0 to 40. 7.1.1.12. Counts rhythmically backward by fours from 40 to 0. 7.1.1.13. Counts rhythmically forward by threes starting from a given number between 1-30. 7.1.1.14. Counts rhythmically backward by threes starting from a given number between 1-30. 7.1.1.15. Counts rhythmically forward by fours starting from a given number between 1-40. 7.1.1.16. Counts rhythmically	7.1.1.17. Counts rhythmically forward by sixes from 0 to 60. 7.1.1.18. Counts rhythmically forward by sevens from 0 to 70. 7.1.1.19. Counts rhythmically forward by eights from 0 to 80. 7.1.1.20. Counts rhythmically forward by nines from 0 to 90. 7.1.1.21. Counts rhythmically forward by hundreds from 100 to 1000. 7.1.1.22. Skip counts backwards from 1000 by hundreds. 7.1.1.23. Skip counts forwards by tens from a given number between 1 and 1000. 7.1.1.24. Skip counts forwards by hundreds from a given number between 1 and 1000.	7.1.1.25. Skip counts by thousands up to 10,000.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			backward by fours starting from a given number between 1-40.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.2. Counts objects/pictures of objects.	7.1.2.1. Counts one by one 1-20 objects/object pictures lined up side by side. 7.1.2.2. Counts one by one 1-20 objects/object pictures arranged randomly.	7.1.2.3. Counts one by one the objects/object pictures in a group of up to 100 objects. 7.1.2.4. Counts by tens the objects/object pictures in a group of up to 100 objects. 7.1.2.5. Counts by fives the objects/object pictures in a group of up to 100 objects. 7.1.2.6. Counts by twos the objects/object pictures in a group of up to 10 objects. 7.1.2.7. Counts by threes the objects/object pictures in a group of up to 30 objects. 7.1.2.8. Counts by fours the objects/object pictures in a group of up to 40 objects.		
	7.1.3. Expresses as a count the quantity corresponding to a number up to 100.	7.1.3.1. Counts a group of 1-20 objects and says how many objects there are. 7.1.3.2. Counts a group of 1-20 objects in a picture and says how many objects there are.	7.1.3.4. Counts a group of 20/100 objects in a picture and says how many objects there are.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.1.3.3. Counts out and separates the requested number of objects from a group of 1-20 objects.			
Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.4. Reads and writes natural numbers.	7.1.4.1. States that a quantity of 10 identical items is one deste (ten). 7.1.4.2. States that a quantity of 12 identical items is one dozen. 7.1.4.3. Separates a group of objects/object pictures between 10	7.1.4.9. Separates a quantity of fewer than 100 objects into tens and ones using a model. 7.1.4.10. Says how many tens and how many ones the quantity separated into groups of tens and	7.1.4.15. Separates a quantity of 100-1000 objects into hundreds, tens and ones using a model. 7.1.4.16. Says how many hundreds, how many tens and how many ones the quantity separated	7.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 7.1.4.22. Writes in figures spoken 4-, 5- and 6-digit natural numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		and 20 (10 and 20 included) into tens and ones. 7.1.4.4. Says how many tens and how many ones a group of objects/object pictures between 10 and 20 consists of. 7.1.4.5. Writes the number corresponding to the object group between 10 and 20 that has been separated into tens and ones. 7.1.4.6. Reads the number corresponding to the object group between 10 and 20 that has been separated into tens and ones. 7.1.4.7. Reads the numbers between 1 and 20. 7.1.4.8. Writes in figures a spoken number between 1 and 20.	ones consists of. 7.1.4.11. Writes the number corresponding to a quantity between 20 and 100 separated into tens and ones. 7.1.4.12. Reads the number corresponding to a quantity between 20 and 100 separated into tens and ones. 7.1.4.13. Reads two-digit natural numbers. 7.1.4.14. Writes in figures spoken two-digit natural numbers.	into hundreds, tens and ones consists of. 7.1.4.17. Writes the number corresponding to a quantity between 100 and 1000 separated into hundreds, tens and ones. 7.1.4.18. Reads the number corresponding to a quantity between 100 and 1000 separated into hundreds, tens and ones. 7.1.4.19. Reads three-digit natural numbers. 7.1.4.20. Writes in figures spoken three-digit natural numbers.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.1.5. Says and writes the places and place values of natural numbers.		7.1.5.1. Writes on models the place names of natural numbers smaller than 100. 7.1.5.2. Writes the place values of natural numbers smaller than 100.	7.1.5.3. Writes on models the place names of three-digit numbers. 7.1.5.4. Writes on models the place values of three-digit numbers.	7.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 7.1.5.6. Writes the place values of 4-, 5- and 6-digit natural numbers. 7.1.5.7. Separates 4-, 5- and 6-digit numbers into periods. 7.1.5.8. Decomposes 4-, 5- and 6-digit numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.6. Orders natural numbers.	7.1.6.1. Writes the numbers from 1 to 20 in order. 7.1.6.2. Writes the number that comes after a given number between 1 and 20. 7.1.6.3. Writes the number that comes before a given number between 1 and 20. 7.1.6.4. Orders the numbers from 1 to 20 given in mixed order according to counting order. 7.1.6.5. Writes the missing	7.1.6.6. Writes the number that comes after a given number between 1 and 100. 7.1.6.7. Writes the number that comes before a given number between 1 and 100. 7.1.6.8. Orders at most 4 natural numbers between 1 and 100 given in mixed order according to counting order. 7.1.6.9. Writes the missing numbers in a number sequence		

Section	Goals	Level 1	Level 2	Level 3	Level 4
		number/numbers in a given number sequence from 1 to 20.	formed with natural numbers smaller than 100.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.7. Compares the number of objects in two groups by matching them one to one.	7.1.7.1. Matches one to one two object groups of the same number between 1 and 20 and says they are equal. 7.1.7.2. Matches one to one two object groups of different numbers between 1 and 20 and says that one group has fewer objects than the other. 7.1.7.3. Matches two object groups of different numbers between 1 and 20 and says that one group has more objects than the other.			
	7.1.8. Compares natural numbers.	7.1.8.1. Compares two numbers between 10 and 20 and says that the two numbers are equal. 7.1.8.2. Compares two numbers between 10 and 20 and says which one is greater. 7.1.8.3. Compares two numbers between 10 and 20 and says which one is smaller.	7.1.8.4. Compares at most four natural numbers smaller than 100 and says which is greater/greatest. 7.1.8.5. Compares at most four natural numbers smaller than 100 and says which is smaller/smallest. 7.1.8.6. Orders at most four natural numbers smaller than 100 from greatest to smallest/smallest to greatest.	7.1.8.7. Compares at most five natural numbers smaller than 1000 and says which is greater/greatest. 7.1.8.8. Compares at most five natural numbers smaller than 1000 and says which is smaller/smallest. 7.1.8.9. Orders at most five natural numbers smaller than 1000 from greatest to smallest/smallest to greatest using the ">" and "<" symbols.	7.1.8.10. Orders natural numbers of at most six digits using the greater/less than symbol.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.1.9. Uses numbers to indicate order.	7.1.9.1. Says the position of objects/object pictures within an ordered sequence. 7.1.9.2. Points to the object/object picture whose position is named within an ordered sequence. 7.1.9.3. Reads an ordinal number. 7.1.9.4. Writes an ordinal number.			

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.10. Creates an increasing/decreasing number pattern according to a given rule.		7.1.10.1. Says the rule of a number pattern with a constant difference. 7.1.10.2. Writes the missing element of a number pattern with a constant difference.	7.1.10.3. Continues a number pattern with a constant difference for at most 4 steps. 7.1.10.4. Creates a single-rule number pattern increasing or decreasing by a given rule.	7.1.10.5. Creates a double-rule number pattern increasing or decreasing by a given rule. 7.1.10.6. Says the rules of the number pattern created by a double rule.
	7.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.		7.1.11.1. Says which ten a natural number smaller than 100 is close to. 7.1.11.2. Rounds a natural number smaller than 100 to the nearest ten.	7.1.11.3. Says which ten/hundred a three-digit natural number is close to. 7.1.11.4. Rounds a three-digit natural number to the nearest ten/hundred.	7.1.11.5. Says which ten/hundred/thousand a four-digit natural number is close to. 7.1.11.6. Rounds a four-digit natural number to the nearest ten/hundred/thousand.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.12. Distinguishes natural numbers as odd or even.			7.1.12.1. Groups objects/object pictures and says whether the number of objects is odd or even. 7.1.12.2. Says whether given numbers are odd or even. 7.1.12.3. Says that the sum of two odd natural numbers is even. 7.1.12.4. Says that the sum of two even natural numbers is even. 7.1.12.5. Says that the sum of an odd and an even natural number is odd.	
	7.1.13. Expresses numbers in Roman numerals.			7.1.13.1. Reads Roman numerals up to 20. 7.1.13.2. Writes numbers up to 20 in Roman numerals.	
	7.1.14. Performs addition with natural numbers.	7.1.14.1. Adds the stated number of objects to an object group and says that the number in the group has increased/grown.	7.1.14.11. Adds two numbers with sums not exceeding 100 without regrouping.	7.1.14.16. Adds two numbers with sums not exceeding 1000 without regrouping.	7.1.14.21. Performs addition with regrouping/without regrouping with numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations		7.1.14.2. Performs additions with sums not exceeding 20 by modelling them with real objects/object pictures.	7.1.14.12. Adds two numbers with sums not exceeding 100 with regrouping. 7.1.14.13. Finds the missing	7.1.14.17. Adds two numbers with sums not exceeding 1000 with regrouping. 7.1.14.18. Finds the missing	7.1.14.22. Estimates the sum of two numbers whose sum has at most four digits and compares the estimate with the result.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.1.14.3. Performs the addition shown with objects/object pictures with sums not exceeding 20 by converting it into numbers. 7.1.14.4. Uses the equals symbol. 7.1.14.5. Uses the addition symbol (+). 7.1.14.6. Performs addition with numbers with sums not exceeding 20. 7.1.14.7. Performs addition with three one-digit numbers with a sum not exceeding 20. 7.1.14.8. Says that the sum does not change when the addends change places in addition. 7.1.14.9. Writes the missing addend in an addition with numbers with a sum not exceeding 20.	addend in the sum of two numbers not exceeding 100. 7.1.14.14. Estimates the sum of two numbers not exceeding 100 and compares the estimate with the result. 7.1.14.15. Adds mentally two numbers with sums not exceeding 100.	addend in the sum of two numbers not exceeding 1000. 7.1.14.19. Estimates the sum of two numbers not exceeding 1000 and compares the estimate with the result. 7.1.14.20. Adds mentally two numbers with sums not exceeding 1000.	7.1.14.23. Adds mentally numbers of at most four digits to multiples of 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.1.14.10. Performs mental addition with numbers with a sum not exceeding 20.			
	7.1.15. Solves problems requiring addition.	7.1.15.1. Solves problems requiring one addition with numbers with a sum not exceeding 20. 7.1.15.2. Poses problems requiring one addition with numbers with a sum not exceeding 20, consistent with the given data.	7.1.15.3. Solves problems requiring at most two operations with numbers with sums not exceeding 100. 7.1.15.4. Poses problems requiring two operations with numbers with a sum not exceeding 100, consistent with the given data.	7.1.15.5. Solves problems requiring at most three operations with three-digit numbers with sums not exceeding 1000. 7.1.15.6. Poses problems requiring at most two operations, consistent with the given data.	7.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 7.1.15.8. Poses problems requiring three operations, consistent with the given data.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.16. Performs subtraction with natural numbers.	7.1.16.1. Removes the stated number of objects from an object group and says that the number in the group has decreased/reduced. 7.1.16.2. Performs subtractions with numbers up to 20 by modelling	7.1.16.7. Performs subtraction with numbers up to 100 without regrouping. 7.1.16.8. Performs subtraction with numbers up to 100 with regrouping. 7.1.16.9. Finds the missing	7.1.16.13. Performs subtraction without regrouping with numbers of at most three digits. 7.1.16.14. Performs subtraction with regrouping with numbers of at most three digits.	7.1.16.20. Performs subtraction without regrouping with two numbers of at most four digits. 7.1.16.21. Performs subtraction with regrouping with two numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		them with real objects/object pictures. 7.1.16.3. Performs the subtraction shown with objects/object pictures between 0 and 20 by converting it into numbers. 7.1.16.4. Uses the subtraction symbol (-).	minuend in a subtraction with numbers up to 20. 7.1.16.10. Finds the missing subtrahend in a subtraction with numbers up to 20.	7.1.16.15. Finds the missing minuend in a subtraction with numbers up to 100. 7.1.16.16. Finds the missing subtrahend in a subtraction with numbers up to 100.	7.1.16.22. Finds the missing minuend in a subtraction with numbers of at most four digits. 7.1.16.23. Finds the missing subtrahend in a subtraction with numbers up to 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.1.16.5. Performs subtraction with numbers up to 20. 7.1.16.6. Performs mental subtraction with numbers up to 20.	7.1.16.11. Estimates the result of a subtraction with two numbers up to 100 and compares the estimate with the result. 7.1.16.12. Subtracts mentally two numbers that are multiples of 10 within 100.	7.1.16.17. Estimates the result of a subtraction with three-digit numbers and compares the estimate with the result. 7.1.16.18. Subtracts mentally a two-digit multiple of 10 from a two-digit number. 7.1.16.19. Subtracts mentally a two-digit multiple of 10 from a three-digit number that is a multiple of 100.	7.1.16.24. Estimates the result of a subtraction with numbers of at most four digits and compares the estimate with the result. 7.1.16.25. Subtracts mentally a two-digit multiple of 10 from a three-digit number. 7.1.16.26. Subtracts mentally three-digit numbers that are multiples of 100.
Section 1. Numbers and Operations	7.1.17. Solves problems requiring subtraction.	7.1.17.1. Solves problems requiring one subtraction with numbers between 1 and 20. 7.1.17.2. Poses problems requiring one subtraction with numbers between 1 and 20, consistent with the given data.	7.1.17.3. Solves problems of at most two operations requiring addition and subtraction with numbers between 0 and 100. 7.1.17.4. Poses problems of at most two operations requiring addition and subtraction with numbers between 0 and 100, consistent with the given data.	7.1.17.5. Solves problems of at most three operations requiring addition and subtraction with numbers between 0 and 1000. 7.1.17.6. Poses problems of at most two operations requiring addition and subtraction with numbers between 0 and 1000, consistent with the given data.	7.1.17.7. Solves problems of at most four operations requiring addition and subtraction with numbers of at most four digits. 7.1.17.8. Poses problems of at most three operations requiring addition and subtraction with numbers of at most four digits, consistent with the given data.
	7.1.18. Performs multiplication with natural numbers.		7.1.18.1. Models multiplication with numbers up to 20 as repeated addition using real objects/object pictures.	7.1.18.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 7.1.18.8. Builds the multiplication table.	7.1.18.15. Multiplies three-digit numbers by two-digit numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations			7.1.18.2. Says that multiplication is repeated addition. 7.1.18.3. Converts the multiplication shown with	7.1.18.9. Multiplies numbers up to 100 by numbers up to 10 without regrouping. 7.1.18.10. Multiplies numbers up to	7.1.18.16. Says that changing the places of the factors in a multiplication of three natural numbers does not change the

Section	Goals	Level 1	Level 2	Level 3	Level 4
			objects/object pictures into numbers. 7.1.18.4. Uses the multiplication symbol (x). 7.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 7.1.18.6. Builds the multiplication table up to 5 (5 included).	100 by numbers up to 10 with regrouping. 7.1.18.11. Multiplies a two-digit number by a two-digit number. 7.1.18.12. Multiplies a three-digit number by a one-digit number. 7.1.18.13. Performs short-cut multiplication by 10 and 100 up to 1000. 7.1.18.14. Says how the result changes when one of the factors in a multiplication is increased or decreased.	result. 7.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 using the short cut. 7.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 using the short cut. 7.1.18.19. Multiplies mentally numbers of at most three digits by 10, 100 and 1000. 7.1.18.20. Estimates the product of a natural number of at most two digits and a one-digit natural number and compares the estimate with the result.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.1.19. Solves problems involving multiplication.		7.1.19.1. Solves problems requiring one multiplication with numbers between 1 and 100.	7.1.19.2. Solves problems requiring two operations, one being multiplication, with numbers between 1 and 100. 7.1.19.3. Poses problems requiring multiplication.	7.1.19.4. Solves problems requiring at most three operations, one being multiplication, with numbers of at most three digits. 7.1.19.5. Poses problems requiring at most two operations, one being multiplication, with numbers of at most three digits.
Section 1. Numbers and Operations	7.1.20. Performs division with natural numbers.		7.1.20.1. Models division with numbers up to 20 by grouping/sharing real objects/object pictures. 7.1.20.2. Models division with numbers up to 20 as repeated subtraction by grouping/sharing real objects/object pictures. 7.1.20.3. Converts into numbers the division without remainder shown with objects/object pictures between 0 and 20. 7.1.20.4. Uses the division symbol (+).	7.1.20.6. Divides numbers up to 100 by numbers up to 10 without remainder. 7.1.20.7. Divides numbers up to 100 by numbers up to 10 with remainder. 7.1.20.8. Divides a natural number up to 100 whose ones digit is zero by 10 using the short cut.	7.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 7.1.20.10. Divides a number of at most four digits by a one-digit number. 7.1.20.11. Divides mentally by 10, 100 and 1000 natural numbers of at most five digits whose last three digits are zero. 7.1.20.12. Estimates the result of a division and compares the estimate with the result.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations			7.1.20.5. Says the role of 1 in division.		7.1.20.13. Says the relationship between multiplication and division. 7.1.20.14. Determines the missing value in one of two mathematical expressions in an equality relation and says that the equality holds. 7.1.20.15. Explains the operations needed to make two mathematical expressions that are not in an equality relation equal.
	7.1.21. Solves problems requiring division.		7.1.21.1. Solves problems requiring division by 2, 3, 4, at most 5, using numbers between 1 and 20.	7.1.21.2. Solves problems requiring two operations, one being division, with numbers up to 100. 7.1.21.3. Poses problems requiring division with numbers up to 100.	7.1.21.4. Solves problems requiring at most three operations, one being division, with numbers of at most four digits. 7.1.21.5. Poses problems requiring two operations, one being division, with numbers of at most four digits.
	7.1.22. Uses fraction notation by relating whole, half and quarter models.	7.1.22.1. Points to the object/object picture that is a whole. 7.1.22.2. Points to the object/object picture that is a half.	7.1.22.5. Points to the object/object picture that is a quarter. 7.1.22.6. Says that one of the four equal parts of a whole is a quarter.	7.1.22.10. Shows whole, half and quarter models in fraction form. 7.1.22.11. Says the fraction expressing a half, a quarter and a whole.	7.1.22.13. Reads a fraction.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.1.22.3. Says that one of the two equal parts of a whole is a half. 7.1.22.4. Relates the whole and the half.	7.1.22.7. Says that one of the two equal parts of a half is a quarter. 7.1.22.8. Relates the quarter and the half. 7.1.22.9. Says that a whole consists of one half and two quarters.	7.1.22.12. Says the part-whole meaning of a fraction.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	7.1.23. Shows, compares and orders unit fractions.			7.1.23.1. Shows each of the equal parts of a whole in fraction form. 7.1.23.2. Says that each of the equal parts of a whole is a unit fraction. 7.1.23.3. Says the unit fractions of fractions with denominators 10 and 100.	7.1.23.5. Compares unit fractions by greater-smaller relation. 7.1.23.6. Orders unit fractions by greater-smaller relation.

Section	Goals	Level 1	Level 2	Level 3	Level 4
				7.1.23.4. Models and says the stated unit fraction of a quantity.	
	7.1.24. Distinguishes and models improper and mixed fractions.			7.1.24.1. Shows fractions whose numerator is greater than the denominator.	7.1.24.2. Models and says proper, improper and mixed fractions.
	7.1.25. Models and says the stated proper fraction of a quantity.			7.1.25.1. Models and says fractions whose numerator is smaller than the denominator.	7.15.25.2. Models and says the stated proper fraction of a quantity.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.1.26. Compares fractions.			7.1.26.1. Shows a given fraction on the number line.	7.1.26.2. Compares at most three fractions with equal denominators by greater-smaller relation.
Section 1. Numbers and Operations	7.1.27. Performs addition and subtraction with fractions having equal denominators.				7.1.27.1. Performs addition and subtraction with fractions having equal denominators. 7.1.27.2. Solves problems requiring addition and subtraction with fractions having equal denominators.
Section 2. Geometry	7.2.1. Distinguishes geometric shapes and solids.	7.2.1.1. Names geometric shapes by classifying them according to their number of corners and sides. 7.2.1.2. Models the triangle, square, rectangle, disc and circle. 7.2.1.3. Relates simple objects used in daily life to geometric shapes by classifying them according to their properties.	7.2.1.4. Says the similarities and differences of the triangle, square, rectangle, disc and circle. 7.2.1.5. Shows and distinguishes geometric solids on models. 7.2.1.6. Says the name of the geometric solid shown.	7.2.1.7. Shows/says the faces, vertices and edges of geometric solids. 7.2.1.8. Says the similarities and differences of the cube, square prism and rectangular prism. 7.2.1.9. Draws a square, rectangle and triangle using a ruler. 7.2.1.10. Shows the diagonals on a square and a rectangle. 7.2.1.11. Says that shapes are named according to their number of sides.	7.2.1.12. Names the sides and corners of the triangle, square and rectangle. 7.2.1.13. Says the side properties of the square and the rectangle. 7.2.1.14. Classifies triangles according to their side lengths. 7.2.1.15. Forms the cube whose net is given.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.2.2. Expresses spatial relations.	7.2.2.1. Says spatial (position, place, direction) relations.	7.2.2.2. Uses mathematical language to indicate place, direction and movement.	7.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry.	7.2.2.7. Draws the line of symmetry on shapes with mirror symmetry given.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			7.2.2.3. Distinguishes symmetrical shapes in the environment. 7.2.2.4. Draws a line of symmetry dividing a given symmetrical shape into two equal parts.	7.2.2.6. Completes a symmetrical shape one part of which is given by drawing it according to the horizontal or vertical line of symmetry.	7.2.2.8. Draws the symmetry of a given shape with respect to a line.
Section 2. Geometry	7.2.3. Creates geometric patterns.	7.2.3.1. Creates a pattern with at most three elements using geometric solids or shapes. 7.2.3.2. States the rule in a pattern made up of geometric shapes or objects resembling geometric solids. 7.2.3.3. Completes the pattern by identifying the elements left missing in the pattern.	7.2.3.4. Completes the pattern by identifying the elements left missing in a repeating geometric pattern. 7.2.3.5. Creates new patterns with the same relationship using different materials by applying the relationship in a geometric pattern.	7.2.3.6. Draws a design with a particular pattern on dotted or squared paper using shape models.	
	7.2.4. Distinguishes basic concepts in geometry.			7.2.4.1. Names the point by showing it with a symbol. 7.2.4.2. Shows/states the line, the ray and the angle. 7.2.4.3. Creates vertical and oblique line segments with line models.	7.2.4.4. Shows/states the plane. 7.2.4.5. Shows the angle with symbols by naming it.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 2. Geometry					7.2.4.6. Determines/marks angles as acute, right, obtuse and straight by measuring them with standard angle measuring tools. 7.2.4.7. Constructs an angle of a given measure using standard angle measuring tools.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement	7.3.1. Measures length.	7.3.1.1. Compares objects in terms of their lengths. 7.3.1.2. Orders objects in terms of their lengths. 7.3.1.3. Chooses the appropriate non-standard measuring tool to measure a length.	7.3.1.6. Makes repeated measurements with the halves and quarters of a non-standard unit (for example with a pencil, then with half of it). 7.3.1.7. States the standard units of length measurement.	7.3.1.13. Creates non-standard measures for one metre, half a metre, 10 cm and 5 cm. 7.3.1.14. Measures using the non-standard measuring tools created for one metre, half a metre, 10 cm and 5 cm.	7.3.1.17. States that the smallest unit of standard length measurement is the millimetre. 7.3.1.18. States where the millimetre, the smallest unit of standard length measurement, is used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.3.1.4. Measures with the appropriate non-standard measuring tool to measure a length. 7.3.1.5. Solves problems in which non-standard units of length are used.	7.3.1.8. States where the standard units of length measurement are used. 7.3.1.9. States the result by measuring with standard units of length measurement. 7.3.1.10. Estimates lengths with standard units of measurement and compares the measurement result with the estimate. 7.3.1.11. Creates length models with standard or non-standard units of length measurement.	7.3.1.15. Relates the standard units of length measurement and writes them in terms of one another. 7.3.1.16. Solves problems requiring at most two operations involving the standard units metre and centimetre.	7.3.1.19. Relates the standard units of length measurement. 7.3.1.20. Makes estimates according to an appropriate unit for lengths it can measure directly and checks the estimate by measuring. 7.3.1.21. Solves problems in which standard units of measurement are used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			7.3.1.12. Solves problems in which standard units of length are used.		
Section 3. Measurement	7.3.2. Measures perimeter lengths.			7.3.2.1. Shows the perimeters of objects. 7.3.2.2. Measures the perimeter of shapes using non-standard and standard units. 7.3.2.3. Calculates the perimeter of shapes. 7.3.2.4. Solves problems involving the perimeters of shapes.	7.3.2.5. Relates the perimeters of the square and the rectangle to their side lengths. 7.3.2.6. Creates different geometric shapes having the same perimeter. 7.3.2.7. Solves problems involving calculating the perimeters of shapes. 7.3.2.8. Poses problems involving calculating the perimeters of shapes.
	7.3.3. Measures area lengths.			7.3.3.1. Measures the area of shapes by covering them with appropriate non-standard material. 7.3.3.2. Estimates a given area with non-standard units of area measurement and checks the estimate by counting the units.	7.3.3.3. States that the area of shapes is the number of unit squares covering that area. 7.3.3.4. Relates the area of the square and the rectangle to addition and multiplication operations.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.3.4. Distinguishes concepts related to money.	7.3.4.1. Distinguishes coins and notes of 1, 5, 10, 25, 50 kuruş and	7.3.4.2. Relates kuruş and lira. 7.3.4.3. Compares different	7.3.4.5. Relates kuruş and lira. 7.3.4.6. Solves problems involving	

Section	Goals	Level 1	Level 2	Level 3	Level 4
		1, 5, 10, 20, 50 TL.	amounts of money not exceeding 100 lira in terms of greater-smaller. 7.3.4.4. Solves problems involving money.	money. 7.3.4.7. Poses problems involving money.	
Section 3. Measurement	7.3.5. Distinguishes concepts related to time.	7.3.5.1. Reads full hours. 7.3.5.2. Reads half hours. 7.3.5.3. Indicates the day, the week and the month on a calendar. 7.3.5.4. Makes temporal orderings by taking particular events and situations as reference.	7.3.5.5. Reads quarter hours. 7.3.5.6. Relates the units of time measurement. 7.3.5.7. Solves problems involving the units of time measurement.	7.3.5.8. Tells the time in minutes and hours. 7.3.5.9. Relates the units of time measurement. 7.3.5.10. Compares the durations of events. 7.3.5.11. Solves problems in which the units of time measurement are used.	7.3.5.12. Relates the units of time measurement. 7.3.5.13. Solves problems in which the units of time measurement are used. 7.3.5.14. Poses problems in which the units of time measurement are used.
	7.3.6. Distinguishes concepts related to weighing.	7.3.6.1. Compares objects in terms of their masses. 7.3.6.2. Orders objects in terms of their masses.	7.3.6.3. Compares objects by weighing them in kilograms using standard tools. 7.3.6.4. Solves problems involving the unit of mass measurement.	7.3.6.5. Measures objects in grams/ kilograms. 7.3.6.6. Estimates the mass of an object and checks the accuracy of the estimate by measuring.	7.3.6.8. Expresses half and quarter kilograms in grams. 7.3.6.9. Uses the kilogram and the gram together when measuring mass. 7.3.6.10. States where the tonne and the milligram are used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement				7.3.6.7. Solves problems involving the kilogram/ the gram.	7.3.6.11. Relates the units tonne-kilogram, kilogram-gram, gram-milligram. 7.3.6.12. Converts tonne-kilogram, kilogram-gram, gram-milligram into one another. 7.3.6.13. Solves problems involving the tonne, kilogram, gram and milligram. 7.3.6.14. Poses problems involving the tonne, kilogram, gram and milligram.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	7.3.7. Measures liquids.	7.3.7.1. Measures liquids using non-standard units. 7.3.7.2. Compares the amount of liquid in at least three identical containers.	7.3.7.4. Compares liquids by measuring their amounts using non-standard units of liquid measurement. 7.3.7.5. Solves problems involving	7.3.7.6. Makes measurements with the litre or half-litre units by explaining the necessity of standard liquid measuring tools and units.	7.3.7.9. States the areas of use of the millilitre. 7.3.7.10. Converts the litre and the millilitre into one another by relating them.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		7.3.7.3. Orders the amount of liquid in at least three identical containers.	non-standard units of liquid measurement.	7.3.7.7. Estimates the amount of liquid in a container in litre and half-litre units and checks the accuracy of the estimate by measuring. 7.3.7.8. Solves problems involving the litre.	7.3.7.11. Uses the litre and the millilitre together to indicate amount. 7.3.7.12. Estimates the amount of liquid in a container in litre/millilitre units and checks the estimate by measuring. 7.3.7.13. Solves problems involving the litre and the millilitre.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement					7.3.7.14. Poses problems involving the litre and the millilitre.
	7.4.1. Makes comments and estimates by examining simple tables and graphs.	7.4.1.1. Reads simple tables created using symbols and digits. 7.4.1.2. Reads simple tables having at most two data groups.	7.4.1.3. Answers questions asked about the simple tables having at most two data groups that it has created.	7.4.1.4. Converts from graph to tally/frequency table by explaining the information shown in shape and object graphs. 7.4.1.5. Reads simple tables having at most three data groups.	7.4.1.6. Makes comments and estimates by examining the bar graph.
Section 4. Data Handling	7.4.2. Creates tally charts, frequency tables, object, shape and bar graphs.	7.4.2.1. Fills in illustrated behaviour/activity tables using symbols. 7.4.2.2. Fills in illustrated behaviour/activity tables using digits.	7.4.2.3. Collects and classifies data by asking questions about any problem or topic and organises it as a tree diagram, tally chart or frequency table. 7.4.2.4. Answers questions asked about the tree diagram, tally chart and frequency table having at most two data groups that it has created.		7.4.2.7. Creates a bar graph appropriate to the data it has collected by asking questions about any problem or topic. 7.4.2.8. Uses different representations in order to present the data it has obtained. 7.4.2.9. Makes estimates based on bar graphs, tables and other graphs.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			7.4.2.5. Collects and classifies data by asking questions about any problem or topic and creates object and shape graphs. 7.4.2.6. Answers questions asked about the object and shape graph having at most two data groups that it has created.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 4. Data Handling	7.4.3. Solves problems related to daily life using the information shown in bar graphs, tables and other graphs.			7.4.3.1. Solves problems requiring addition/subtraction using given graphs. 7.4.3.2. Creates a graph using the information given in the problem. 7.4.3.3. Solves problems requiring addition/subtraction using the graphs it has created. 7.4.3.4. Solves problems requiring addition/ subtraction operations by making use of graphs.	7.4.3.5. Uses bar graphs, tables and other graphs in problem solving.

annexes 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. : ____ / ____ / ____

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

Academic Year : _____ / _____

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

Date

In the Module In the IEP Attained Taught Worked on Not Attained

Non-attainment

Modules Included Included 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 teaching and at the end of teaching.

The data 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 (GRC)

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

This form has been prepared in order to check the content of the portfolios that individuals prepare after completing any module or at the end of the academic year, before they are sent to the GRC. In addition, at the beginning of the teaching process, into 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 arrives at the GRC, it will be checked by the GRC and the relevant columns will be 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 GRC. ANNEX-6

This form has been prepared in order to check the content of the portfolios that individuals prepare after completing any module or at the end of the academic year, before they are sent to the GRC. In addition, at the beginning of the teaching process, into 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 arrives at the GRC, it will be checked by the GRC and the relevant columns will be filled in.

PORTFOLIO CHECKLIST ANNEX-6

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

Academic Year Name of the Module : _____/_____ : _____

Private Education Institution Guidance and Research Centre (GRC) 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 GRC.

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

PORTFOLIO ANALYTIC RUBRIC ANNEX-7

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

Education Start Date Name of the Module : _____/_____ : _____

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

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

Content	Almost none of the works that should be included within the scope of Section 1, Section 2 and Section 3 are present in the portfolio. Only the individual's IEP is present. The record form and/or progress graphs showing the individual's progress are not included either.	The individual's IEP and Performance Record Form within the scope of Section 1 are present in the portfolio. The works that should be included within the scope of Section 2 and Section 3 are not present. The record form and/or progress graphs showing the individual's progress are partly present but give very superficial information.	A significant part of the works that should be included within the scope of Section 1, Section 2 and Section 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 progress are included.	All of the works that should be included within the scope of Section 1, Section 2 and Section 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 progress are included.
Attainment 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 set before teaching have been attained, or that only one or two of them have been attained.	When the products, forms, performance record form etc. in the portfolio are examined, it is seen that about half of the goals set before teaching have been attained.	When the products, forms, performance record form etc. in the portfolio are examined, it is seen that a significant part of the goals set before teaching have been attained.	When the products, performance record forms etc. in the portfolio are examined, it is seen that the goals set before teaching have been fully attained.

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

Measurement Tools	The measurement tools included in the portfolio as samples do not generally match the individual's goals and the target behaviours in the modules. They also need to be improved technically (the features and variety they should have) and qualitatively (content).	The measurement tools included in the portfolio as samples generally match the individual's goals and the target behaviours in the modules.	Although the measurement tools included in the portfolio as samples match the individual's goals and the target behaviours in the modules, they need to be improved a little further technically (the features and variety they should have).	The measurement tools included in the portfolio as samples have been prepared appropriately in terms of broad coverage, number of questions, technique etc. so as to measure the individual's goals and the target behaviours in the modules.
Progress Reporting	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 carried out for the individual's goals has been given in the portfolio.	Samples of two or three types from the works carried out for the individual's goals are also present in the portfolio.	Samples of two or three types from the works carried out for 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 carried out for 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, in terms of quality, reflect different characteristics of the individual.
Organisation	The documents and products in the portfolio have been filed at random without conforming to Section 1, Section 2, Section 3. The file appears quite disorganised.	The documents and products in the portfolio have been filed in conformity with Section 1, but the other sections have been filed in a confused manner.	The documents and products in the portfolio have been filed appropriately according to Section 1 and Section 2 and are generally organised.	The documents and products in the portfolio have been filed in conformity with Section 1, Section 2, Section 3. The file is quite good in terms of organisation.

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

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

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH HEARING IMPAIRMENT