



SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH SPECIFIC LEARNING DISABILITY

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

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

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A. Introduction

1. What Are Support Education Programs?

Article 14 of Decree Law No. 573 on Special Education, issued in 1997, states: "Individuals requiring special education shall be provided with special education support in order to achieve the aims of the education programs they attend at every type and level of educational setting. To this end, individual and group education opportunities shall be provided. For individuals requiring special education who are of compulsory education 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 their level of being affected by the disability." With this article, the foundation of support education services was laid. The aim of support education programs is to serve both families and individuals, without any age limit, by supporting individuals in maintaining their lives independently, in their developmental areas and in academic skills, and by providing rehabilitation for those who need it. Many changes occurring in the field of special education have created the need to redevelop the support education programs currently in use. In this context, the support education programs were redeveloped with the broad participation of academics, experts and teachers in an individual-centred manner that would guide the teacher, in the light of new methods and techniques as well as developments in the field of special education, and the following processes were followed:

The curricula of different countries that have been revised and updated in recent years for similar reasons were examined, Academic studies on special education and support education programs were reviewed,

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The relevant legislation, above all our Constitution, was examined, Focus group meetings were held with teachers and experts working in special education and rehabilitation centres and serving 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 for 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” expressed in Article 2 of the Basic Law of National Education No. 1739 and the “Basic Principles of Special Education” contained in Decree Law No. 573 on Special Education, are as follows: 1. To support the healthy development of individuals with special needs in the areas of language and communication, self-care and daily living, and physical, cognitive, social and emotional domains, taking their individual developmental processes into 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 will ensure their interaction and integration with society 4. To support and develop, throughout life, individuals who can interact with people, adapt to social rules, strive to participate in social life and maintain their lives independently

3. Perspective of 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 sought to be acquired through curricula, 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 transmitted to the future. Competences, on the other hand, are the transfer of this heritage into life. In this respect, values and competences, inseparable from one another, are addressed together with the knowledge, skills and behaviours that are sought to be acquired through learning and teaching processes, and thus constitute the perspective of the program.

a. Our Values

Values are the common thoughts, aims, basic moral principles or beliefs that are accepted as correct and necessary by the majority of the members of a social group or society in order to establish and maintain its existence, unity, functioning and continuity. Values are unifying phenomena

adopted by society or individuals. At the same time, values are criteria believed to meet the social needs of society and to be for the good of individuals. One of the fundamental aims of values education is to enable individuals to develop a healthy, consistent and balanced personality. Values have an important role in shaping people's attitudes and behaviours. The education system is not merely a structure that is academically successful and that imparts certain predetermined knowledge, skills and behaviours. Raising individuals who have adopted core values is the essential duty of the education system; educational activities must be able to influence the values, habits and behaviours of the new generation. The education system fulfils its function within the framework of imparting values through an education program that also encompasses the curricula. The education program is formed by taking into account all the elements of the education system, such as curricula, learning-teaching settings, educational tools and materials, extracurricular activities and legislation. In the support education programs, the development of the ten root values envisaged by the Ministry of National Education for education programs is targeted. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness. The values in question will be addressed in learning and teaching processes both on their own, together with the sub-values with which they are associated, and together with the other root values. In the Support Education Program for Individuals with Specific Learning Disability, the development of these ten root values and the sub-values associated with them is targeted. In the support education programs, too, with this understanding, our values have not been regarded as a separate program or learning area, unit, topic, section, etc. On the contrary, our values, which are the ultimate purpose and spirit of the whole education process, have been included in each of the support education programs.

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b. Competences

Our education system aims to raise individuals of character who possess knowledge, skills and behaviours integrated in competences. Competences, which constitute 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, initiative-taking and entrepreneurship, and cultural awareness and expression. Within the framework of special education, the competences relating to communication in foreign languages have not been addressed in the support education programs. The competences addressed in the Support Education Program for Individuals with Specific Learning Disability 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 Specific Learning Disability, the Language and Communication Module aims to develop articulation, vocabulary, the form, meaning and use of language, and communicative functions. The competence of communication in the mother tongue is included in this module in terms of all components of language. In the Reading and Writing Module, the aim is to support the early literacy, initial reading and writing, fluent and accurate reading, reading comprehension, written expression, listening comprehension and grammar skills of individuals with specific learning disability. In this module, the competence of communication in the mother tongue is included in the listening,

reading, writing and grammar 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 a sound arithmetic skill. Mathematical competence involves the skill and willingness to use, to differing degrees, the mathematical modes of thinking (logical and spatial thinking) and of presentation (formulas, models, constructs, graphs and tables). 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 Support Education Program for Individuals with Specific Learning Disability, the Early Mathematics Module aims to enable individuals with specific learning disability to learn the most basic skills of mathematics in the pre-school period,

to increase their level of readiness for primary education and to enable them to be successful in advanced mathematics skills. The Mathematics Module, on the other hand, contains the sections of numbers and operations, geometry, measurement and data processing. This module covers the most basic skills of mathematics in the school period. With these two modules, the development of individuals' mathematical competences is targeted. Basic competences in science/technology, in turn, are targeted to be supported respectively in the Mathematics and Reading and Writing Modules and in the self-regulation/self-management section of the Support for Learning Module. 3) Digital competence: This covers the safe and critical use of information and communication technologies for work, daily life and communication. The competence in question 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 common networks via the internet. In the Support Education Program for Individuals with Specific Learning Disability, the self-regulation/self-management section of the Support for Learning Module aims to impart personal organisation skills, study skills and skills for using reference sources. In the part of this section on using reference sources, the support of digital competence is targeted. 4) Learning to learn: It is the competence to pursue learning and to be persistent in this matter so that the individual can organise his/her own learning activity, individually or in a group, in a way that also encompasses effective time and information management. This competence encompasses the individual's awareness of his/her 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 benefiting from guidance support as much as acquiring, processing and adapting new knowledge and skills. Learning to learn mobilises learners to draw on previous learning and life experiences in order to use and apply knowledge and skills in various contexts such as the home, the workplace and education and training settings. In the Support Education Program for Individuals with Specific Learning Disability, in the self-regulation/self-management section of the Support for Learning Module, by targeting the teaching of personal organisation, study skills and the use of reference sources to the individual, the competence of learning to learn can be supported. 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 characteristics enabling them to participate effectively and constructively in a diversifying society and working life and, when necessary, to resolve conflicts. Civic competence, on the other hand, equips individuals to participate fully in civil life on the basis of

knowledge of social and political concepts and structures and a commitment to democratic and active participation.

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In the Support Education Program for Individuals with Specific Learning Disability, the Social Interaction Module aims to develop the non-verbal communication, interpersonal relationships and emotion/behaviour regulation skills of individuals with specific learning disability. Social competences are supported in all sections of this module. Civic competences, in turn, are targeted to be supported through the topics and texts to be presented to individuals in the initial reading and writing, fluent and accurate reading, reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. 6) Cultural awareness and expression: It is the appreciation of the importance of the creative expression of opinions, experiences and emotions through various mass media, including music, performing arts, literature and visual arts. In the Support Education Program for Individuals with Specific Learning Disability, the support of cultural awareness and expression competences is targeted in the non-verbal communication, interpersonal relationships and emotion/behaviour regulation sections of the Social Interaction Module. In addition, this competence can be supported through the topics and texts to be presented to individuals in the fluent and accurate reading, reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. 7) Initiative-taking and entrepreneurship: It expresses the individual's ability to turn his/her thoughts into action. In addition to creativity, innovation and risk-taking, it also includes the ability to plan and manage projects in order to achieve goals. This competence constitutes a basis for individuals to be aware of the context and conditions of their work, not only at home and in society, and to seize business opportunities. At the same time, it encompasses the specific knowledge and skills needed by people who undertake or contribute to social and commercial activities. This competence is targeted to be supported by imparting personal organisation skills to the individual in the self-regulation/self-management section of the Support for Learning 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 in itself. In this context, a module is a written material that contains 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 disability group. These modules consist of teaching experiences that are based on individual instruction, that have a beginning and an end, that show integrity in themselves and that are organised within a systematic framework.

The support modules have been prepared in a structure that has integrity in itself and that functionally complements one another, in a way that will make it possible to prepare and implement the individualised education program. The goals contained in the modules consist of the knowledge, skills and attitudes to be imparted to the individual. In addition to guiding the practitioner, the modules bring a standard to the education to be implemented by special education and rehabilitation centres and also facilitate the measurement and evaluation 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 area 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, that meets the needs of society and in which the topics are updated according to scientific and technological developments. The support education programs consist of various modules that will make it possible to achieve the targeted aims and of sections related to these modules. In each module, the goals expected to be attained by individuals, the target behaviours and special explanations taking into account the level of proficiency of the individuals in practice in order to attain the goals have been included. The explanations may concern sub-dimensions of the program such as the characteristic of the goal, prerequisite learning, teaching method, materials and measurement. Modules consist of sections within themselves. The sections contained in the modules have been addressed as linear and spiral approaches according to the characteristics of the areas. In this sense, the support education programs are linear, because within some modules there are sections in which gradual progression and prerequisite learning are compulsory. That is, one cannot move on to the next goal without the previous goal being attained. Some modules, on the other hand, bear a spiral characteristic as a content approach, because the sections within the modules can be repeated at different times, expanding from time to time in terms of scope. As a result, the support education modules consist of sections that are individual-oriented, structured around clearly stated goals, that have integrity in themselves and that make it possible to evaluate individual performance. In addition, each of the support education modules, which are oriented towards individual learning, covers a particular skill and/or knowledge. The support education modules that have been prepared have the characteristic of taking into account the interests, wishes and abilities of the individual, of bringing a different understanding to educational practices and of providing the opportunity to move between modules. The modules give teachers the opportunity for continuous evaluation throughout the teaching process. The evaluations have been formed through facts selected from the real setting or the solution of problems.

Support Education Program for Individuals with Specific Learning Disability Codes In the support education programs, the following systematic approach has been followed in the coding relating to 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 common interests, and learning is a part of the individual's life experience. Learner-centred program designs may be individual-centred or experience-centred. In learner-centred designs, the interests and needs of the individual are important. In this respect, the two resemble each other. However, while in learner-centred designs the need is determined in advance, in experience-centred designs the learner's needs are determined by the teacher in school life and in social life. In this sense, while the support education programs were prepared in a learner-centred manner, the teachers implementing the programs have been advised to take experience-centred practices as a basis as well. In this sense, the teacher's momentary attitudes and decisions and his/her competencies in program implementation are extremely important. When planning the learning and teaching process in learner-centred and experience-centred programs, the individual's performance level and characteristics as well as his/her learning styles must be taken into account. Taking into account the

individual's current and future educational requirements, and including behaviours oriented towards the knowledge, skills and attitudes that the educational needs to be determined will require, has been the focal point of the support education programs. The modular curricula have been prepared in a way that supports lifelong learning based on individual-centred active learning, with the teaching methods, strategies and techniques recommended in practice and individual performance evaluations. In addition, the cooperation of the family and the teacher, who are supportive

and guiding elements throughout the individual's life, is also highly important for this program. For all individuals 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 evaluating achievement, that individual's readiness and cognitive, social and physical characteristics may differ. For this reason, when planning the learning-teaching process, individual differences (current performance, readiness levels, learning styles and needs, socio-cultural differences, etc.) must be taken into consideration. In line with these explanations, an IEP for the individual and a lesson plan based on the IEP must be prepared. The "Lesson Plan Preparation Format" is given on the following page. In the learning and teaching process, appropriate strategies, methods, tools, equipment and materials must be selected. Care must be taken to ensure that the activities to be included in the learning and teaching process are prepared and implemented gradually, from the concrete to the abstract, from the easy to the difficult, from the known to the unknown and from the near to the far. Care must be taken to ensure that the language used in the studies and the activities implemented are appropriate to the individual's age and developmental characteristics. In order for individuals to communicate effectively in daily life and to participate actively in the social environment, appropriate settings must be prepared and the activities in these settings must be diversified. Indeed, individuals requiring special education need different methods and techniques in the learning phase compared with typically developing individuals. It is necessary to use multisensory-based teaching methods and techniques in curricula.

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Lesson Plan Preparation Format

Section 1

Module Name:

Section Name:

Section 2

Goal:

Target Behaviour:

Teaching Methods and Primarily, the teaching methods and techniques recommended in the Techniques: modules are taken as the basis.

Instructional Technologies and Materials:

Before the lesson begins, the seating arrangement, the location of the tools Setting Arrangements: and equipment to be used, and the setting in which the teaching, generalisation and monitoring sessions will be carried out must be explained.

Section 3

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

Section 4

Measurement and The measurement and evaluation approach recommended in the modules is taken Evaluation: as the basis, is implemented and the results of the implementation are evaluated.

B. Support Education Program for Individuals with Specific Learning Disability

1. The General Aim of the Support Education Program for Individuals with Specific Learning Disability

With this program, it is aimed that individuals with specific learning disability; 1. Develop their perception and memory skills 2. Develop their motor planning skills 3. Develop their language and communication skills 4. Acquire self-regulation strategies 5. Acquire social adjustment skills 6. Be supported in their academic skills in the areas of early literacy, early mathematics, mathematics, initial reading and writing, fluent and accurate reading, reading comprehension, written expression, listening comprehension and grammar.

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2. The Structure of the Support Education Program for Individuals with Specific Learning Disability

The Support Education Program for Individuals with Specific Learning Disability consists of six modules. These modules are shown in the diagram below.

Program Modules and Sections

Module	Sections in the Module
SUPPORT FOR LEARNING It is aimed that individuals with specific learning disability be supported in learning and prepared for learning with regard to visual perception and memory, auditory perception and memory, tactile perception and memory, motor	Visual Perception and Memory, Auditory Perception and Memory, Tactile Perception and Memory, Motor Planning and Sensory Perception, Self-Regulation/Management Goals Explanations Target Behaviours
LANGUAGE AND COMMUNICATION	Articulation, Vocabulary, Form, Meaning and Use, Functions of Communication Goals Explanations Target Behaviours
READING AND WRITING	Early Literacy, Initial Reading and Writing, Fluent Reading and Reading Comprehension, Listening Comprehension, Written Expression, Grammar General Explanations Relating to the Module
EARLY MATHEMATICS With the Early Mathematics Module, it is aimed to enable individuals with specific learning disability to learn the most basic skills of mathematics in the pre-school period,	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data Goals Explanations Target Behaviours
MATHEMATICS	Numbers and Operations, Geometry, Measurement, Data Processing 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, on the other hand, are as Level 1, Level 2, Level 3, Level 4
SOCIAL INTERACTION	Non-Verbal Communication, Interpersonal Relationships, Emotion and Behaviour Regulation

Modules, Sections and Lesson Hours

Module	Sections in the Module	Total
Support for Learning	1. Visual Perception and Memory 35 lesson hours 2. Auditory Perception and Memory 35 lesson hours 3. Tactile Perception and Memory 30 lesson hours 4. Motor Planning and Sensory Perception 30 lesson hours 5. Self-Regulation /Management 20 lesson hours	Total: 150 lesson hours
Language and Communication	1. Articulation 45 lesson hours 2. Vocabulary 45 lesson hours 3. Form, Meaning and Use 30 lesson hours 4. Functions of communication 30 lesson hours	Total: 150 lesson hours
Reading and Writing	1. Early Literacy 50 lesson hours 2. Initial Reading and Writing 70 lesson hours 3. Fluent Reading and Reading Comprehension 50 lesson hours 4. Listening comprehension 30 lesson hours 5. Written Expression 50 lesson hours 6. Grammar 50 lesson hours	Total: 300 lesson hours

Module	Sections in the 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 40 lesson hours 6. Geometry 20 lesson hours 7. Measurement 20 lesson hours 8. Data 10 lesson hours	Total: 200 lesson hours
Mathematics 1. Numbers and Operations 110 lesson hours 2. Geometry 30 lesson hours 3. Measurement 40 lesson hours 4. Data Processing 20 lesson hours		Total: 200 lesson hours
Social Interaction	1. Non-Verbal Communication 35 lesson hours 2. Interpersonal Relationships 35 lesson hours 3. Emotion and Behaviour Regulation 30 lesson hours	Total: 100 lesson hours

6 Modules Total 1100 lesson hours

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

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3. The Teaching-Learning Process of the Support Education Program for Individuals with Specific Learning Disability

The implementation characteristics of some of the teaching methods, techniques and strategies that can be used to achieve the target behaviours contained in the program are explained below.

Direct Instruction Method: The fundamental aim of the method is to make the individual independent by gradually withdrawing the cues in the content being taught. Through the continuous evaluations carried out in these phases, the teacher decides whether to decrease 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, whereas as instruction progresses the responsibility passes from the teacher to the individual. At times when the responsibility belongs to the teacher, the teacher presents the content in small steps. At times when the responsibility belongs to the individual, the individual applies the content presented by the teacher on his/her own, and the teacher supports the individual with cues, corrections and feedback. Care must be taken to ensure that the responsibility passes from the teacher to the individual gradually and slowly. The Direct Instruction Method is implemented in five teaching phases. These are listed below. In the daily review phase, before beginning the lesson, the teacher checks the individuals' homework and reviews the relevant skills and prerequisites taught in the past. In the modelling phase, the responsibility for instruction lies entirely with the teacher. If what is to be imparted to the individual is a skill, the teacher models how the skill is performed. If it is a concept, he/she shows examples of the concept. If he/she is presenting knowledge, he/she explains the knowledge. In the guided practice phase, the responsibility for learning passes gradually from the teacher to the individual. For this, the individual needs to carry out exercises in which cues are gradually withdrawn under the teacher's guidance. In the guided practice and modelling phases, it is important that feedback is given or corrections are applied to the practices carried out and the answers given by the individuals. In the independent practice phase, 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. In this phase, the skill the individual is asked to perform must be of the same difficulty as the skill that was presented through modelling and practised through guided practice. For this reason, the material to be worked on must also bear the same characteristics.

In the weekly and monthly review phase, the knowledge, skills and concepts taught must be reviewed frequently. Teachers are advised to review again the work of the previous week and month..

Cumulative Rehearsal Strategy: It means repeating the items presented in sequence together with the previous items. For example, when a story is being told, first the first part is read and told, then the second part is read and told. Afterwards, the first and second parts are told together. The same practice is continued until the story ends.

Increasing Practice: Increasing the individual's opportunities to respond is extremely important for academic improvement. Making newly acquired knowledge permanent and fluent successfully through repetition is directly related 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: It is a method implemented to support individuals experiencing severe reading and writing difficulty in learning the letters/sounds and words that they have difficulty learning or that they confuse. It is based on activating the visual, auditory, tactile and kinaesthetic senses together. It is used especially in teaching letters or words that are frequently confused. In this method, the individual hears the letter/word said by the teacher, repeats it, hears it

while repeating it, traces over the letter/word with his/her fingers, feels his/her own muscle movements, receives the tactile sense, follows his/her hands and, while doing all these, also voices the letter/word and thus hears himself/herself. In this way, it is aimed that individuals encode the information about the letter they confuse with information coming from many sources and that recalling it therefore becomes easier. 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 can be applied separately or together. In the use of these techniques, which are grouped as skill-based techniques, modelling is provided 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 has been completed (for example, the teacher reads the words misread in the text, then has the individual read them). During error correction, modelling is provided to the individual again and he/she is expected to perform the skill. Self-Monitoring: Self-monitoring is determining and recording how frequently or for how long a particular behaviour occurs. Self-monitoring has two components. These are self-

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evaluation and self-recording. Self-evaluation is determining how frequently or for how long a behaviour occurs. Self-recording, on the other hand, is the person's recording of his/her own performance using a recording instrument. As recording instruments, recording charts containing the steps of the task or recording charts containing the qualities targeted in the product can be used. In self-monitoring, the behaviours to be monitored can basically be divided into two: sustaining attention on the task and monitoring performance. The aim of sustaining attention on the task is to increase the individual's attention span and to direct the individual to the task. Monitoring performance can be applied to monitor various types of product and process of the individual. The product can be monitored in terms of fluency or accuracy. The process, on the other hand, can be monitored in the form of the phases of performing a skill or the phases of carrying out the steps of a task. Goal Setting: Goal setting can serve two purposes: developing individuals' existing skills or increasing their fluency. The following procedures must be carried out when setting goals. 1. Establishing the individual's current performance: The individual's performance relating to the skill to be developed must be established. The individual's performance can be established through work he/she has done previously, or it can be determined directly. 2. Determining the goals: When goals are determined, increases must generally be calculated as between 10% and 30%. If the reduction of errors is targeted, the same rate must be adopted. At the same time, the period set for reaching the goal also plays a role in determining these rates. 3. Making a plan for the achievement of the goal: In this phase, it is planned with which materials, how frequently and when work will be carried out for the goal to be achieved. 4. Implementing the plan: The plan that has been prepared is implemented and it is observed whether there is a problem in the implementation or in the goals determined. Changes can be made if necessary. 5. Monitoring and feedback: The individual's performance is monitored at certain intervals and feedback is given about his/her progress. When giving feedback, bar charts can be chosen in order to make the progress concrete. Planned Discussion: In planned discussion, which is a teaching technique of social interaction theory, the teacher must first select the topic of the discussion and must either involve the individuals in the discussion or provide the individuals with prior information about the topic in question. During this discussion, the teacher must provide direct instruction for skills or concepts when necessary. The teacher must encourage individuals to develop their language and expression and must support the individuals in speaking within the framework of the selected topic.

Activity-Based Instruction: It is a teaching method in which instruction is organised in natural settings but the antecedent and consequent stimuli relating to the target skill to be taught are presented, and in which, taking the individual's interests into account, it is aimed that the aims be achieved within daily routines and planned games. When organising activity-based instruction, care must be taken to select the activities by taking the individual's interests into account, to teach the individual's individual aims by embedding them within routines or planned activities, to teach functional and generalisable target skills, and to use antecedent and consequent stimuli that are in a natural and meaningful relationship with the environment and the behaviour.

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 characteristics and function of written language and that will enable them to behave like literate people. Print-enriched games, like picture and print story books, create a rich context for making written language noticed. In addition, print-enriched play settings also offer opportunities that will make it easier for individuals to understand the characteristics and function of written language. During these games, individuals obtain important gains such as, for example, showing the reading direction of print in relation to the characteristics 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 can be added to all kinds of games appropriate to the age and developmental characteristics of individuals. What is important is that during the game the teacher draws attention to the 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, for the one who is the customer to place an order from the menu booklet and for the one who is the waiter to bring 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 showing a word within the print can be taught within the game. Thus, during the game, individuals are enabled to rehearse early literacy roles and routines within the game.

Interactive Book Reading: It is a widespread practice in which the parent or the teacher reads a book with the individual in order to support language and early literacy skills. Reading practices widely recommended as the parent reading a picture book with his/her child or the teacher reading a book

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to the individuals in his/her class. The term interactive book reading is used to describe the interaction that arises between the adult and the individual or individuals while looking at or reading a book. Interactive book reading practices are an effective method in imparting print awareness, phonological awareness, listening comprehension, vocabulary and letter knowledge skills, which are important learning areas of early literacy skills, and also in developing language and communication skills.

Picture Book Viewing: According to the target behaviour, it is carried out by showing book pictures to the individual and asking questions in order to get the individual to talk about the pictures. While this practice is being carried out, 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 certain diagrams. The content to be taught may be knowledge, skills, concepts, facts and principles. Graphic organisers are the best tool for presenting information in groups. Graphic organisers can be used before, during and after instruction. The aim of their use before instruction is to show the organisational arrangement of the information to be presented. They can be used to build prior knowledge or to activate previous knowledge. During instruction they are used in order to group information, and at the end of instruction in order to evaluate whether the individual has learned the information and its relationships and to have the information summarised. Graphic organisers have varieties according to the types of content to be presented. Content types may be sequence, description, cause-effect, comparison, problem-solution and chronology. Various examples of graphic organisers can be accessed by typing the words "graphic organizer" into search engines on the internet. Strategy-Based Written Expression Instruction: The writing process is completed in five basic phases. These phases include planning, drafting, revising, checking and sharing. In the planning phase, options are given and individuals are asked to select a topic, to determine for what purpose they will write and their readership. They are asked to list what they know about the topic they have selected with the help of brainstorming and to organise it according to the order of writing. In this phase, the strategies of determining a purpose for writing, determining the readership, activating prior knowledge about the topic and grouping it are used. In the drafting phase, individuals are asked to put into writing the ideas produced and ordered in the planning phase. In this

phase, the strategy of converting the draft into written form is used. In the revising phase, individuals are asked to examine, using revision strategies, whether what they have written is appropriate to the purposes of writing and to the readers, and to make the necessary corrections. In the checking phase, individuals are asked to check and organise their sentences in terms of word choice, punctuation marks, spelling rules and sentence structures. Finally, individuals share what they have written with their friends in the class and create a book from the texts they have written. After determining the text type, the teacher must model the strategies he/she uses in these phases by thinking aloud, and must have the strategies applied in a guided and independent manner. Each teaching phase must be implemented at least three times. Teaching of Reading Comprehension Strategies: Before strategy instruction, text structure must be taught to individuals. Every text type has a structure of its own. When this structure is made noticeable to individuals, it will be easier for individuals to understand the units of information in the text. Diagrams can 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 the pictures, asking questions and making predictions about the content of the text can 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 the text. During reading, strategies such as underlining the units of information and placing them in a diagram, narrating the part read and predicting can be used. After reading, strategies are applied in order to understand the whole text by integrating it and to review the parts that have not been 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 selected text type in a few texts; afterwards, texts are given to the individual and guided practices are carried out and the individual's application of the strategy is supported; finally, independent practices are carried out and the individual's strategy applications and comprehension development are observed. Text

comprehension skill is not a skill to be achieved in one lesson. For this reason, practices must be continued in the way recommended above until the individual becomes independent in text comprehension. If, in comprehension instruction, a text type is selected and strategy instruction is implemented until the individual becomes independent in applying the strategies, it must be checked whether the individual generalises his/her 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. In order 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 selected and text structure and strategy instruction are carried out.

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In other text types, comprehension performance can be determined by only introducing the text structure, without carrying out strategy instruction. However, for some individuals, when the text type is changed, it may be necessary to model the strategy once or several 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 by including interactional dialogues. In order to overcome the existing problem situation, not only what the individual must do but also how he/she must do it must 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 imparted, before solving the problem the individual must be enabled to express the problem in his/her own sentences. While solving the problem, the individual must be enabled to visualise the problem with a diagram or with his/her own drawings in order to conceptualise it. In the problem-solving process, individuals must be provided with modelling in the phases of reading the problem aloud, explaining it in their own sentences, converting it into a visual, making a prediction, carrying out the operation and checking the process.

4. Measurement and Evaluation in the Support Education Program for Individuals with Specific Learning Disability

Individuals requiring special education learn more easily when different and multiple learning techniques are used in the learning process and when practices appealing to more than one sense are carried out. For each individual affected by a disability, the type and degree of being affected by the disability, the time at which the disability occurred, the services provided and the individual characteristics differ from one another. Accordingly, their learning levels also differ considerably from one another. For this reason, an IEP must be prepared in accordance with the individual characteristics of each individual. The IEP is a written document developed with a view to meeting the educational requirements of the individual affected by a disability in appropriate educational settings with the necessary support services. An IEP must be developed for each individual determined to be affected by a disability. Developing the IEP before beginning special education is necessary in order for the special education service to be provided to be organised in accordance with the individual's requirements. The IEP must contain the current performance level of the individual affected by a disability, the goals expected to be achieved by the individual at the end of the year/at the end of the term, the education services and the duration of these services. In addition, 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 determine the individual's requirements, evaluations must be carried out at the beginning of the teaching process, during the teaching process, at the end of it and at the end of the year. In this process, it is important, especially at the beginning, that the coarse and detailed assessments be carried out in a way that reflects the individual's actual performance. While measurement and evaluation practices are being carried out, as a basic principle, formative (evaluation of the process) and summative evaluation (general end-of-year evaluation) processes must be followed, and different data collection methods and measurement instruments must be used. The measurement and evaluation practices of the Support Education Program for Individuals with Specific Learning Disability consist of the phases of determining the individual's requirements, pre-instruction (initial) assessment, post-instruction (final) assessment and progress monitoring, and end-of-year evaluation. The implementation process of these evaluation phases is explained below.

1. Determining the Individual's Requirements

A coarse assessment is carried out in order to determine individuals' requirements. At the guidance and research centre (GRC), which of the modules contained in the relevant support education program and which of the sections in the modules individuals will receive is determined as a result of the coarse assessment. At the same time, at the special education and rehabilitation centre, coarse assessments oriented towards the modules and sections determined by the GRC must also be carried out and the individual's requirements must be determined in more detail. As a result of the coarse assessment, the individual's areas of requirement must be determined and goals and target behaviours (short- and long-term aims) must be set. In this way, the individual's IEP is prepared. When the requirements are determined and put into order of priority in the coarse assessment, individuals' age, grade level, individual characteristics, learning characteristics and the functionality of the skills in daily and school life must be taken into account. For the coarse assessment of individuals, 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) His/her teachers at school (pre-school teacher, classroom teacher, guidance counsellor, etc.) c) The individual himself/herself

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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) Making observations: In this phase, the teacher/specialist must especially make observations himself/herself. When observing, structured or naturalistic observation must be preferred according to the individual and the setting in which the observation will be made. The observation results must be related to the interviews conducted. III) Administering checklists and rubrics: After the interviews and observations, individuals must be measured on a one-to-one basis using checklists and rubrics.

2. Pre-Instruction (Initial) Assessment

Pre-instruction (initial) assessment is the detailed assessment to be carried out in order to determine, as a result of the coarse assessment, at which step (level) the individual is before beginning instruction relating to the goals and target behaviours selected for the individual's IEP. In pre-instruction assessments, data are collected by carrying out one-to-one applications for each individual. In this phase, the Criterion-Referenced Test (CRT), (see the sample form in Appendix 1), the Checklist containing skills broken down into small steps (see the sample form in Appendix 2) and the Rubric (see the sample form in Appendix 3) can be used. The data obtained from the

measurement instruments used must be recorded on the Performance Record Form (Appendix 4).

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

Post-instruction assessment is the assessment carried out after the instruction of the relevant target behaviours has been completed, in order to see to what extent the individual has acquired or comprehended the behaviour. In this phase, the detailed assessment instruments used before instruction must be used. The data obtained from the measurement instruments at the end of instruction must again be marked on the Performance Record Form (Appendix 4). Carrying out measurement and evaluation practices together with instruction during the teaching process of individuals, that is, while the relevant target behaviours are being imparted, is important in terms of the effectiveness and efficiency of instruction. For this reason, assessments must be carried out during instruction and at the end of the sessions with a view to monitoring the individual's progress, and the assessment results must be recorded on a graph or on recording charts. In addition, the individual's progress must be monitored by looking at the individual's products and, if the expected responses are not at the desired level,

the necessary instructional arrangements must be made in the method used, the tools and equipment, the setting, the number of exercises, etc. In addition, the effectiveness and efficiency of instruction must be evaluated by examining the recording charts, graphs and the individual's products (worksheets, homework, etc.) at certain intervals during the term. As a result of this, the individual's portfolio must be created. A portfolio is an individual development file. It is a type of evaluation in which the individual's performance records and work throughout a year are kept in a planned and orderly manner in line with a purpose, in which samples of the work are found, and through which the kind of development the individual is undergoing can easily be monitored. The fundamental aim of evaluation carried out with portfolios is to determine the kind of development the individual is following by evaluating the individual's learning process and outcome together. The individual development files created as a result of the systematic collection of the work done by the individual make it possible to evaluate as a whole the individual's different abilities and levels, his/her strengths, achievements and development over a period. Portfolios differ according to the goals we will implement in the education and teaching process. Types of portfolio can be classified as the working portfolio, the showcase portfolio and the 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 determined in the curricula. 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 can be used for level-determining evaluation and contain sample and best works showing that most of the goals and behaviours in the curriculum have been acquired. For this reason, it is important that products focused on individuals' development and their strongest aspects be placed in the portfolios and that comments by the individual and the teacher about the products be written. In this context, individuals' portfolios must contain the graphs, record forms, videos and audio recordings obtained during the evaluation process and the products showing the different skills in which the individual is strongest. In portfolio practices, keeping the individual's products, the individualised education program, the IEP Progress Monitoring Summary Form (Appendix 5), samples of measurement instruments, performance record forms, recording charts and samples of video and audio recordings showing the individual's work will make it possible to monitor the process better. A holistic approach is adopted in evaluating this type of portfolio. Ethical principles must be observed regarding the sharing of portfolios; portfolios must not be shared with persons or institutions other than the individual's family, his/her teacher and the GRC.

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4. End-of-Year Evaluation

The steps to be followed in this evaluation are stated below: a) All the individual's performance indicators (the individual's products, teacher observations, interviews, recording charts, graphs, the Performance Record Form showing the individual's performance in a section or a module) are examined with a holistic point of view. b) As a result of this examination, individuals' performance is transferred to the IEP Progress Monitoring Summary Form (Appendix 5). c) The content of the portfolio is completed. d) The Portfolio Checklist (Appendix 6), which shows the contents of the portfolio, is filled in. e) The Portfolio Rubric (Appendix 7) is sent to the GRC together with the individual's file. The portfolio file must consist of three sections. The following documents must be found in each section. First Section: The Portfolio Checklist, the Portfolio Rubric (two copies of both will be placed, one to be filled in by the special education and rehabilitation centre and the other to be left blank and filled in at the GRC.), the IEP, the IEP Progress Monitoring Summary Form (2 copies will be placed, one to remain at the GRC), the Performance Record Forms on which the initial assessment and the final assessment have been recorded by the teachers Second Section: Samples of the measurement instruments used, samples of the record forms used in progress monitoring and samples of graphs, samples of audio recordings and videos showing the individual's performance Third Section: The work done by the individual during the teaching process; samples of homework, samples of worksheets, samples of videos and audio recordings showing the individual's work, etc. must be included.

GRC End-of-Year Evaluation

The GRC monitoring process is carried out by evaluating the individual's development within the framework of the goals and target behaviours defined in the IEP and by examining the information and data presented in his/her portfolio. The steps to be followed in the GRC's evaluation are stated below: a) The individual's portfolio is examined and it is checked whether the documents stated in the Portfolio Checklist are present. This form is filled in and taken to be archived.

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

Measurement Instruments and Record Forms within the Scope of the Support Education Program for Individuals with Specific Learning Disability

The measurement instruments given below can be used in order to evaluate the individual's performance. Measurement Instruments They are used in order to determine the individual's performance before, during and at the end of instruction. Interview Forms: These are semi-structured measurement instruments used especially in the coarse assessment process in the interviews conducted with families, with the individual's teachers at school and with the individual

himself/herself. **Observation Forms:** These are measurement instruments used in the process of observing individuals on a one-to-one basis in coarse assessment, initial assessment, assessment during the teaching process and final assessment. Observation forms are mostly semi-structured forms. **Criterion-Referenced Test (CRT):** It is a measurement instrument used through direct observation in order to determine whether persons possess predetermined qualities and on which topics instruction must be provided to individuals. The CRT is prepared according to the goals and target behaviours in the curriculum. It shows where instruction is to begin and provides information about whether the individual has made progress during instruction and whether the aims have been

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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 instrument used mostly during the observation of individuals' target behaviours in various processes, on which two-category responses are marked as (+) if the individual performs a behaviour and (-) if he/she does not. **Rubric:** These are instruments in which various criteria and the performance level relating to each criterion are defined in order to measure individual performance in line with a particular purpose. These instruments 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 in reaching a general judgement about the individual's performance, while analytic rubrics are used in evaluating performance in detail. **Rating Scale:** Rating scales are measurement instruments that define performance relating to the characteristic measured with its various levels and that 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" and "agree". The other is performance rating scales that make it possible for raters to classify the individual's performance according to a particular criterion as "poor", "average", "good" and "very good". **Portfolio Rubric:** It has been developed in order to examine the adequacy of the individual's portfolio at the GRC and to provide guidance to the special education and rehabilitation centre.

Record Forms Performance Record Form: It is a form on which the initial and final assessment results of each target behaviour are marked. It provides information about the individual's status in achieving the goals and target behaviours in the relevant section. **Portfolio Checklist:** It is a checklist showing the contents of the portfolio. **IEP:** It is the individual-specific education program containing the individual's requirements, goals and target behaviours.

IEP Progress Monitoring Summary Form: This form has columns for the numbers of the target behaviours the individual has achieved according to the result of the initial assessment, the numbers of the target behaviours targeted to be taught, the target behaviours worked on, the target behaviours that were targeted but not attained, the reason for non-attainment and recommendations. In the "target behaviours worked on" column, the numbers of the target behaviours taught during the term; in the "target behaviours that were targeted but not attained" column, the numbers of the target behaviours that could not be taught; in the "reason for non-attainment" column, detailed explanations such as insufficient time, insufficient equipment and absenteeism; and in the "recommendations" column, recommendations for each section (the appropriateness of the section for the individual, the appropriateness of the target behaviours for the individual, working again on the target behaviours that were not attained, etc.) must be included.

5. Points to Be Considered When Implementing the Support Education Program for Individuals with Specific Learning Disability

The support for learning module contains the sections of auditory perception and memory, visual perception and memory, tactile perception and memory, and motor coordination. The goals and target behaviours contained in these sections must be worked on simultaneously with one another. The support for learning module can be worked on with individuals at every grade level. In the phonological awareness section within the early literacy section, since the goals relating to word awareness, rhyme awareness, syllable awareness and phoneme awareness involve sequential skills, they must be worked on consecutively. In the sound awareness skills within the early literacy learning area, imparting awareness of 5-6 sounds present in Turkish within the context of all target behaviours is sufficient for beginning instruction in initial reading and writing with the sound-based sentence method for individuals of appropriate age. The goals and target behaviours contained in the early literacy section are important skills that will prepare individuals for initial reading and writing with the sound-based sentence method. For this reason, individuals' performance relating to the target behaviours in this section must be observed carefully. In the process of implementing all modules, teaching, setting and material arrangements appropriate to individuals' working memory capacities must be made. Determining what level the working memory capacities of individuals with specific learning disability are at, what their strengths and weaknesses related to working

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memory are, and providing instruction accordingly is extremely important in increasing the effectiveness of instruction. For individuals experiencing limitations related to working memory, using simple and short expressions during instruction, making many repetitions, using reminders, presenting information in an organised form, presenting new information in relation to existing information and making use of strategy instruction facilitate learning. In addition, giving tasks in a simplified and sequenced form, repeating the information during presentation, giving the individual sufficient time to process the information, and presenting the information not merely by repetition but in a way that will make him/her think about it are also among the points to be considered during instruction. In individuals with specific learning disability, information processing generally takes place more slowly. That is, when information is presented, it cannot be perceived rapidly. For this reason, the individual's characteristics in this respect must be determined and, if necessary, care must be taken accordingly to present the information more slowly, to repeat it when necessary, to ensure that his/her attention has been directed to the information or the relevant stimulus, to present it in writing if appropriate, and to give sufficient time for processing. Presenting instruction as experientially as possible, within enjoyable activities and by involving the individual in the learning process, is a matter to be considered in order for learning to be easy and permanent. In the teaching of academic skills requiring higher-order cognitive skills such as reading comprehension, carrying out operations and problem solving, the focus must be on the procedures necessary to produce the product rather than on the product that will emerge. For this purpose, the process must be modelled and how the process is carried out in order to reach the product (such as answering the questions correctly, the number of operations solved correctly) must be shown by thinking aloud. In order for learned helplessness and individuals' negative attributions about themselves to be overcome, the individual must be reinforced for the effort he/she shows in the process and the correct strategies he/she uses. It must be emphasised that he/she has progressed correctly and obtained a product because he/she showed effort (did enough practice, persevered until finishing, etc.) or used the correct strategy. In the opposite case, failure must again be explained by the behaviours the individual showed in the

process. It must be explained to the individual that in the case of not showing enough effort or not using the appropriate strategy, he/she does not reach the correct product.

Emphasising, summarising and repeating important information during instruction is necessary in order for the individual to distinguish important information from detail information. Since the individual has difficulty in distinguishing the important stimulus and in sustaining his/her attention, he/she must be directed to the important stimulus in situations requiring a shift of attention. Support education can be provided in every age range (0-99).

1. Name of the Module	SUPPORT FOR LEARNING It is aimed that individuals with specific learning disability be supported in learning and prepared for learning with regard to visual perception and memory, auditory perception and memory, tactile perception and memory, motor
1. Aim of the Module	planning and sensory perception, and self-regulation/management.
1. Sections in the Module	Visual Perception and Memory, Auditory Perception and Memory, Tactile Perception and Memory, Motor Planning and Sensory Perception, Self-Regulation/Management Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 1.1. Visual Perception and Memory	1.1.1. Matches shapes, letters, digits and words.	1.1.1.1. Matches shapes. 1.1.1.2. Matches letters. 1.1.1.3. Matches digits. 1.1.1.4. Matches words.	* In all target behaviours, work must be done first with shapes, then letters, digits and then words. The shapes may be letter-like (for example ʒ, 1, 7, u) or shapes formed with different combinations of lines. Geometric shapes such as circles, squares and triangles are not meant. *For all target behaviours, a sequence from the simple to the complex must be followed. For example, for a letter, while the individual is first asked to match the letter “b” from among the letters “c-k-i-b”, he/she must later be asked to match from among letter symbols similar to the letter “b” (b-d-p-q). Work on other shape, digit and word matching must also be done with the same method.
Section 1.1. Visual Perception and Memory	1.1.2. Discriminates shapes, letters, digits and words.	1.1.2.1. Discriminates a shape. 1.1.2.2. Discriminates a letter. 1.1.2.3. Discriminates a digit. 1.1.2.4. Discriminates a word.	*In all target behaviours, work must be done first with shapes, then letters/digits and then words. The shapes may be letter-like (for example ʒ, 1, 7, u) or shapes formed with different combinations of lines. Geometric shapes such as circles, squares and triangles are not meant. *In the shapes, letters, digits and words used in all target behaviours, changes such as different positioning and reversal can be made in order to obtain appearances similar to one another, and it is also appropriate to use other shapes, letters and words similar to the target shape/letter/word. For target behaviour 1.1.2.4., the work must be sequenced by taking into account characteristics 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, while the letters similar to the letter “b” may be “d, p, q, h”, the words similar in appearance to the word “köpek” may be words such as “köpük, körük, kötek, körpe”. In addition, similar appearances can also be created by positioning letters and the letters in words in reverse. For example, similar appearances in letters can be obtained with reversals such as p, ə, z. In words, with similar reversals, the word domates can be turned into the form “bomates, douates, domteaz”. Finally, similar-looking words created by changing the order of the letters in words can also be created (for example demotes, domeset, dotemes, etc.).
Section 1.1. Visual Perception and Memory	1.1.3. Groups given shapes, letters, digits and words according to the requested characteristic.	1.1.3.1. Groups shapes, letters, digits and words that are of the same type/colour/size/position in terms of the requested characteristic. 1.1.3.2. Groups shapes, letters, digits and words that are of different types/colours/sizes/positions in terms of the requested characteristic.	*For all target behaviours, work must be done with shapes, letters, digits and words. However, which of these will be emphasised in the work must be determined according to individuals' developmental characteristics and level. For example, grouping the triangles with thick lines from among triangles of different sizes, or grouping the triangles that are of the same size and the same colour. In letter grouping, the letter p written in yellow may be shown and the individual may be asked to group the letters p written in different colours from among many different letters.

Section	Goals	Target Behaviours	Explanations
Section 1.1. Visual Perception and Memory	1.1.4. Completes a pattern formed from shapes, letters, digits and words that are of different types/colours/sizes/positions.	1.1.4.1. Forms the same pattern underneath a pattern formed from shapes, letters, digits and words that are of different types/colours/sizes/positions. 1.1.4.2. Continues in the same way a pattern formed from shapes, letters, digits and words that are of different types/colours/sizes/positions. 1.1.4.3. Finds the item left missing in different parts (beginning-middle-end) of a pattern formed from shapes, letters, digits and words that are of different types/colours/sizes/positions.	*All target behaviours must be sequenced as being performed accompanied by a model, by looking at the model and independently. *All target behaviours must be sequenced as being performed accompanied by a model, by looking at the model and independently.
Section 1.1. Visual Perception and Memory	1.1.5. Establishes the part-whole relationship of a picture and a shape.	1.1.5.1. Finds the part left missing in a picture and a shape. 1.1.5.2. Says the name of the object and the shape in the picture of an object and a shape of which a part is shown. 1.1.5.3. Forms the whole by combining the parts of a picture of an object and a shape. 1.1.5.4. Looks at the part of a picture and a shape when requested, and at the whole when requested.	For target behaviour 1.1.5.1., it must be carried out by asking what a part left missing in a shape or a picture is. For example, the evaluation can be carried out with questions such as "This is a square, what is missing from this square?" for a square with one side missing, or "This is a bird, what is missing from the bird?" for a bird with its beak missing. For target behaviour 1.1.5.2., the part presented as a cue can be gradually reduced. For target behaviour 1.1.5.3., the number of pictures and parts presented must be varied according to the individual's age and individual characteristics. For target behaviour 1.1.5.4., it must be carried out using different shapes and pictures. For example, it can be evaluated by giving instructions such as "Look at the whole of the square, look at the lines of the square, look at its right line, look at its left line, look at its upper line!" The individual may be asked to show the requested area in the shape or picture by hand or to colour the lines.
Section 1.1. Visual Perception and Memory	1.1.6. Discriminates pictures, shapes, letters and words from the background.	1.1.6.1. Shows pictures, shapes, letters and words placed within various lines, shapes and pictures. 1.1.6.2. Traces over pictures, shapes, letters and words placed within various lines, shapes and pictures. 1.1.6.3. Finds those that are the same among pictures, shapes, letters and words placed within various lines, shapes and pictures.	*For all target behaviours, the complexity of the materials must be sequenced according to individuals' development. *For all target behaviours, lines, shapes and pictures can be added onto a background drawn parallel and perpendicular to one another. In these activities, the complexity of the background or the similarity of the target shape, picture, letter or word to the background and their number can be increased.
Section	Goals	Target Behaviours	Explanations
Section 1.1. Visual Perception and Memory	1.1.7. Discriminates the spatial positions of objects, letters and words and their positions relative to one another.	1.1.7.1. Copies lines/shapes drawn on a plane consisting of dots onto another dotted plane. 1.1.7.2. Says which ones come before or after one another in a series formed from letters, shapes and spaces. 1.1.7.3. Matches the series that is the same as a target series formed from letters, shapes and spaces.	For target behaviour 1.1.7.1., activities can be created as in the example below. The individual may be asked to copy the line shape formed on the dotted plane onto the empty dotted plane beside it. For target behaviour 1.1.7.2., for example, a letter group in the form kt cpb can be formed and the assessment/activity can be carried out by giving instructions

Section	Goals	Target Behaviours	Explanations
		1.1.7.4. Copies by writing a series formed from letters, shapes and spaces.	such as "Look at these letters and show the space between them!" "Say or show the letter that comes after/before the space!" or "Show or say the letter that comes before/after 'c'!" For target behaviour 1.1.7.3., series consisting of different shapes and letters can be formed. The individual is asked which series among the three options presented is the same as the target series. For example, the individual may be asked which of the three series presented matches the series consisting of a triangle, a circle, a triangle and a vertical line. In addition, the individual may be asked which of the three series listed below, such as ktadp, ktdpa, kpatd, matches the series kpatd.
Section 1.1. Visual Perception and Memory	1.1.8. Says the objects, shapes, letters, digits and words or their series that are hidden/covered after being shown.	1.1.8.1. Says the names of a group of objects, shapes, letters or words shown to him/her after they have been hidden/covered. 1.1.8.2. Says in order the names of the objects, shapes, letters, digits and words shown in a series after they have been hidden/covered. 1.1.8.3. Forms in the same order the series created with objects, shapes, letters or digits after they have been hidden/covered. 1.1.8.4. Says which are missing from a group of objects, shapes, letters or digits that were shown to him/her, then hidden/covered and shown again with one of them removed. 1.1.8.5. Forms in the same way a pattern shown to him/her after it has been covered.	* In all target behaviours, the complexity, length and content of the series presented must be varied according to the individual's individual characteristics. For target behaviour 1.1.8.1., a card with a group of objects/shapes/letters/digits/words on it must be shown, and the individual must be asked to keep in mind what has been shown and to recall their names after the card has been covered. For target behaviour 1.1.8.2., differently from 1.1.8.1., the objects, shapes, letters or words must be shown placed on different cards and in order, and the individual must be asked to recall them in the order shown.

General Explanations Relating to the Section In the performance of target behaviours No. 1, 2, 3, 4 and 6 in this section, the individual's eyes must be closed.

Section	Goals	Target Behaviours	Explanations
Section 1.2. Auditory Perception and Memory	1.2.1. Discriminates sounds.	1.2.1.1. Says the name of the sound played. 1.2.1.2. Says the direction the sound comes from. 1.2.1.3. Says the characteristics of the sound played. 1.2.1.4. Says which sound is different among the 3-4 sounds played. 1.2.1.5. Says which of two sounds played at the same time is dominant.	For target behaviour 1.2.1.1., the sound of the wind, the sound of a hammer, the sound of a car, the sound of a heartbeat, etc. can be used. For target behaviour 1.2.1.2., activities of finding a hidden object that makes a sound are carried out with a view to determining where the source of the sound is. Target behaviour 1.2.1.3. involves activities discriminating whether the sound source is a solo or multiple sound, its distance/nearness, the loudness of the sound, the hardness/softness of the material of the object making the sound and the type of the material of the object (metal, wood, etc.). For target behaviour 1.2.1.4., these are sounds in which one of the sounds played is different and the others belong to the same source. For target behaviour 1.2.1.5., one of the two sounds played must be in the background and the other must be the dominant sound. For example, in the sound of an ambulance travelling in the rain, while the sound of the rain is the background sound, the sound of the ambulance is the dominant sound.
Section	Goals	Target Behaviours	Explanations
Section 1.2. Auditory Perception and Memory	1.2.2. Repeats the digit, word series and sentence said.	1.2.2.1. Repeats three or more digits in the order said. 1.2.2.2. Repeats three or more words belonging to the same category in the order said. 1.2.2.3. Repeats three or more words belonging to different categories in the order said. 1.2.2.4. Repeats three or more meaningless words in the order said. 1.2.2.5. Repeats the sentence of at least three words that is said. 1.2.2.6. Says 6 of the 10 words said. 1.2.2.7. Repeats the digit/word series he/she has listened to in the order said, after another unrelated task. 1.2.2.8. Says the digit series he/she has listened to backwards. 1.2.2.9. Says the word series he/she has listened to backwards. 1.2.2.10. Says, in the order he/she heard them, the digits said at the end of the object pairs that are given and that he/she is asked to compare in terms of a particular characteristic, after the object pairs have been said.	In the teaching of all target behaviours, you can use memory strategies such as covert rehearsal, association, imagery, using reminders and grouping. If the individual cannot repeat three units even though you have taught the strategies, you can make use of pictures in the instruction. For target behaviour 1.2.2.1., the strategy of covert rehearsal must be used. For target behaviour 1.2.2.2., work must be done with words selected from categories such as fruits, animals, vehicles and school items. For target behaviours 1.2.2.2. and 1.2.2.4., a start must be made with monosyllabic words, the number of syllables in the words must be increased gradually and work must continue with two- and three-syllable words. For target behaviour 1.2.2.3., work must be done with words selected from different categories such as fruits, animals, vehicles and school items. For target behaviour 1.2.2.6., the order must not be taken into account while the individual says the six words he/she recalls out of the 10 words listened to. For target behaviour 1.2.2.7., after a particular number/word series has been said, different tasks lasting at most one minute must be given to the individual,

Section	Goals	Target Behaviours	Explanations
			and after the task the individual must be asked to repeat the series. For target behaviour 1.2.2.10., the words used can be formed within the framework of different questions. They may be words belonging to objects to be compared in terms of size, and different types of question can also be formed, such as comparison according to different characteristics, which one he/she likes more, which one he/she would prefer to give to a friend as a present, etc. The aim is to make the individual process (think). In addition, instead of the numbers (1-9) said at the end of the word pairs, there may also be colours, letters, names and words. These, in turn, are oriented towards the task of storing/holding information. Sample instruction: "I will say the names of two objects to you and I will ask which one is bigger. After saying their names, I will also say a number. You will keep that in mind too. After I have said all the objects, you will say in order the numbers you have kept in mind. For example 'Apple – car, which is bigger? 3.' 'Bag – pencil, which is bigger? 8.' 'Cat - lion, which is bigger? 5.' 'Now say in order the numbers you heard. (3, 8, 5).'" A start is made with the two word pairs in target behaviour 1.2.2.9. and this is increased up to three, four and five word pairs according to the individual's performance. For target behaviour 1.2.2.10., what is expected of individuals is that they carry out both the information-holding/storing and the processing tasks simultaneously. Therefore, work must also be done with different tasks that will provide this and the instruction must be enriched.
Section 1.2. Auditory Perception and Memory	1.2.3. Carries out instructions in the order in which they are said.	1.2.3.1. Carries out an instruction of two or more steps given with simple sentences in the order in which it is said. 1.2.3.2. Carries out an instruction of two or more steps given with compound and sequential sentences in the order in which it is said.	For target behaviour 1.2.3.1., simple and short expressions such as "Open your notebook, take out your book!" must be used. For target behaviour 1.2.3.2., there may be complex instructions such as "Check your mathematics homework and mark which questions you did wrong!" and there may also be complex instructions such as "Put the red pencil in the flowered box in the third drawer!"

Section	Goals	Target Behaviours	Explanations
Section 1.2. Auditory Perception and Memory	1.2.4. Discriminates the sounds, words and speech he/she listens to.	1.2.4.1. Repeats a pattern formed with sounds. 1.2.4.2. Carries out particular behaviours when he/she hears the target word. 1.2.4.3. Says the information that does not fit the context/flow of events in the speech/story he/she listens to. 1.2.4.4. Says the answers to the questions given to him/her in the appropriate context while listening to a speech or a story.	For target behaviour 1.2.4.1., activities of repeating sound patterns formed with the hands, the feet or various objects must be carried out. These may be patterns formed with fast-slow, low-loud, etc. sounds (for example, two loud, two soft sounds). In a way that will support these activities, activities of counting how many sounds he/she has heard must also be carried out. For target behaviour 1.2.4.2., games/activities in which behaviours coded with particular sounds/words are carried out must be created, as in deve/cüce, musical chairs or the doctor game. For target behaviour 1.2.4.3., information that does not fit the context/flow of events must be added during the speech/story and individuals must be asked to find this information. For example, at midnight the sun was shining brightly in the sky. For target behaviour 1.2.4.4., questions oriented towards some of the information contained in the speech/story must be said to the individual before the speech/story and the individual must be expected to find the answers to those questions during the speech/story. For example, activities such as "I am going to ask you what colour the little girl's hat is. While I am reading the story, pay attention to what colour it is and say it immediately when you hear it!" can be carried out.
Section 1.2. Auditory Perception and Memory	1.2.5. Puts in order information of the nature of a verbal chain.	1.2.5.1. Says the days in order. 1.2.5.2. Says the seasons in order. 1.2.5.3. Says the months in order. 1.2.5.4. Says the numbers in order. 1.2.5.5. Says the alphabet in order.	For target behaviours 1.2.5.1., 1.2.5.2. and 1.2.5.3., a calendar must be made use of in order to teach the verbal skills belonging to the concept of time. An empty monthly calendar must be prepared and the days must be repeated every day on the calendar. Afterwards, they must be repeated using season and month cards. Saying the date of the day must be taught. In addition, when teaching this kind of verbal chain, cumulative rehearsal and rhymes/songs must be made use of.
Section 1.2. Auditory Perception and Memory	1.3.1. Matches objects of different size, shape and texture that he/she touches.	1.3.1.1. Matches those that are the same among objects. 1.3.1.2. Matches those that are of the same size among objects. 1.3.1.3. Matches those that are of the same shape among objects. 1.3.1.4. Matches those that are of the same texture characteristic among objects.	In the performance of these target behaviours, work must be done with at most 4 different objects/sizes/shapes/textures. For target behaviour 1.3.1.2., the objects must be the same and their sizes must be different. For target behaviour 1.3.1.4., matching activities must be carried out using the texture characteristics of objects (hard-soft, rough-smooth, furry-not furry, etc.).

Section	Goals	Target Behaviours	Explanations
Section 1.3. Tactile Perception and	1.3.2. Discriminates objects of different size, shape and texture that	1.3.2.1. Gives the requested object from among different objects.	In the performance of these target behaviours, work must be done with at most 4 different objects/sizes/shapes/textures.

Section	Goals	Target Behaviours	Explanations
Memory	he/she touches.	1.3.2.2. Gives the object of the requested size from among objects of different sizes. 1.3.2.3. Gives the object of the requested shape from among objects of different shapes. 1.3.2.4. Gives the object having the requested texture characteristic from among objects having different texture characteristics.	For target behaviour 1.3.2.2., the objects must be the same and their sizes must be different. For target behaviour 1.3.2.4., discrimination activities must be carried out using the texture characteristics of objects (hard-soft, rough-smooth, furry-not furry, etc.).
Section 1.3. Tactile Perception and Memory	1.3.3. Groups the objects he/she touches.	1.3.3.1. Groups the objects that are the same. 1.3.3.2. Groups the objects that are of the same size. 1.3.3.3. Groups the objects that are of the same shape. 1.3.3.4. Groups the objects that are of the same texture characteristic.	In the performance of these target behaviours, work must be done with at most 3 groups of objects/sizes/shapes/texture characteristics. For target behaviour 1.3.3.2., the objects must be the same and their sizes must be different. For target behaviour 1.3.3.4., grouping activities must be carried out using the texture characteristics of objects (hard-soft, rough-smooth, furry-not furry, etc.).
Section 1.3. Tactile Perception and Memory	1.3.4. Says the different objects he/she touches in the order in which he/she touched them.	1.3.4.1. Says two different objects in the order in which he/she touched them. 1.3.4.2. Says three different objects in the order in which he/she touched them. 1.3.4.3. Says four different objects in the order in which he/she touched them. 1.3.4.4. Says two different objects in order from last to first. 1.3.4.5. Says three different objects in order from last to first. 1.3.4.6. Says four different objects in order from last to first.	In imparting these target behaviours, objects the individual knows must be used.
Section	Goals	Target Behaviours	Explanations
Section 1.3. Tactile Perception and Memory	1.3.5. Discriminates the shapes drawn on different parts of his/her body.	1.3.5.1. Says the name of the shape drawn with a finger or a pencil tip on any area of his/her body. 1.3.5.2. Draws the same as the shape drawn with a finger or a pencil tip on any area of his/her body.	In imparting these target behaviours, while digits, letters and various shapes are being drawn on body parts such as the individual's palm, the back of the hand, the arm and the back, they must be drawn in such a way that he/she does not see them. Care must be taken that the individual knows the digits, shapes and letters drawn on the individual's body parts. For target behaviour 1.3.5.2., the individual must be enabled to draw with his/her hand the shape drawn on his/her own body onto paper, onto any surface, into a sand tray, onto his/her own body or onto the body of the adult opposite him/her. Using materials such as paper and a sand tray is important in terms of seeing what has been drawn.

Section	Goals	Target Behaviours	Explanations
			He/she may also be asked to draw on paper using finger paint.
Section 1.3. Tactile Perception and Memory	1.3.6. Says the characteristics of the object he/she touches.	1.3.6.1. Says the characteristics of the objects he/she touches. 1.3.6.2. Guesses the name of the objects he/she touches.	In imparting this goal, give a bag or box containing various objects, and ask the individual to select an object from inside it, to say its characteristics and to guess what the object is.

Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Planning and Sensory Perception	1.4.1. Is aware of his/her body when his/her eyes are open and closed.	1.4.1.1. Is aware of his/her body position when his/her eyes are open. 1.4.1.2. Says the body parts that are moved when his/her eyes are open. 1.4.1.3. Says the form and direction of body movements when his/her eyes are open. 1.4.1.4. Is aware of his/her body position when his/her eyes are closed. 1.4.1.5. Says the body parts that are moved when his/her eyes are closed. 1.4.1.6. Says the form and direction of body movements when his/her eyes are closed. 1.4.1.7. Transfers appropriate force onto various body parts.	The aim of goal 1.4.1. is to enable the individual to perform various body movements properly and in a controlled way. Individuals who cannot acquire body awareness may fall frequently and, when they cannot perform their movements properly and in a controlled way, they may break objects or frequently bump into the things around them. For this reason, imparting the target behaviours oriented towards acquiring body awareness is important. While all target behaviours are being worked on, the individual must be enabled to describe the body position adopted both when his/her eyes are open and when his/her eyes are closed, that is, to define the body position and to maintain the position for a while. For this, for example, the individual is enabled to take a position by giving instructions such as "Stand with your arms against your body and your right foot one step forward" or "Raise the index finger of your right hand and bring it level with your left eye". For target behaviours 1.4.1.1., 1.4.1.2. and 1.4.1.3., the skills must be sequenced by having them performed first in a wide area and afterwards within a restricted area. For target behaviour 1.4.1.7., ask the individual to perform pushing and pulling movements with his/her hands and feet with objects of different weight and size. Pulling exercises can also be carried out with elastic equipment attached to different parts of the body. Pushing activities based on body contact can also be carried out without using any equipment. For example, activities such as shoulder to shoulder, back to back, etc. must be sequenced by having them performed first in a wide area and afterwards within a restricted area.
Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Planning and Sensory Perception	1.4.2. Gives appropriate responses to different tactile stimuli.	1.4.2.1. Shows/says the body parts to which a tactile stimulus is applied. 1.4.2.2. Performs the requested body movements when different tactile stimuli are given. 1.4.2.3. Says the body movements performed with the	For all target behaviours, the tactile stimuli may be pressure, a ball, vibration, deep touch, brushing, etc. All target behaviours must at the same time be repeated with the individual's eyes closed. For target behaviour 1.4.2.1., when pressure is applied with different objects to

Section	Goals	Target Behaviours	Explanations
		help of a tactile stimulus.	any area of his/her body (head, back, arm and foot), the individual must be asked to notice which body part has been touched. For target behaviour 1.4.2.2., the individual may be asked to perform pushing and pulling movements with his/her hands and feet with objects of different weight and size. Pulling exercises can also be carried out with elastic equipment attached to different parts of the body. Pushing activities based on body contact can also be carried out without using any equipment. For example, activities such as shoulder to shoulder, back to back, etc. must be sequenced by having them performed first in a wide area and afterwards within a restricted area.
Section 1.4. Motor Planning and Sensory Perception	1.4.3. Carries out activities requiring spatial perception.	1.4.3.1. Shows directions on his/her own body. 1.4.3.2. Shows directions on the body of the person opposite him/her. 1.4.3.3. Says the positions/directions of the objects in the space relative to his/her own body. 1.4.3.4. Says the positions/directions of two objects in the space relative to each other. 1.4.3.5. Says which of the objects in the space is near/far. 1.4.3.6. Estimates and says the distance of two objects in the space from each other. 1.4.3.7. Estimates and says the size of an object at different distances. 1.4.3.8. Estimates and says the distance of an object in the space from his/her body. 1.4.3.9. Says which of the objects in the space is at the beginning/in the middle/at the end. 1.4.3.10. Goes to the requested position in the space with his/her eyes closed.	For target behaviours 1.4.3.1., 1.4.3.2., 1.4.3.3. and 1.4.3.4., the directions and positions are right/left, front/back, down/up, far/near, diagonal, etc. For target behaviour 1.4.3.5., first the nearness-farness of the objects to the individual himself/herself, and afterwards the nearness-farness of the objects to each other must be worked on. In the teaching of target behaviour 1.4.3.5., the individual is expected to say it. However, in an individual who cannot possess speaking skills, the behaviour of showing must be worked on. For target behaviours 1.4.3.6. and 1.4.3.8., distance estimates can be taken with standard units of length measurement and can also be taken with non-standard length measures such as a hand span and the number of steps, and with object lengths. For target behaviour 1.4.3.7., size estimates can be taken with length measures and can also be taken comparatively with a hand span, the number of steps and object lengths/sizes. For target behaviour 1.4.3.10., when this behaviour is being worked on, after the place has been determined with the eyes open, the individual's eyes must be closed and he/she must be enabled to go to the requested position. In the teaching of target behaviour 1.4.3.9., the individual is expected to say it. However, in an individual who cannot possess speaking skills, the behaviour of showing must be worked on.
Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Planning and Sensory	1.4.4. Moves his/her body in a coordinated way in activities carried	1.4.4.1. Throws objects of different texture, weight and size at a target with his/her hand/foot.	For target behaviours 1.4.4.1., 1.4.4.2. and 1.4.4.4., objects of various sizes and weights such as a balloon, a sponge, bean bags, a ball of string, a plastic ball, a

Section	Goals	Target Behaviours	Explanations
Perception	out with objects.	1.4.4.2. Catches an object of different texture, weight and size thrown to him/her. 1.4.4.3. Bounces a ball. 1.4.4.4. Dribbles objects of different texture, weight and size with his/her foot within restricted areas. 1.4.4.5. Catches with both hands, after it has bounced, an object of different texture, weight and size that he/she has thrown with both hands. 1.4.4.6. Catches with the hand on the opposite side, after they have bounced, objects of different texture, weight and size that he/she has thrown with one hand.	beach ball and a table tennis ball must be used. The distance between the individual and the target at which the object will be thrown must be increased gradually. The width and size of the target points selected must also be varied gradually. The individual must be enabled to look at the target while throwing, and it must be ensured that he/she is not looking at his/her hand and/or foot. In activities of throwing with the foot, care must be taken that the object used is first stationary and then moving. For target behaviour 1.4.4.2., the skill must be sequenced by asking the individual to catch first with both hands and afterwards with one hand. For target behaviour 1.4.4.4., the restricted areas mentioned in the goal may be paths formed on the floor with two ropes, large circles drawn on the floor with chalk, etc. While target behaviours 1.4.4.5. and 1.4.4.6. are being worked on, care must be taken to work on different surfaces such as carpet, soil, concrete and parquet. In addition, objects that can bounce on the surfaces described, such as a plastic ball, a beach ball and a table tennis ball, must be used.
Section 1.4. Motor Planning and Sensory Perception	1.4.5. Maintains his/her balance on different surfaces and during activities.	1.4.5.1. Maintains his/her balance on uneven, sloping surfaces and surfaces of different heights. 1.4.5.2. Moves in different positions on equipment such as a ball, a trampoline, a soft cushion and a high balance apparatus. 1.4.5.3. Maintains his/her balance while swinging on a swing in different positions. 1.4.5.4. Maintains his/her balance in the standing-on-one-foot position when his/her eyes are open. 1.4.5.5. Maintains his/her balance in the standing-on-one-foot position when his/her eyes are closed. 1.4.5.6. Maintains his/her balance while performing sequential movements.	For target behaviour 1.4.5.1., while the activities are being carried out, the type of support to be provided (one hand, two hands) must be determined according to the individual's individual needs. As the individual makes progress, the amount of support must be reduced and withdrawn. In addition, work must be done towards the individual maintaining his/her balance initially on both feet and later on one foot. For target behaviour 1.4.5.2., movements such as bouncing and jumping can be carried out. For target behaviour 1.4.5.6., climbing stairs, riding a bicycle, climbing and crawling can be given as examples of sequential movements, which mean the movement of the 4 body parts (arms and legs) one after another and at the same time. Sequential movements must be sequenced in terms of content, complexity and speed according to the child's developmental characteristics and requirements.
Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Planning and Sensory Perception	1.4.6. Performs motor imitation.	1.4.6.1. Imitates various motor movements. 1.4.6.2. Performs imitation parallel to the body lines. 1.4.6.3. Performs midline crossing.	For all target behaviours, imitation activities of single movements first and of complex/sequential movements afterwards must be carried out. For target behaviour 1.4.6.1., gross motor imitation skills such as jumping, turning, leaping, extending-withdrawing the foot, reaching and bouncing must

Section	Goals	Target Behaviours	Explanations
			be worked on. These motor skills must first be performed simultaneously together with the model and afterwards by looking at the model. For target behaviour 1.4.6.2., the activities must be carried out with the individual beside the model and opposite the model. In parallel imitation, imitation activities relating to fixed body positions are carried out. Activities can be carried out in which the body lines are parallel, the limbs move in parallel directions at the same time, and which involve working side by side and facing each other. For target behaviour 1.4.6.3., the body schema is worked on differently. For example, imitation activities involving two different movements must be carried out, such as one hand being on the nose while the other hand is on the ear on the opposite side. Initially imitation together with the model and afterwards imitation following the model must be worked on. In addition, during these activities, pictures in which the body limbs are placed or shaped differently must be used.
Section 1.4. Motor Planning and Sensory Perception	1.4.7. Performs hand-eye coordination skills.	1.4.7.1. Uses objects of various sizes in order to bring small objects together, to separate them from one another and to transfer them from container to container. 1.4.7.2. Forms the requested shape with kneading materials. 1.4.7.3. Forms new shapes/models from various objects. 1.4.7.4. Forms the requested shape by tearing paper. 1.4.7.5. Forms the requested shape by folding paper. 1.4.7.6. Cuts the shape given on paper with scissors.	For target behaviour 1.4.7.1., activities of bringing objects together and separating them from one another must begin with the hand first, according to the individual's performance, and must then continue with objects such as a spoon, a scoop, tongs and two sticks (for example, collecting lids from water with two sticks, separating small cotton balls according to their colours with tongs, etc.). For target behaviour 1.4.7.3., activities of first forming shapes identical to those given and then forming original shapes must be carried out with objects such as building bricks, sticks, coloured plastic geometric shapes and coloured rubber bands.
Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Planning and Sensory Perception	1.4.8. Holds objects in a way appropriate to their size, weight and structure in daily living activities.	1.4.8.1. Holds objects of different shapes and sizes in the appropriate position. 1.4.8.2. Releases objects of different shapes and sizes voluntarily in the appropriate position. 1.4.8.3. Holds/releases objects with sufficient force. 1.4.8.4. Holds objects in a way appropriate to their characteristics. 1.4.8.5. Holds objects with appropriate contact areas. 1.4.8.6. Holds objects while maintaining correct body alignment. 1.4.8.7. Carries a large and heavy object with both hands together.	For target behaviour 1.4.8.1., grasping activities must be carried out by adopting the hand-arm position appropriate to the characteristics of the objects and by applying the appropriate force. For example, a large jug is held not by its mouth but by its handle, and it must be held with the appropriate force and/or with the support of a second hand. For target behaviour 1.4.8.3., the weight, size, material, shape, etc. of the objects must be taken into account (for example, placing a glass jug on the table by applying the appropriate form, speed and force). Care must be taken that the individual adopts the appropriate body position and applies the appropriate amount of force while releasing objects.

Section	Goals	Target Behaviours	Explanations
		1.4.8.8. Carries objects of different weights with one hand.	For target behaviour 1.4.8.8., activities must be carried out separately with both hands (right and left). In the teaching of target behaviour 1.4.8.4., the individual is expected to hold and release objects in a way appropriate to their characteristics.
Section 1.4. Motor Planning and Sensory Perception	1.4.9. Makes simple drawings with a pencil.	1.4.9.1. Colours a restricted area. 1.4.9.2. Joins the lines by going over the dots. 1.4.9.3. Draws the basic lines. 1.4.9.4. Completes the incomplete picture by drawing. 1.4.9.5. Copies geometric shapes by drawing them. 1.4.9.6. Draws pictures of objects/beings. 1.4.9.7. Draws objects in different positions. 1.4.9.8. Makes various drawings with a ruler. 1.4.9.9. Finds and draws the path in complex mazes.	For all target behaviours, the individual must be enabled to hold the pencil in the appropriate position (by placing it on the middle finger, with the inner parts of the thumb and index finger). However, if the individual displays mastery and fluency in colouring and drawing skills even though he/she holds the pencil in a position different from the one described, the pencil-holding position must not be interfered with. In addition, it must be observed whether situations such as fatigue and pain in the hand, wrist and arm occur in the activities of the individual who holds the pencil in a different position, and the quality of the product that emerges must be observed. For target behaviour 1.4.9.2., in sequential drawings such as joining the lines by going over the dots, care must be taken that the individual maintains the sequence. For target behaviour 1.4.9.5., increasingly complex geometric shapes must be used. For example, geometric shapes nested within one another. For target behaviours 1.4.9.1., 1.4.9.2. and 1.4.9.3., the part of the arm between the elbow and the wrist must be kept in contact with the surface during colouring and drawing. During the activities, it must be stated and modelled that the arm movement must be moved in the direction of writing and that, as the individual progresses along the line, the arm movement must also progress in the same direction and must not remain fixed on the surface. For target behaviour 1.4.9.3., the basic lines are —, , O, \, /, ^, C, +, X, V, U, ∩, S.

Section	Goals	Target Behaviours	Explanations
Section 1.5.	1.5.1. Organises his/her daily life.	1.5.1.1. Plans the jobs/tasks he/she will do during the day. 1.5.1.2. Puts the jobs/tasks he/she will do during the day in order of importance. 1.5.1.3. Determines the time and duration of the jobs/tasks he/she will do during the day. 1.5.1.4. Does the jobs/tasks he/she will do during the day on time. 1.5.1.5. Completes the job/task he/she has started.	For target behaviour 1.5.1.1., daily, weekly and monthly timetables must be prepared. For target behaviour 1.5.1.6., the expression “setting” refers to the setting in which the task will be carried out. For target behaviour 1.5.1.8., the problem-solving phases of defining the problem, determining the possible solutions, choosing the best solution,

Section	Goals	Target Behaviours	Explanations
		1.5.1.6. Arranges the settings in which he/she will carry out his/her jobs/tasks. 1.5.1.7. Prepares the materials he/she needs for his/her jobs/tasks. 1.5.1.8. Uses the problem-solving phases when he/she encounters any problem preventing his/her jobs/tasks. 1.5.1.9. Carries out the jobs/tasks he/she will do during the day in accordance with the procedural steps.	implementing the solution and evaluating the outcome must be used. For target behaviour 1.5.1.9., the procedural steps of the task must be formed and self-monitoring charts must be made use of.

Section	Goals	Target Behaviours	Explanations
Section 1.5. Self-Regulation/Management	1.5.2. Complies with the school timetable.	1.5.2.1. Follows the school lesson timetable. 1.5.2.2. Prepares his/her bag in accordance with the school lesson timetable. 1.5.2.3. Complies with time planning within the school. 1.5.2.4. Keeps his/her bag, desk and school locker tidy.	For this goal, the timetable at the centre is meant. However, the skills necessary for the individual to comply with the school timetable can be imparted at the centre. For this, various reminders can be added onto the school lesson timetable. The steps of preparing the bag can be turned into a checklist.
Section 1.5. Self-Regulation/Management	1.5.3. Does his/her homework.	1.5.3.1. Takes down his/her homework completely and correctly. 1.5.3.2. Puts the homework he/she will do in order. 1.5.3.3. Determines the procedural steps of the homework. 1.5.3.4. Determines the time for starting the homework. 1.5.3.5. Determines the duration of the homework. 1.5.3.6. Arranges the setting in which he/she will do his/her homework. 1.5.3.7. Prepares the materials he/she needs for his/her homework. 1.5.3.8. Carries out his/her homework in accordance with the procedural steps. 1.5.3.9. Does the homework he/she will do on time. 1.5.3.10. Does his/her homework completely. 1.5.3.11. Does his/her homework correctly. 1.5.3.12. Does his/her homework carefully. 1.5.3.13. Completes the homework he/she has started. 1.5.3.14. Uses reference sources in order to solve the problem when he/she encounters a problem related to the homework that prevents him/her from doing or completing his/her homework. 1.5.3.15. Solves the problem when he/she encounters a problem related to external factors that prevents him/her from doing or completing his/her homework. 1.5.3.16. Hands in his/her homework on time.	For target behaviour 1.5.3.2., putting the homework in order must be taught by taking into account the date on which the homework is to be handed in, its degree of difficulty, its intensity and the individual's own readiness. For target behaviour 1.5.3.14., using reference sources such as looking at a worked example, looking at supplementary sources and asking adults for help in order to solve the problem must be taught. For target behaviour 1.5.3.15., by the expression external factors, a lack of materials, an inadequate setting and distracting factors are meant. For target behaviour 1.5.3.15., the problem-solving phases of defining the problem, determining the possible solutions, choosing the best solution, implementing the solution and evaluating the outcome must be used.

Section	Goals	Target Behaviours	Explanations
Section 1.5. Self-Regulation/Management	1.5.4. Uses appropriate study skills.	1.5.4.1. Prepares a daily and weekly study plan. 1.5.4.2. Determines the time and duration of studying. 1.5.4.3. Revises the lessons covered every day. 1.5.4.4. Makes preliminary preparation for the lessons to be covered. 1.5.4.5. Revises the topics in order to prepare for an examination. 1.5.4.6. Sustains his/her attention while listening to the lesson. 1.5.4.7. Pays attention to the important stimuli while the lesson is being taught. 1.5.4.8. Takes notes of the important parts of the topics taught in the lesson. 1.5.4.9. Uses test-taking strategies. 1.5.4.10. Uses strategies for answering open-ended questions in writing.	For target behaviour 1.5.4.3., study skills such as marking the important parts, taking notes and diagramming while revising the lessons covered must be taught. For target behaviour 1.5.4.4., the preliminary preparation to be made covers reading the next topic to be covered. For target behaviour 1.5.4.5., skills such as drawing up a diagram, solving questions, producing questions and doing exercises based on worked examples while revising must be imparted to individuals. For target behaviour 1.5.4.6., importance must be given to setting and material adaptations and to the individual's active participation so that the individual can sustain his/her attention. In addition, the strategy of monitoring one's own attention can be used in sustaining attention. For this, physical stimuli (touching him/her lightly on the shoulder, making eye contact, tapping lightly on the desk, etc.) or verbal stimuli (saying his/her name, asking a question, etc.) must be presented to the individual at certain intervals in accordance with the individual's attention span, and he/she must be enabled to monitor whether his/her attention is on the task. For example, when the individual is touched on the shoulder every five minutes, the individual must be expected to monitor himself/herself by asking himself/herself the question "Where is my attention at the moment, is it on the task?" (Am I listening to what is being said? Am I doing the exercise given? etc.) and, if his/her attention is not on the task, to direct his/her own attention to the task. Instruction must also be provided for this. For target behaviour 1.5.4.8., among note-taking strategies, strategies such as writing in abbreviated form and leaving blank the part he/she could not keep up with must be taught. In addition, note-taking strategies in lessons must be taught to individuals by giving them guide notes and fill-in-the-blank notes/diagrams.
Section 1.5. Self-Regulation/Management	1.5.5. Uses reference sources.	1.5.5.1. Uses a dictionary. 1.5.5.2. Uses a spelling guide. 1.5.5.3. Uses an atlas. 1.5.5.4. Uses the internet in order to access sources. 1.5.5.5. Uses reference books.	Sub-skill steps oriented towards the use of each of these must be determined and practices oriented towards the steps must be included. It is recommended that these practices be carried out in relation to lessons.

2. Name of the Module	LANGUAGE AND COMMUNICATION
2. Aim of the Module	It is aimed to develop the skills of individuals with specific learning disability relating to articulation, vocabulary, the form, meaning and use of language and the functions of communication.
2. Sections in the Module	Articulation, Vocabulary, Form, Meaning and Use, Functions of Communication Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 2.1. Articulation	2.1.1. Articulates consonants correctly in his/her speech.	2.1.1.1. Articulates stop consonants. 2.1.1.2. Articulates the consonants among the open consonants that are formed in a narrow vocal tract. 2.1.1.3. Articulates the consonants among the open consonants that are formed in an open vocal tract.	For target behaviour 2.1.1.1., the stop consonants are: b, c, ç, d, g, k, p, t. For target behaviour 2.1.1.2., the consonants among the open consonants that are formed in a narrow vocal tract are: f, h, j, s, ş, v, z. For target behaviour 2.1.1.3., the consonants among the open consonants that are formed in an open vocal tract are: l, m, n, r, y. For all target behaviours, it must be determined which sounds the individual produces incorrectly in various contexts (play, looking at books, activities, etc.). After the sounds he/she produces incorrectly have been determined, words containing these sounds must be determined and the correct production of these sounds must be modelled in various contexts (play, looking at books, activities, etc.). While modelling, care must be taken not to interrupt the individual, not to move away from the natural context and not to have the words repeated constantly.

Section	Goals	Target Behaviours	Explanations
Section 2.2. Vocabulary	2.2.1. Develops his/her vocabulary.	2.2.1.1. Gives appropriate responses to expressions formed with frequently used words. 2.2.1.2. Uses frequently used words in appropriate contexts. 2.2.1.3. Gives appropriate responses to expressions formed with rarely used words. 2.2.1.4. Uses rarely used words in appropriate contexts. 2.2.1.5. Says the meaning that words with extended meanings add to the sentence. 2.2.1.6. Forms sentences with words with extended meanings. 2.2.1.7. Gives appropriate responses to expressions formed with words with extended meanings. 2.2.1.8. Uses words with extended meanings in the correct context in his/her speech. 2.2.1.9. Says the meaning that words with figurative meanings add to the sentence. 2.2.1.10. Forms sentences with words with figurative meanings. 2.2.1.11. Gives appropriate responses to expressions formed with words with figurative meanings. 2.2.1.12. Uses words with figurative meanings in the correct context in his/her speech. 2.2.1.13. Says the meaning of terms.	For target behaviours 2.2.1.1. and 2.2.1.2., in order to develop the individual's vocabulary both in terms of comprehension and in terms of expression, various beings and objects that are not in his/her vocabulary (the names of animals, food, drinks, clothing, vehicles, plants, furniture and household items), place names (the interior and exterior parts of the house, entertainment places, shopping places, etc.), various verbs, adjectives (descriptive, determining, demonstrative, numerical, ordinal and indefinite adjectives, interrogative adjectives), pronouns (personal, reflexive, demonstrative, indefinite, interrogative, relative and possessive pronouns), adverbs (manner, time, direction, quantity, interrogative and demonstrative adverbs) and various conjunctions (conjunctions of sequence, equivalence, comparison, reason, the conjunctions "de", "ve", "ise") must be taught. For target behaviours 2.2.1.1., 2.2.1.3., 2.2.1.7., 2.2.1.11. and 2.2.1.15., responses in the form of answering questions, understanding and carrying out instructions, saying the meaning and showing the picture must be requested from the individual. For target behaviours 2.2.1.2. and 2.2.1.4., activities appropriate to the target behaviour must be selected in the instruction. Looking at picture books, text reading and comprehension activities, describing an object or an event, describing a person, explaining a game, having the individual compare two pictures of beings that are given, having him/her narrate pictures showing the order of making something and pictures showing a problem and its cause, etc.,

Section	Goals	Target Behaviours	Explanations
		2.2.1.14. Forms sentences with terms. 2.2.1.15. Gives appropriate responses to expressions formed with terms. 2.2.1.16. Uses terms in the correct context in his/her speech.	and having him/her narrate a memory are some of these activities. These activities can be used both for assessment and for instruction purposes. When you use them for assessment purposes, the words the individual uses must be recorded according to your target behaviour. When you use them for instruction purposes, activities must be organised in the context of these activities in order to develop the individual's vocabulary within the framework of your target behaviour, and techniques such as expansion, parallel talk and extension that will help to impart language must be used. For all target behaviours, the meanings of the words within the text must be found by showing how context cues are made use of. In order to impart these target behaviours, using a dictionary must also be taught to the individual.
Section 2.2. Vocabulary	2.2.2. Uses idioms and proverbs within speech.	2.2.2.1. Explains the meanings of idioms. 2.2.2.2. Forms sentences with idioms. 2.2.2.3. Gives appropriate responses to expressions containing idioms. 2.2.2.4. Uses idioms in the appropriate context in his/her speech. 2.2.2.5. Explains the meanings of proverbs. 2.2.2.6. Forms sentences with proverbs. 2.2.2.7. Gives appropriate responses to expressions containing proverbs. 2.2.2.8. Uses proverbs in the correct context in his/her speech.	For all target behaviours, these target behaviours must be imparted to the individual during text comprehension activities. However, when appropriate contexts arise, the goals can also be imparted to the individual in order by making use of the context.

Section	Goals	Target Behaviours	Explanations
Section 2.3. Form, Meaning and Use	2.3.1. Uses suffixes in his/her speech.	2.3.1.1. Gives an appropriate response according to the meaning that noun inflectional suffixes add to the sentence. 2.3.1.2. Uses noun inflectional suffixes appropriately. 2.3.1.3. Gives an appropriate response according to the meaning that verb inflectional suffixes add to the sentence. 2.3.1.4. Uses verb inflectional suffixes appropriately.	For all target behaviours, the noun inflectional suffixes (case suffixes, the possessive suffix, the genitive suffix, the plural suffix, the interrogative suffix, the equative suffix of the copula, the instrumental suffix) and the verb inflectional suffixes (mood suffixes, the negation suffix, the interrogative suffix, personal suffixes, the copula that the individual uses and does not use in his/her daily communication, while narrating an event/situation, in the context of play or in the context of telling a story by looking at pictures must be determined. For the noun or verb inflectional suffixes he/she does not use, instruction must be provided using activities such as picture cards, story books and games. For example, for the plural suffixes, picture cards with a single child on one and many children on the other can be used. In a picture book, while the hero's belongings and clothes are being described, instruction can be provided for the possessive suffixes. Using event cards, the individual can be asked to form a

Section	Goals	Target Behaviours	Explanations
			question about the card. For example, the interrogative suffix can be taught by forming questions such as “Çocuk koşuyor mu?” about a card of a running child. The other goals must also be imparted, like the examples given above, with picture cards, games and picture story books containing the target structure determined.
Section 2.3. Form, Meaning and Use	2.3.2. Uses sentences of various meanings and structures in accordance with their context.	2.3.2.1. Gives appropriate responses to sentences expressing negation. 2.3.2.2. Uses sentences expressing negation in accordance with their context. 2.3.2.3. Gives appropriate responses to interrogative sentences. 2.3.2.4. Uses interrogative sentences in the appropriate context. 2.3.2.5. Gives an appropriate response to sequential sentences. 2.3.2.6. Forms a sequential sentence. 2.3.2.7. Gives an appropriate response to compound sentences. 2.3.2.8. Forms a compound sentence.	For all target behaviours, these sentence structures must be worked on in the context of conversation or narration. In addition, by making use of pictures, activities of narrating a sequential event, defining a being, narrating activities that follow a particular order of application, narrating an event consisting of a problem, a solution and an outcome, narrating by comparing two items, and narrating the causes and the outcome of a problem must be carried out. The “compound sentence” mentioned in target behaviours 2.3.2.7. and 2.3.2.8. is a sentence group consisting of more than one sentence joined to one another with conjunctions. In a compound sentence, the sentences are joined to one another with conjunctions such as “ama”, “ancak”, “fakat”, “lakin”, “ne var ki”, “ne yazık ki”, “yalnız”, “çünkü”, “oysa”, “oysaki”, “mademki”, “ve”, “veya”, “ne ... ne ...”, “hem ... hem ...”.
Section 2.3. Form, Meaning and Use	2.3.3. Carries out his/her speech and narrations fluently, using appropriate words, paying attention to syntax and the order of events and with appropriate stress/intonation/ facial expressions.	2.3.3.1. Uses appropriate words in his/her speech and narrations. 2.3.3.2. Forms sentences in accordance with syntax in his/her speech and narrations. 2.3.3.3. Narrates an event in order. 2.3.3.4. Uses appropriate stress and intonation and facial expressions in his/her speech and narrations. 2.3.3.5. Carries out his/her speech and narrations fluently.	For all target behaviours, the individual must be asked to give narrations on subjects such as defining a being, explaining how a job is to be done, explaining a situation that is a problem in his/her life, and narrating a story he/she has read/listened to. As experience, he/she may be asked to narrate his/her direct and indirect experiences.

Section	Goals	Target Behaviours	Explanations
Section 2.4. Functions of Communication	2.4.1. Uses language in order to protect himself/herself and his/her own rights, to justify his/her behaviours and wishes and to criticise others.	2.4.1.1. Uses language in order to protect himself/herself. 2.4.1.2. Uses language in order to protect his/her own rights. 2.4.1.3. Uses language in order to justify his/her behaviours and wishes. 2.4.1.4. Uses language in order to criticise others.	Examples for the target behaviours are given below. 2.4.1.1. “You are hurting my hand, take your hand away.” 2.4.1.2. “That is my pencil, you took the wrong pencil.” 2.4.1.3. “I closed the door. I do not want them to see me.” 2.4.1.4. “I do not want to play with you because you do not wait your turn.” If it cannot be observed whether the individual uses this kind of expression, contexts must be created so that the appropriate expressions occur. Examples for the target behaviours while narrating past experiences are given below. 2.4.1.1. “He pushed me. So I pushed him.” 2.4.1.2. “I told him to get in the queue.” 2.4.1.3. “We had taken a break; that is why I went outside.” 2.4.1.4. “I did not like the activity we did yesterday.”

Section	Goals	Target Behaviours	Explanations
Section 2.4. Functions of Communication	2.4.2. Uses language in order to manage his/her own and other people's actions and to work in cooperation with them	2.4.2.1. Uses language in order to manage his/her own actions. 2.4.2.2. Uses language in order to manage other people's actions. 2.4.2.3. Uses language while working in cooperation with others.	Examples for the target behaviours are given below. 2.4.2.1. "First I will sharpen my pencil, then I will write." 2.4.2.2. "You read first, let me listen; then I will read." 2.4.2.3. "You find the edges, and I will find the ones that are the same colour."
Section 2.4. Functions of Communication	2.4.3. Narrates events, their order and the details of the events by adding emotions and experiences.	2.4.3.1. Narrates events. 2.4.3.2. Narrates events in their order. 2.4.3.3. Narrates events by giving details. 2.4.3.4. Narrates events by adding his/her experiences and emotions.	For goal 2.4.3., you can use a picture book or sequential event cards. Examples for the target behaviours are given below. 2.4.3.1. "The cat is drinking milk here. The cat is running. The man is shouting." 2.4.3.2. "The cat is drinking the milk, when the cat sees the man it runs away, and the man shouts after it." 2.4.3.3. "The mother of this white cat is behind the house." 2.4.3.4. "I like cats but I do not like them being so naughty." Examples for the target behaviours while narrating past experiences are given below. 2.4.3.1. "At the weekend we went to the shopping centre. We went to the cinema. We ate meatballs." 2.4.3.2. "At the weekend we went to the shopping centre. There we ate meatballs and then we went to the cinema". 2.4.3.3. "The meatball I ate was very big. While I was biting it, its fat splashed on me." 2.4.3.4. "I had great fun at the weekend; being with my friends was very nice."
Section 2.4. Functions of Communication	2.4.4. Predicts events, the details of actions and events, a series of events, the possible solutions to problems, the options among many forms of action and the outcomes of actions or events.	2.4.4.1. Predicts events. 2.4.4.2. Predicts the details of actions and events. 2.4.4.3. Predicts a series of events. 2.4.4.4. Predicts problems and their possible solutions. 2.4.4.5. Predicts the options among many forms of action. 2.4.4.6. Predicts the outcomes of actions or events.	For goal 2.4.4., while looking at a picture book or at sequential event cards with the individual, questions that will enable him/her to make predictions about what will happen on the next page/card must be directed to him/her. It is not essential that correct predictions come from the individual. What is important is to develop the skill of using language for the purpose of making predictions. Examples of questions and answers for the target behaviours are given below. 2.4.4.1. "What will happen when the cat drinks the milk?" The milkman will chase the cat. 2.4.4.2. "The cat is in the garden now. What will the cat do?" (by showing the cat in front of the tree) "The cat will climb up the tree." 2.4.4.3. "The cat saw the milk on the milk cart. What will happen after this? Tell me!" "The cat will drink the milk, then the milkman will see it and will chase the cat." 2.4.4.4. "The mother could not find the kitten. How will the mother find the kitten?" "When the mother cannot find the kitten, she will ask the other cats." 2.4.4.5. "The kitten climbed the tree. Do you think it will come down? Or will it need help? What do you think will happen to the cat?" "The cat will come down from the tree. When its mother finds it, she can bring it down." 2.4.4.6. "The milkman is chasing the cat. What do you think will happen to this milk?" "The other cats will spill the milk."
Section	Goals	Target Behaviours	Explanations
Section 2.4. Functions of Communication	2.4.5. Reasons in order to define causal and connective relationships,	2.4.5.1. Reasons in order to define causal and connective relationships.	For goal 2.4.5., while looking at a picture book or at sequential event cards with the individual, questions that will enable him/her to reason must be directed to

Section	Goals	Target Behaviours	Explanations
	problems and their solutions, to justify his/her thoughts and actions and to define principles.	2.4.5.2. Reasons in order to define problems and their solutions. 2.4.5.3. Reasons in order to justify his/her thoughts and actions. 2.4.5.4. Reasons in order to define principles.	him/her. It is not essential that correct answers come from the individual. What is important is to develop the skill of using language for the purpose of reasoning. Examples of questions and answers for the target behaviours are given below. 2.4.5.1. "Why was the milkman unaware of the cat? Because the cat was hiding." 2.4.5.2. "What should the cat do to get away from the milkman?" "To get away from the milkman, the cat should climb up the tree." 2.4.5.3. "Why did the cat spill the milk on the ground?" "The cat spilled the milk on the ground so that it could drink it more easily." 2.4.5.4. "What should the milkman do?" "I think it would be good if the milkman let the cat go. Because it is still very small." Examples for the target behaviours while narrating past experiences are given below. 2.4.5.1. "My ears turned red because the wind was blowing very strongly." 2.4.5.2. "I used a blue pencil because I had no red pencil left." 2.4.5.3. "I left my book at home because I left the house in a great hurry." 2.4.5.4. "When it rains, the soil turns to mud." If this kind of reasoning expression cannot be observed in the individual, contexts must be created so that the appropriate expressions occur.
Section	Goals	Target Behaviours	Explanations
Section 2.4. Functions of Communication	2.4.6. Reflects by putting himself/herself into other people's experiences, emotions and reactions.	2.4.6.1. Reflects his/her experience by putting himself/herself in the place of other people's experiences. 2.4.6.2. Reflects his/her emotions by putting himself/herself in the place of other people's emotions. 2.4.6.3. Reflects his/her reaction by putting himself/herself in the place of other people's reactions.	For goal 2.4.6., while looking at a picture book or sequential event cards with the individual, questions that will enable him/her to reflect must be directed to him/her. It is not essential that correct answers come from the individual. What is important is to develop the skill of using language for the purpose of reflecting. Examples of questions and answers for the target behaviours are given below. 2.4.6.1. "If you were in the kitten's place, what would you do when you saw the milk?" "If I were in the kitten's place, when I saw the milk I would ask permission to drink it/I would drink it straight away." 2.4.6.2. "If you were in the mother cat's place, how would you feel when you could not find your kitten?" "If I were in the mother cat's place, I would be very upset when I did not find my kitten." 2.4.6.3. "If you were in the milkman's place, how would you react when the cat drank your milk? If I were in the milkman's place, I would shout at the cat/I would be very angry/I would give the cat a little more milk." Note: In order to teach the skill of using language for the purpose of narrating

Section	Goals	Target Behaviours	Explanations
			events, predicting, reasoning and reflecting, you must first ask your question and then give the answer yourself. This activity must be carried out in this way for a few sessions with different picture books or sequential event cards. Afterwards, questions must be directed to the individual and he/she must be asked to answer. Finally, you must ask the question and request the answer from the individual.

3. Name of the Module	READING AND WRITING
3. Aim of the Module	It is targeted to support the early literacy, initial reading and writing, fluent reading and reading comprehension, listening comprehension, written expression and grammar skills of individuals with specific learning disability.
3. Sections in the Module	Early Literacy, Initial Reading and Writing, Fluent Reading and Reading Comprehension, Listening Comprehension, Written Expression, Grammar General Explanations Relating to the Module

General Explanations Relating to the Module

- In the early literacy section, the direct instruction method can be selected as the teaching method. The target behaviours must also be developed effectively and permanently with games and enjoyable activities. In addition, through incidental teaching, target behaviours relating to the skills must be placed within daily routines (feeding, free time, book reading, etc.) and repetitions must be carried out. The grammar section has been classified according to topics. A sequence from the easy to the difficult has not been followed. The teacher can select the goals according to the curriculum and the individual's performance. Diagrams must be used for target behaviours requiring classification and ordering. Footnote relating to the explanations marked (*) in the reading comprehension section: * Text comprehension questions can be asked to the individual in 3 types. These are questions whose answers are found in the text, inferential questions, and knowledge and experience questions. Questions found in the text: These are questions whose answer is expressed clearly in one sentence in the text. Inferential questions: These are questions whose answer is not expressed clearly within one sentence in the text and which require the reader to use various parts of the text and to establish relationships between events. Questions based on knowledge and experience: These are questions requiring the reader to answer by combining his/her own knowledge and experience with the events in the text.

Section	Goals	Target Behaviours	Explanations
Section 3.1. Early Literacy	3.1.1. Discriminates the sound characteristics of words.	3.1.1.1. Says whether the word pairs that are said are the same/different. 3.1.1.2. Says whether the words that are said rhyme. 3.1.1.3. Says which of the words that are said rhyme. 3.1.1.4. Produces a word that rhymes with a word that is said.	- Poems/rhymes/riddles/songs containing rhyming words must be made use of with a view to developing rhyme awareness, and the rhyming words must be emphasised and repeated. - When instruction oriented towards these target behaviours is carried out with poems/rhymes/songs; - The poems/rhymes/songs must be said together with the individuals. - After the poems/rhymes/songs have been said, the individual must be asked to repeat them. - The individual must be asked to say the poems/rhymes/songs worked on independently. - The individual must be asked to say the rhyming words rhythmically. - The individual must be asked to produce words that sound similar to the rhyming words. - The individual must be asked to say the emphasised sound in the rhyming words. You can also implement this goal with stories containing rhyming words. - Rhyming words must be defined as words that sound similar. - Care must be taken that rhyming words resemble one another in at least 2 sounds. Short words are more suitable for working on rhyme. For target behaviour 3.1.1.1., word pairs that are the same as one another (bing-bing) or similar but different (bing-ding) must be given to the individual. These words may be meaningful words (çok-koç) and may also be meaningless words (pit-nit). For target behaviour 3.1.1.2., the activity must be carried out with two words. For target behaviour 3.1.1.3., three words are given. Two of these rhyme with one another while one does not rhyme. The individual is expected to discriminate which two of them rhyme. For target behaviour 3.1.1.4., words suitable for producing rhyming words must be used and care must be taken that they are short words (for example

Section	Goals	Target Behaviours	Explanations
			baş-taş-kaş-yaş, etc.).
Section 3.1. Early Literacy	3.1.2. Discriminates the syllable characteristics of words.	3.1.2.1. Divides the words that are said into their syllables. 3.1.2.2. Says the first syllable of a word that is said. 3.1.2.3. Says the last syllable of a word that is said.	For target behaviour 3.1.2.1., activities must initially be carried out with short words. It is important that modelling is provided first during the activities. While dividing into syllables, the syllables must be emphasised by clapping the hands, tapping the table with the hand or stamping the foot on the floor at the same time for each syllable.
Section	Goals	Target Behaviours	Explanations
Section 3.1. Early Literacy	3.1.3. Discriminates the phoneme characteristics of words.	3.1.3.1. Says whether the two words that are said begin with the same sound. 3.1.3.2. Says whether the two words that are said end with the same sound. 3.1.3.3. Says which of the three words that are said begin with the same sound. 3.1.3.4. Says which of the words that are said end with the same sound. 3.1.3.5. Says a word that begins with the same sound as the word that is said. 3.1.3.6. Says the first sound of the word that is said. 3.1.3.7. Says a word that ends with the same sound as the word that is said. 3.1.3.8. Says the last sound of the word that is said. 3.1.3.9. Says the remainder of a word that is said by omitting its first or last sound. 3.1.3.10. Says the new word he/she has formed by adding a sound to the beginning or the end of a word that is said. 3.1.3.11. Says the new word he/she has formed by changing one sound in the word that is said with another sound. 3.1.3.12. Says a short word that is said broken into its sounds. 3.1.3.13. Breaks a short word that is said into its sounds.	• For all target behaviours, modelling must definitely be provided first in the instruction so that individuals understand the content of the task expected of them. When assessing, it must be explained through sample items what is required in the relevant item. • For all target behaviours, it is necessary to work with words with which individuals are familiar in instruction and assessment. Words whose meaning they do not know prevent them from understanding the task and from focusing on the sound characteristics of the words. • For all target behaviours, the distinction between sound and letter must be borne in mind. When teaching and assessing, it is the sounds, not the letters, that are emphasised. In addition, some letters have more than one sound. For example, the letter “k” is voiced differently, as in the words “kar” and “kel”. In the same way, the letter “g” is voiced differently, as in the words “gel” and “gol”. • For all target behaviours, work must be done first with monosyllabic words and then with two-syllable words. Work must not be done with words of three or more syllables. • For all target behaviours, activities must first be carried out with the sounds of the consonant letters. For target behaviours 3.1.3.3. and 3.1.3.4., three words are given. While two of these begin/end with the same sound, one begins/ends with a different sound. The individual is expected to discriminate which two of them begin/end with the same sound. For target behaviour 3.1.3.9., the example “taş-aş” can be given for saying the remainder by omitting the first sound, and the example “taş-ta” can be given for saying the remainder by omitting the last sound. For target behaviour 3.1.3.10., while the examples “aç-taç; ev-dev; çim-içim” can be given for forming a new word by adding a sound to the beginning of the

Section	Goals	Target Behaviours	Explanations
			word, the examples “su-sus; bu-bul; dev-deve; gez-gezi” can be given for forming a new word by adding a sound to the end of the word. In addition, in this target behaviour, so that the word expected to be formed is also a meaningful word, the sound to be added must be given together with the word. For target behaviour 3.1.3.11., progress must be made by changing the first sounds first, then the last sounds and afterwards the middle sounds. As examples, “baş-taş; baş-bal; baş-beş” can be given. In addition, in this target behaviour, so that the word expected to be formed is also a meaningful word, the sound to be changed and the sound to be put in its place must be given together.
Section 3.1. Early Literacy	3.1.4. Discriminates the characteristics of print.	3.1.4.1. Shows the left-to-right direction of print. 3.1.4.2. Shows the downward flow direction of the lines in print. 3.1.4.3. Says the number of words in a sentence given in writing and containing 2-5 words. 3.1.4.4. Shows letters from among other letter-like shapes. 3.1.4.5. Says the number of letters in a word given in writing and containing 2-6 letters. 3.1.4.6. Shows a capital letter within print. 3.1.4.7. Shows a small letter within print. 3.1.4.8. Says the number of sentences in a short text given in writing and containing 2-4 sentences. 3.1.4.9. Shows the basic punctuation marks within print. 3.1.4.10. Shows the word that is the same as the word shown from among the words presented in writing. 3.1.4.11. Shows the letters that are identical to one another within a word. 3.1.4.12. Shows the word that is said from among the written forms of words of different lengths.	• For all target behaviours, it is important that individuals encounter written materials frequently and are able to access them. In all activities and especially during book reading activities, print awareness must be developed by emphasising the characteristics of print (for example, the left-to-right direction of print can be emphasised by showing the print on the page, saying “I am starting to read from here” and following the print with the finger for a while. In addition, the shapes of punctuation marks can be emphasised by saying “Look, there is a huge question mark here.”). For target behaviour 3.1.4.3., following with the finger from time to time on written materials and showing the written form of the word that is said with the finger is important for individuals to develop the concept of the word. For target behaviour 3.1.4.4., the assessment must be carried out by presenting 3-4 visuals, one of which is a letter and the others of which are shapes resembling a letter (? , < , ± , ω , f , † , etc.). For target behaviour 3.1.4.10., the individual must be asked to discriminate the word that is the same by presenting 2-3 words that are similar in spelling to the target word (for example kömür) but different (kemer, körük, küme, etc.) together with a word identical to the target word. For target behaviour 3.1.4.12., a word with a long (for example sandalye) or short (for example su) pronunciation is said to the individual and he/she is asked which of the 2-3 words shown to him/her it might be. As an example, two cards on which the words “sandalye” and “su” are written are shown to the individual and, by giving an instruction such as “Which one do you think sandalye is written on?”, it is assessed whether the individual is aware that a word with a long pronunciation must also be long in its written form.

Section	Goals	Target Behaviours	Explanations
Section 3.1. Early Literacy	3.1.5. Says the names and sounds of letters.	3.1.5.1. Shows the letter said to him/her from among four capital letters. 3.1.5.2. Shows the letter said to him/her from among four small letters. 3.1.5.3. Says the name of the capital letter shown to him/her. 3.1.5.4. Says the name of the small letter shown to him/her. 3.1.5.5. Shows the sound said to him/her from among four capital letters. 3.1.5.6. Shows the sound said to him/her from among four small letters. 3.1.5.7. Says the sound of the capital letter shown to him/her. 3.1.5.8. Says the sound of the small letter shown to him/her.	- Letter knowledge and phonological awareness activities must be presented together. When they are presented together, both phonological awareness and letter knowledge develop more rapidly, and the subsequent process of learning to read is carried out more successfully. Presenting them together requires that both the names and the sounds of the letters be emphasised. - For all target behaviours, it is important that individuals encounter written materials frequently and are able to access them. In all activities and especially during book reading activities, letter knowledge must be developed by emphasising the letters (For example, letter knowledge is supported by saying "Look, there are lots of 's' letters on this page. Let's count them. Now let's count only the small ones.>").

Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.1. Discriminates the sound introduced.	3.2.1.1. Shows the visuals of the words beginning with the sound introduced. 3.2.1.2. Says the sound with which the words beginning with the sound introduced begin. 3.2.1.3. Shows the visuals of the words ending with the sound introduced. 3.2.1.4. Says the sound with which the words ending with the sound introduced end.	Target behaviours 3.2.1.1. and 3.2.1.3 can be carried out with the skills of matching and discriminating sounds. A start must be made with matching first. In order to have matching carried out, for example, the visuals of two words beginning/ending with the sound introduced and of words beginning/ending with a different sound must be shown and the individual must be asked to say the words and then to show those beginning/ending with the same sound (with the sound introduced). For discrimination, a set consisting of the visuals of two words beginning/ending with the same sound and the visual of one word beginning/ending with the sound introduced must be presented to the individual. For each application, words consisting of at least four sets and their visuals must be used. For target behaviours 3.2.1.1. and 3.2.1.3., the instruction must be, by producing the sound introduced, "Show the one that begins with ...!" (discrimination), "Show the ones that begin with ...!" (matching) and again, for discrimination, "Which word does not begin with ...? Show it!" These target behaviours can be organised as choosing from three visuals or four visuals according to the individual's cognitive level. For target behaviours 3.2.1.2. and 3.2.1.4., the words must be presented to the individual together with their visuals and said. While saying them, the sound to be taught must be emphasised.

Section	Goals	Target Behaviours	Explanations
			Although the teaching order of the sound groups is determined in the curriculum, the sounds the individual is able to produce must be taken into account in the sequencing of the sounds to be introduced.
Section 3.2. Initial Reading and Writing	3.2.2. Reads the sound introduced.	3.2.2.1. Reads the small letter of the sound introduced. 3.2.2.2. Reads the capital letter of the sound introduced.	- For all target behaviours, together with the activities carried out, care must be taken that the individual sits upright while reading and holds the book/notebook at a distance appropriate to his/her own field of vision. - For all target behaviours, while the sound is being introduced, a relationship must definitely be established with what was done in the phase of discriminating the sound introduced.
Section 3.2. Initial Reading and Writing	3.2.3. Shows the sound introduced from among the other letters.	3.2.3.1. Shows the small letter of the sound introduced from among the other sounds. 3.2.3.2. Shows the small letter of the sound introduced within words. 3.2.3.3. Shows the capital letter of the sound introduced from among the other sounds. 3.2.3.4. Shows the capital letter of the sound introduced within words.	For all target behaviours, your using the forms of the letters/words written in different characters as well serves generalisation.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.4. Writes the sound introduced with upright basic letters.	3.2.4.1. Writes the small letter of the sound introduced with an upright basic letter by looking at a model. 3.2.4.2. Writes the capital letter of the sound introduced with an upright basic letter by looking at a model. 3.2.4.3. Writes the sound introduced when it is said.	For all target behaviours, care must be taken that the individual sits in such a way that he/she can write comfortably by leaning towards his/her notebook while writing, and that he/she holds the notebook at a distance appropriate to his/her own field of vision and writing distance. For target behaviours 3.2.4.1. and 3.2.4.2, how the letter he/she is asked to write is written must be modelled as many times as the individual needs. As much as the individual writing the letter properly between the lines, writing it in accordance with the direction and rules of writing the letter is also important. For this reason, while modelling, the drawing of the letter must be verbalised each time. Afterwards, the letter the individual is asked to write must be written in his/her notebook as an example. The individual must be asked to write by looking at this model. If, as a result of the modelling, the individual cannot fit the letter within the line spacing, writes it in the wrong direction, or cannot produce the starting and finishing places correctly, visual cues such as making the line clearer for writing the letter, going over the dots for the letter, determining the starting and finishing points and indicating the direction with an arrow must be used. The letters the individual has written correctly must be shown and reinforced by saying "You have written it very nicely!", and the letters he/she has written

Section	Goals	Target Behaviours	Explanations
			incorrectly must not be dwelt upon. For target behaviour 3.2.4.3., if the individual cannot write the sound when it is said, the symbol of the sound that is said must be shown for a short time, then covered, and the sound must be said again and he/she must be asked to write it. After he/she has written it, the model shown must be uncovered and compared with the letter he/she has written.
Section 3.2. Initial Reading and Writing	3.2.5. Reads the sound introduced within syllables and words.	3.2.5.1. Reads the syllables formed from the sounds introduced. 3.2.5.2. Reads the words consisting of the syllables containing the sounds introduced. 3.2.5.3. Shows the pictures of the words he/she has read.	For target behaviour 3.2.5.1., while the syllables are being read, reading the sound introduced by lengthening it and combining it with the other sound is a strategy that facilitates decoding. For target behaviours 3.2.5.1. and 3.2.5.2., the sound introduced and the sounds given previously must be combined and meaningful syllables and words must be formed as far as possible, and they must be read and written. For target behaviour 3.2.5.2, while the words are being read, the phases of divide into syllables-read-combine-read must be followed. For example, the individual must be asked to read a word formed from the syllables he/she knows (lale, ela, etc.). For target behaviour 3.2.5.3., matching the words read with their pictures is a preparation for the skill of reading comprehension.
Section 3.2. Initial Reading and Writing	3.2.6. Writes the sound introduced within syllables and words with upright basic letters.	3.2.6.1. Writes the syllables formed from the sounds introduced by looking at them. 3.2.6.2. Writes the syllables formed from the sounds introduced when they are said. 3.2.6.3. Writes the words consisting of the syllables containing the sounds introduced by looking at them. 3.2.6.4. Writes the words consisting of the syllables containing the sounds introduced when they are said.	For target behaviours 3.2.6.2. and 3.2.6.4., writing when said is an important phase in the individual's decoding of the sounds. This phase must not be skipped.
Section 3.2. Initial Reading and Writing	3.2.7. Reads the sound within sentences and texts.	3.2.7.1. Reads the sentences formed from the sounds introduced. 3.2.7.2. Reads the texts formed from the sounds introduced.	For all target behaviours, sentences and texts must be formed from the words containing the sound introduced and the sounds given previously. So that the sentences and texts are meaningful, pictures can be used for words consisting of sounds the individual has not yet learned. For target behaviour 3.2.7.2., having the texts read repeatedly serves both the development of reading speed and reading comprehension.
Section 3.2. Initial Reading and Writing	3.2.8. Writes the sound within sentences with upright basic letters.	3.2.8.1. Writes the sentences containing the sounds introduced by looking at them. 3.2.8.2. Writes the sentences containing the sounds introduced when they are said.	For all target behaviours, during instruction the individual's attention must be drawn to the spelling rules, and which spelling rule it is and for what purpose it is used must be taught.

Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.9. Writes neatly.	3.2.9.1. Writes by following the line. 3.2.9.2. Writes a sentence leaving appropriate spaces between the words. 3.2.9.3. Writes a word leaving appropriate spaces between the letters. 3.2.9.4. Writes a text leaving appropriate spaces between the sentences.	For all target behaviours, notebook arrangements (marking the lines in red, dividing a line into two and colouring it, etc.) can be made. While these target behaviours are being taught, examples of good handwriting must first be shown to the individual, the individual must be motivated and how he/she will write must be modelled.
Section 3.2. Initial Reading and Writing	3.2.10. Answers the questions asked about the sentence and text containing the sound introduced.	3.2.10.1. Answers simple questions about the sentence after reading the sentences containing the sounds introduced. 3.2.10.2. Answers simple questions about the text after reading the texts containing the sounds introduced.	For target behaviour 3.2.10.1., the questions you will ask for sentence comprehension must be prepared according to each element of the sentences. For target behaviour 3.2.10.2., there being a picture that describes the text and talking about the picture before the text is read facilitate comprehension. The questions must be formed about the actions, persons and objects mentioned in the text and must be oriented towards the unit of information mentioned in the text. With a view to the sentences and texts being meaningful, pictures can be used for words consisting of sounds the individual has not yet learned.

Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.1. Reads the text aloud accurately and fluently.	3.3.1.1. Reads without syllabifying. 3.3.1.2. Reads the words contained in the text accurately. 3.3.1.3. Reads fluently.	For target behaviour 3.3.1.1., reading without syllabifying is reading without dwelling on the sounds and the syllables. In order to determine the number of words read correctly without syllabifying, the unit must be "the number of words read without syllabifying in the whole text". For target behaviour 3.3.1.3., fluent reading has three components: accurate reading, reading speed, and reading with stress and intonation (prosody). For individuals who read without syllabifying and accurately, fluent reading and reading with stress and intonation can be targeted. In order to determine fluent reading performance, the unit must be "the number of words read per minute". For goal 3.3.1., the Model Reading - Repeated Reading or Model Reading - Repeated Reading - Error Correction technique can be used as a package or by selecting from among them in order to develop the target behaviours contained in this goal.
Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.2. Determines the elements in text structures.	3.3.2.1. Determines the main character/characters of a fictional text. 3.3.2.2. Determines the supporting characters of a fictional text.	The fictional text includes types such as fables, stories, tales and novels. The informative text includes types such as the texts contained in textbooks (description, cause-effect, problem-solution, comparison, sequencing), articles

Section	Goals	Target Behaviours	Explanations
		3.3.2.3. Determines the place where the event in a fictional text takes place. 3.3.2.4. Determines the time at which the event in a fictional text takes place. 3.3.2.5. Determines the main events in a fictional text. 3.3.2.6. Determines the parts in which description is made in an informative text. 3.3.2.7. Determines the parts containing a cause-effect relationship in an informative text. 3.3.2.8. Determines the parts in which comparison is made in an informative text. 3.3.2.9. Determines the parts in which sequencing is made in an informative text. 3.3.2.10. Determines the problem-solution parts in an informative text.	and columns. For goal 3.3.2., text structure instruction must be carried out so that the individual can determine the elements of text structure. In text structure instruction, only one type must be taught, and afterwards a move must be made to another text type. In text structure instruction; a. The parts of the text must be introduced in a diagram appropriate to the text type, b. A text must be read and the text elements must be filled into the diagram, c. The operation of placing into the diagram must be repeated in different sessions with several texts of the same type, d. Afterwards, a text of the same type must again be given and the individual must be guided so that he/she fills in the diagram. This process must also be continued for several sessions with different texts of the same type. This instruction must be continued until the individual becomes independent in the operation of filling in the diagram, answers the comprehension questions correctly or narrates the text in a way that includes all the important units of information in order. At the end of the sessions carried out, text comprehension questions must be asked to the individual. In text structure instruction, the individual must also be made to notice which type the text whose structure is taught belongs to, by giving texts of various types.
Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.3. Applies pre-reading text comprehension strategies.	3.3.3.1. Determines the purpose of reading before reading. 3.3.3.2. Makes predictions about the content of the text on the basis of the picture in the text. 3.3.3.3. Makes predictions about the content of the text on the basis of the title of the text.	• Text comprehension is a dynamic process. Pre-reading, during-reading and post-reading strategies must be used together (see Goals 3.3.3., 3.3.4. and 3.3.5.). The process must be implemented by reading the explanations written for these goals. After the process has been implemented, text comprehension questions must be asked to the individual. For target behaviour 3.3.3.1., for what purpose the text will be read must be discussed together with the individual (for example, to obtain information about lions, to produce a summary, to answer questions, to learn how a job is to be done, etc.). In this way you can enable the individual to read purposefully. This affects the individual's reading style. For target behaviours 3.3.3.2. and 3.3.3.3., the individual's predictions about the text to be read must be obtained on the basis of the visual and the title, by having him/her skim the text for 1-2 minutes. Skimming must be carried out by

Section	Goals	Target Behaviours	Explanations
			reading the headings in the text, if any, and by reading the opening sentences of the text. The predictions you obtain from the individual must be written down and, when reading of the text begins, they must be compared with what is in the text.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.4. Applies during-reading text comprehension strategies.	3.3.4.1. Separates the important information in the text from the unimportant information. 3.3.4.2. Makes a prediction about the content of the next paragraph after reading each paragraph. 3.3.4.3. Rereads the parts he/she has not understood by slowing down his/her reading.	For target behaviour 3.3.4.1., what is meant by important information varies according to the text type. The important units of information constitute the structure of the text. For example, the important units of information of texts of the story type are the place, the time, the character, the problem, the attempts made to solve the problem, the outcome and the reaction the hero gives to the event. In order for the individual to be able to separate important information from unimportant information, he/she needs to have text structure awareness. In addition, how important information is determined must be modelled by thinking aloud. While the important information is being determined, it must either be underlined or placed in a diagram appropriate to the structure of the text (story diagram, comparison diagram, concept diagram, flow diagram, etc.). For target behaviour 3.3.4.2., your obtaining the individual's predictions for each paragraph of the text before moving on to the next paragraph and making a comparison with the previous predictions plays a role in the individual's combining his/her prior knowledge with what is in the text and therefore in his/her comprehension of the text. For this reason, pre-reading, during-reading and post-reading strategies must be used together. For target behaviour 3.3.4.3., modelling and guidance must be provided in imparting this target behaviour. At the same time, why this is done must be explained.
Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.5. Applies post-reading text comprehension strategies.	3.3.5.1. Discusses the text. 3.3.5.2. Makes a comparison between his/her own predictions and the content of the text. 3.3.5.3. Produces questions about the text. 3.3.5.4. Narrates the text orally. 3.3.5.5. Writes a summary of the text.	For target behaviour 3.3.5.2., the predictions made before and during reading must be compared with the content of the text after reading. For target behaviours 3.3.5.3., 3.3.5.4. and 3.3.5.5., it is a prerequisite that the individual knows the text structure. For target behaviour 3.3.5.4., cumulative narration must be made use of while text narration is being taught. The individual must be made to read the first part of the text and to narrate it, then to read the second part and to narrate it, and afterwards he/she must be asked to narrate the first and second parts together. This activity must be continued cumulatively for the rest of the text. Text comprehension questions must be asked to the individual. In order to be able to help the individual to narrate the text orally, activities such

Section	Goals	Target Behaviours	Explanations
			as a text with the important information underlined, a diagram showing the important units of information, and asking questions, etc. must be carried out. For target behaviour 3.3.5.5., with a view to being able to help the individual to summarise the text in writing, activities must be carried out with a text with the important information underlined, a diagram showing the important units of information, questions and structured summary forms, etc.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.6. Uses visuals in order to comprehend what he/she reads.	3.3.6.1. Uses the graphs in the text. 3.3.6.2. Uses the tables in the text. 3.3.6.3. Uses the figures in the text.	For target behaviours 3.3.6.1., 3.3.6.2. and 3.3.6.3., texts with graphs, tables and figures must be used. How these reference sources are used in order to comprehend the text must be modelled. For example, the relevant part referring to the graph must be read, the graph must be reviewed and the relevant part must be compared with the graph. Text comprehension questions must be asked to the individual.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.7. Says the main idea and the subject of the text.	3.3.7.1. Says the subject of the text. 3.3.7.2. Says the supporting ideas that support the main idea. 3.3.7.3. Says the main idea of the text.	For target behaviours 3.3.7.2. and 3.3.7.3., in informative texts each paragraph may have a main idea. However, in fictional texts, the main idea can be found by making an inference from the whole text. When finding the main idea in fictional texts is being taught, the supporting ideas are underlined. These are placed in a diagram or a visual (For example, a picture of a table can be drawn and the supporting ideas can be written on the legs of the table and the main idea on the top of the table.). The main idea must be reached by talking about the supporting ideas.
Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.8. Uses the words and word groups he/she has newly learned in the text in accordance with their meaning.	3.3.8.1. Marks the words whose meaning he/she does not know. 3.3.8.2. Predicts the meanings of the words/word groups whose meaning he/she does not know on the basis of the visual. 3.3.8.3. Predicts the meanings of the words/word groups whose meaning he/she does not know on the basis of the relevant paragraph. 3.3.8.4. Finds the meanings of the words/word groups whose meaning he/she does not know in the dictionary. 3.3.8.5. Uses the words/word groups he/she has newly learned in accordance with their meaning.	Words and word groups include idioms, proverbs, terms and words with figurative meanings. Different teaching methods can be used when an unknown concept, idiom, term, word, etc. is being taught. One of these is the "Direct Instruction Method". Words must be defined using simple explanations, examples, and synonyms and antonyms. Another is the "Diagram Method". One of the graphic organisers most used especially in vocabulary instruction is semantic networks, which help individuals to understand the relationship between words. In this strategy, a particular word is written in the middle of the page/board; afterwards, other related words, expressions, characteristics or examples related to that word are written on the rest of the page and joined to the word in the centre. Thus the meaning of the word is defined with its related characteristics. For target behaviour 3.3.8.3., context cues, that is, reading the sentence in which an unknown word is found and the sentences coming before and after this sentence, are an important strategy in inferring the meaning of the word. The aim in 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

Section	Goals	Target Behaviours	Explanations
			comparison or an analogy, a definition or a restatement, which constitutes the meaning of the word. Individuals must be provided with modelling as to how they can find the context cues given within the text. For target behaviour 3.3.8.5., the individual must be enabled to use the words/word groups he/she has newly learned in his/her written expression, in his/her speech and in the sentence examples he/she gives.

Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.1. Complies with the rules of listening.	3.4.1.1. Listens to the person speaking quietly. 3.4.1.2. Makes eye contact with the person speaking while listening. 3.4.1.3. Pays attention to what the person speaking says. 3.4.1.4. Sustains his/her attention to what the person speaking says.	In the teaching of the target behaviours oriented towards the rules of listening, the rules can be modelled and a video model can also be used. For target behaviour 3.4.1.4., the self-monitoring strategy can be used in order to sustain attention. While this strategy is being implemented, the individual's duration of paying attention is first determined. An aim is set in order to increase this duration. The individual is given a chart consisting of two columns prepared as "I am paying attention" and "I am not paying attention". The situations of paying and not paying attention are defined together with the individual (what he/she is doing when he/she is paying attention, what he/she is doing when he/she is not paying attention). A warning sound is given at different intervals of between 10 and 90 seconds, and at that moment the individual is asked to mark the "I am paying attention" column if he/she is paying attention and the "I am not paying attention" column if he/she is not. When "I am paying attention" is marked at a rate of 80%, the individual is given the reward he/she has selected in advance. This practice is ended when he/she sustains his/her attention throughout the targeted duration. In order to ensure the permanence of the target behaviours and to increase their duration, it is important that the target behaviours the individual displays correctly be reinforced. At this point, the most appropriate and effective reinforcer for the individual must be selected and the individual's appropriate listening behaviours must be described and reinforced.

Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.2. Shows the object, the picture of the object, and the picture of the action and the event that is described.	3.4.2.1. Shows the object that is described. 3.4.2.2. Shows the picture of the object that is described. 3.4.2.3. Shows the picture of the action that is described. 3.4.2.4. Shows the picture of the event that is described.	For all target behaviours, the individual must be asked to show the one described from among at least two examples. In all target behaviours, the skill can be made more difficult by making the common elements in the picture described and in the pictures selected as negative examples resemble one another.

Section	Goals	Target Behaviours	Explanations
			The description sentences to be used for the picture of the object, the action or the event must also be determined in accordance with the individual's performance. In order to impart the target behaviours, "planned discussion" must be used as the teaching method.
Section 3.4. Listening Comprehension	3.4.3. Carries out the instructions given within the daily routine.	3.4.3.1. Carries out the instructions given to him/her within the daily routine. 3.4.3.2. Carries out the instructions given to the group within the daily routine.	For all target behaviours, care must be taken that the instructions are given once. If individuals cannot do it, the instructions must be simplified. For target behaviour 3.4.3.1., the activity must begin with simple instructions. Care must be taken to use concepts the individual knows in the instructions selected (for example "Walk two steps forward! Then turn around! Take three steps by hopping!"). The number of words in the instruction sentences and the number of instructions must be determined according to individuals' performance. For target behaviour 3.4.3.2., care must be taken that the instructions given to the group are read or said in a way that individuals can hear comfortably.
Section 3.4. Listening Comprehension	3.4.4. Carries out the instructions requiring listening and following skills in the order in which they are said.	3.4.4.1. Carries out the instructions involving gross motor skills in the order in which they are said. 3.4.4.2. Carries out the instructions involving drawing skills in the order in which they are said.	According to the individual's performance, the instructions must be increased starting from single instructions towards multiple instructions. The individual must know the concepts in the instructions given. An example for target behaviour 3.4.4.1. is "Take the ball, move three steps forward, throw it into the box!" For target behaviour 3.4.4.2., instructions involving skills such as writing, colouring, drawing and marking must be given to the individual. Example: "Draw two apples on the picture of the tree!"
Section 3.4. Listening Comprehension	3.4.5. Narrates various types of narrative whose pictures are shown after listening to them.	3.4.5.1. Narrates narratives of the fictional type after listening to them. 3.4.5.2. Narrates narratives of the informative type after listening to them.	For target behaviour 3.4.5.1., you can use sequential cards narrating an event or a single picture containing several events. For target behaviour 3.4.5.2., narratives of the informative type may be describing a being or a place, comparing two beings or places, explaining a problem, its cause and its solution, or narrating the order of an activity carried out in order. For example, a picture of a cat must be shown and the characteristics of the cat must be talked about, and afterwards the individual must be asked to narrate what you have narrated. A start must be made first with short narratives of a few sentences. In long narratives of 5 to 10 sentences, breaks must be given and the individual must be asked to narrate what has been narrated up to that moment, afterwards the narration must be continued and again a break must be given in the narration and the individual must be asked to narrate what has been narrated from the beginning up to that moment, and thus the "cumulative narration" technique must be used.

Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.6. Answers the relevant questions after listening to various types of narrative whose pictures are shown.	3.4.6.1. Answers the relevant questions after listening to narratives of the fictional type. 3.4.6.2. Answers the relevant questions after listening to narratives of the informative type.	For all target behaviours, the “planned discussion” teaching method must be used. Pictures or picture books can be used as materials. When carrying out a planned discussion; a) First, the narratives in question must be given together with the pictures. b) It is necessary that individuals’ language and expression be developed and their speech be supported. c) Afterwards, questions must be directed without removing the pictures from in front of the individual. For target behaviour 3.4.6.1., among the fictional text types are memoirs, stories, fables, tales, etc. For target behaviour 3.4.6.2., the informative types may be in the structures of description, sequencing, cause-effect, problem-solution and comparison. An example of those of the sequential type: Planting a flower. An example of the descriptive type: The description of a place, a profession or a being. An example of the cause-effect type: Carelessness and its consequences. An example of the problem-solution type: Not getting on with friends. An example of the comparison type: The comparison of two places (a grocer’s shop and a supermarket).
Section 3.4. Listening Comprehension	3.4.7. Says the differences between the sentences and texts he/she listens to.	3.4.7.1. Says the differences between the two sentences he/she listens to. 3.4.7.2. Says the differences between the two short texts of 3-4 sentences he/she listens to.	For target behaviour 3.4.7.1., one difference between two sentences must be determined (For example “My mother is knitting me a cardigan.” and “My mother is knitting me a jumper.”). For target behaviour 3.4.7.2., elements such as the characters, actions and characteristics contained in the texts can be varied. The number of differences must be arranged according to individual performance.
Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.8. Uses pre-listening strategies.	3.4.8.1. Determines the purpose of listening. 3.4.8.2. Makes a prediction about the text he/she will listen to on the basis of the visuals. 3.4.8.3. Makes a prediction about the text he/she will listen to on the basis of the title.	• Listening comprehension is a dynamic process. Pre-listening, listening and post-listening strategies must be used together (see Goal 5.8., Goal 5.9. and Goal 5.10.). The process must be implemented by reading the explanations written for these goals. After the process has been implemented, the text listened to must either be narrated or questions must be asked. For target behaviour 3.4.8.1., discuss together with the individual for what purpose he/she will listen to the text (for example, to obtain information about lions, to learn how a job is to be done, etc.). In this way the individual must be enabled to listen purposefully.

Section	Goals	Target Behaviours	Explanations
			For target behaviours 3.4.8.2. and 3.4.8.3., the individual's predictions about the text you will have him/her listen to must be obtained on the basis of the visual and the title. A break must be given by narrating or reading a part of the text you have him/her listen to. To what extent the predictions he/she has developed are consistent with what he/she has listened to must be discussed.
Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.9. Uses during-listening strategies.	3.4.9.1. Gives an appropriate response to the non-verbal messages of the person speaking. 3.4.9.2. Says the important units of information by following the cues oriented towards the structure of the information presented. 3.4.9.3. Answers the questions asked about the information emphasised by paying attention to the verbal emphases. 3.4.9.4. Makes a prediction about the development of the events on the basis of what he/she has listened to. 3.4.9.5. Makes a prediction about the outcome of the events on the basis of what he/she has listened to. 3.4.9.6. Predicts the meaning of the words he/she does not know in the narratives he/she listens to. 3.4.9.7. Takes notes of the main points of the narrative he/she listens to.	For target behaviour 3.4.9.1, you can understand that he/she gives an appropriate response from the individual's behaviours such as paying attention to you, raising his/her hand and taking notes, etc. For target behaviour 3.4.9.2., connective expressions (first, then, in comparison, firstly, etc.) and attention expressions (this is important, now we are going to learn something else) must be used in your narratives. The individual must be asked to listen to you by following these cues. For target behaviour 3.4.9.2., teaching method 1: Before the narration, questions appropriate to the text structure/measuring the important units of information in the text must be asked or the questions must be given in writing, and the instruction "Listen to this narrative in order to answer these questions!" must be given. For target behaviour 3.4.9.2., teaching method 2: An appropriate diagram must be selected when teaching all target behaviours. While reading the text/giving a fictional or informative narrative, pictures describing the text elements or the information contained in the text must be placed in the diagram. Afterwards, the narrative must be listened to again by the individuals. The individuals must be asked to answer the questions. This instruction must be repeated with a few text examples for each target behaviour. Afterwards, the diagram must be given to the individual and he/she must be asked to place/write the pictures or the units of information into the diagram independently while listening. For target behaviour 3.4.9.4, a break must be given by narrating or reading a part of the text you have him/her listen to. The individual must be asked to make predictions about what comes next. Afterwards, reading and narrating the text must be continued and to what extent the predictions the individual has made are consistent with what he/she has listened to must be discussed. For target behaviour 3.4.9.6, the individual must be asked to predict the words he/she does not know on the basis of the context. He/she must be directed to find in the dictionary the words about which he/she could not make a prediction.

Section	Goals	Target Behaviours	Explanations
			For target behaviour 3.4.9.7, among note-taking strategies, strategies such as writing in abbreviated form and leaving blank the part he/she could not keep up with must be taught to the individual. In addition, note-taking strategies must be taught to individuals by giving them guide notes and fill-in-the-blank notes/diagrams.
Section 3.4. Listening Comprehension	3.4.10. Uses post-listening strategies.	3.4.10.1. Says the subject of the narrative he/she has listened to. 3.4.10.2. Says his/her views about what he/she has listened to. 3.4.10.3. Narrates a summary of what he/she has listened to.	• If the individual takes notes while listening, he/she must be taught to perform the target behaviours by making use of his/her notes/diagrams. If he/she does not take notes, these target behaviours must be enabled to be attained through questions.

Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.1. Writes by forming sentences.	3.5.1.1. Writes by forming a sentence appropriate to the visual given. 3.5.1.2. Writes by forming a grammatical and meaningful sentence from the words given. 3.5.1.3. Writes by correcting the sentence given incorrectly so that it is grammatical and meaningful. 3.5.1.4. Writes by completing the sentence left incomplete so that it is grammatical and meaningful.	For target behaviour 3.5.1.1., a picture containing an action or a being must be shown and talked about, afterwards the individual must be asked to write a sentence describing the picture and the sentence must be corrected together with the individual by including interactional dialogues. An example of an incorrectly formed sentence for target behaviour 3.5.1.3.: "Manavdan babam aldı çilek." For target behaviour 3.5.1.4., the individual must be asked to write the refrains left missing in a song the individual knows, the dialogues left missing in a text created from a picture book looked at repeatedly, and the appropriate words in the blanks in sentences containing what he/she did in a day. The places left blank in the sentence must be for various types of word with a high frequency of use; they must include not only nouns and verbs but also word types such as adjectives, adverbs and pronouns.

Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.2. Writes meaningful, grammatical sentences by making use of visuals.	3.5.2.1. Writes simple grammatical sentences narrating the event when given a picture card containing an event. 3.5.2.2. Writes one or more sentences describing each card when given picture cards describing activities that follow a particular order of application. 3.5.2.3. Writes one or two sentences describing each card when given picture cards containing a simple story with a single event. 3.5.2.4. Writes with simple sentences the characteristics of	For target behaviour 3.5.2.1., it is necessary first to show a picture and to talk about it, then to ask the individual to write sentences describing the picture, and to correct the sentence together with the individual by including interactional dialogues. Sentence examples for the target behaviours from 3.5.2.2. to 3.5.2.8. are given below in order: 3.5.2.2. "The bread is cut in the middle. Butter is spread inside it. Cheese is put

Section	Goals	Target Behaviours	Explanations
		the place/being, etc. given in the picture when given a picture card of a place/being, etc. 3.5.2.5. Writes one or two sentences describing each card when given picture cards narrating cause and effect that are given in sequence. 3.5.2.6. Writes one or two sentences describing each card when given picture cards narrating a problem, its solution and its outcome.	inside it." 3.5.2.3. "Ayşe saw the apples. Ayşe climbed the tree. She picked the apples. She took them to her mother. Her mother stroked Ayşe's head." 3.5.2.4. (A picture of a cow is given). "The cow eats grass. The cow gives us milk." 3.5.2.5. "Ali was very hungry. Ali finished all the biscuits." 3.5.2.6. "Sevgi cut her hand. She stuck on a plaster. Her hand is not bleeding any more." In order to increase syntactic maturity and the length of the sentences written, the "sentence combining" technique must be used. With this technique, individuals are helped to use kernel sentences effectively, to rewrite them, to understand these sentences, to review them and to develop them. When kernel sentences are given, care must be taken that they are sentences that can be expanded. So that the individual can expand the kernel sentence, questions such as "Who?", "Where?", "When?", "How?", "Why?" must be directed to him/her, and the individual must be asked to write by adding the answer he/she gives to his/her sentence.
Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.3. Plans the text before writing.	3.5.3.1. Selects a topic. 3.5.3.2. Determines the purpose of writing. 3.5.3.3. Determines the readership.	• Written expression is a dynamic process. Before written expression, the individual needs to know the structure of the text type he/she will write. For this reason, the structure of the text type he/she will write must first be taught to the individual. Pre-writing, during-writing and post-writing strategies must be used together (see Goals 3.5.3., 3.5.4., 3.5.5., 3.5.6. and 3.5.7.). For target behaviour 3.5.3.1., the selection of the topic plays an important role in the individual's developing a positive attitude towards writing and in his/her completing the writing process successfully. The individual must be allowed to select the topic. Saying only "Select a topic!" to individuals is not a good instruction. Individuals must be guided as to what they will pay attention to in selecting a topic. While the topic is being selected by the individuals, the purpose of writing needs to be made noticeable to the individual. In the selection of the topic, care must also be taken to select topics appropriate to the individual's daily life. For example, if he/she is asked to write a descriptive text, the individual can be asked to write a piece introducing an animal, a person or a place that he/she likes; if he/she is asked to write a problem-solution text, topics such as a quarrel with a friend or forgetting one's homework at home can

Section	Goals	Target Behaviours	Explanations
			be given. In some literary types such as the story, it may be difficult for individuals to select a topic, or the topic individuals select may not be suitable for creating a story. In such cases, lists of topics from which individuals can choose must be given. Another technique in the selection of a story topic may be to show a picture and to ask individuals to write a story about this picture. With a view to offering individuals options, the pictures must be diversified, one of three different pictures oriented towards creating at least three different stories must be selected by the individual and he/she must be asked to write a story about this picture. These pictures must be pictures that will create a cue for the individual to produce an initiating event, an attempt and an outcome. For example, pictures such as a picture of a child doing shopping or a picture of a child on the school bus are pictures suitable for creating a story. Each individual can produce very different stories from one picture. For target behaviour 3.5.3.3, although the readership is determined in the planning phase, it is a strategy that is also applied while drafting and while revising. The writer needs to ask himself/herself the following questions constantly: "How correctly have I expressed my ideas?" "Will my reader understand this?" Asking these questions throughout the whole writing process and modelling this plays a role in the organisation of the piece of writing.
Section 3.5. Written Expression	3.5.4. Creates a draft relating to the text he/she will write.	3.5.4.1. Determines the ideas he/she will write. 3.5.4.2. Groups the ideas according to the structure of the text he/she will write.	For target behaviour 3.5.4.1., the ideas to be written must be determined by brainstorming. The ideas that emerge from brainstorming must be written one under the other on a sheet of paper. For target behaviour 3.5.4.2., with this strategy the ideas produced as a result of brainstorming are grouped, labelled according to the characteristics of each group and put in order according to the structure of the text to be written. For example, if we want to write a story, it is decided in which order each story element we have planned will be included in the story. Diagrams are made use of in organising the ideas. The diagrams must be created according to the text structure.
Section 3.5. Written Expression	3.5.5. Writes the text.	3.5.5.1. Puts the ideas in order by looking at his/her draft. 3.5.5.2. Initiates, develops and concludes the event. 3.5.5.3. Uses introductory, transitional and connective expressions in order to ensure coherence in the text. 3.5.5.4. Writes sentences in accordance with syntax. 3.5.5.5. Writes in accordance with the elements found in the structure of the text. 3.5.5.6. Writes a title related to the topic for the text.	For target behaviour 3.5.5.3., words such as "fakat", "önce", "sonra", "kıyasla", "ilk olarak", "bununla birlikte", etc. can be given as examples of connective expressions. For target behaviour 3.5.5.4., syntax is constituted by the elements of subject, complement and predicate together with the derivational and inflectional suffixes added to the word (the same characteristic is also taken into account in inverted sentences).

Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.6. Revises the text he/she has written.	3.5.6.1. Adds the missing ideas to the text. 3.5.6.2. Removes the ideas that spoil the coherence in the text. 3.5.6.3. Changes the place of the ideas that spoil the coherence in the text. 3.5.6.4. Finds the writing errors. 3.5.6.5. Corrects the writing errors.	For target behaviour 3.5.6.4., writing errors include spelling, meaning, syntax, etc. errors. So that he/she can find the writing errors, texts written incorrectly must be given to the individual and how they are corrected must be modelled.
Section 3.5. Written Expression	3.5.7. Shares the text he/she has written.	3.5.7.1. Reads the text to the readership he/she has targeted. 3.5.7.2. Shares the text in accordance with the purpose of writing.	For target behaviour 3.5.7.2., the sharing of the text can be carried out in the form of posting it on the noticeboard, turning it into a book, sharing it in an electronic environment, or sending it by post.
Section 3.5. Written Expression	3.5.8. Writes various types of text.	3.5.8.1. Writes fictional texts. 3.5.8.2. Writes informative texts.	Informative texts are the texts found in textbooks that describe a being or a place, compare two beings or places, narrate the order of an event, or explain the cause and the solution of a problem. Fictional texts, on the other hand, are texts such as fables and stories. While both fictional and informative texts are being written, the structure of the text type to be written must first be taught, and afterwards the target behaviours contained between Goal 3.5.3. and Goal 3.5.7. must be taught.

Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.1. Discriminates letters and the phonological characteristics of letters.	3.6.1.1. Says the number of letters in a word. 3.6.1.2. Says the letters in the alphabet in order. 3.6.1.3. Puts the words given in alphabetical order. 3.6.1.4. Says that letters consist of vowels and consonants. 3.6.1.5. Says the vowels. 3.6.1.6. Says the consonants. 3.6.1.7. Classifies the vowels as back and front vowels. 3.6.1.8. Says the back vowels. 3.6.1.9. Says the front vowels. 3.6.1.10. Classifies the consonants as voiceless consonants and voiced consonants. 3.6.1.11. Says the voiceless consonants. 3.6.1.12. Says the voiced consonants. 3.6.1.13. Determines the correctly written words from among the word pairs given.	For target behaviours 3.6.1.2., 3.6.1.5., 3.6.1.6., 3.6.1.8., 3.6.1.9., 3.6.1.11. and 3.6.1.12., reminders such as an acronym or an acrostic must be used in order to make it easier for the individual to remember. Acronym: It is making a word from the initial letters of the information to be remembered (for example: fıstıkçı şahap). Acrostic: It is making a sentence from the initial letters of the words to be remembered.
Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.2. Discriminates vowel harmonies.	3.6.2.1. Says that the types of vowel harmony in a word are major and minor vowel harmony.	• Discriminating the phonological characteristics of letters is a prerequisite for this goal.

Section	Goals	Target Behaviours	Explanations
		3.6.2.2. Says the characteristics of major vowel harmony. 3.6.2.3. Shows the words within the sentence that comply with major vowel harmony. 3.6.2.4. Gives examples of words that comply with major vowel harmony. 3.6.2.5. Says the characteristics of minor vowel harmony. 3.6.2.6. Shows the words within the sentence that comply with minor vowel harmony. 3.6.2.7. Gives examples of words that comply with minor vowel harmony.	
Section 3.6. Grammar	3.6.3. Discriminates sound changes.	3.6.3.1. Classifies sound changes. 3.6.3.2. Says the characteristics of the requested sound changes. 3.6.3.3. Shows the requested sound change within a sentence. 3.6.3.4. Says the sound change shown within a sentence.	Discriminating the phonological characteristics of letters is a prerequisite for this goal. Sound changes are: consonant assimilation, consonant softening, sound elision, sound epenthesis, vowel narrowing, liaison, fusion and stress. For target behaviour 3.6.3.4., the individual must first be asked to read the sentence, afterwards the sound change contained in the sentence must be shown to the individual and the individual must be asked to say which sound change it is. For target behaviour 3.6.3.4., you can work on sound changes using the individual's own sentences or the sentences he/she forms while talking about a picture.
Section 3.6. Grammar	3.6.4. Discriminates syllable characteristics.	3.6.4.1. Writes a word that is given by dividing it into its syllables. 3.6.4.2. Says the number of syllables in a word that is given. 3.6.4.3. Gives examples of syllables with one, two, three and four letters.	
Section 3.6. Grammar	3.6.5. Discriminates the word types in a sentence.	3.6.5.1. Defines the requested word types. 3.6.5.2. Shows the requested word type within a sentence. 3.6.5.3. Writes by using the requested word type within a sentence. 3.6.5.4. Fills in the blanks in the sentence with the appropriate word type. 3.6.5.5. Classifies word types.	Word types are: nouns, verbs, adjectives, pronouns, conjunctions, adverbs, postpositions and interjections. Target behaviour 3.6.5.4. must be worked on after at least two word types have been taught. While all word types are being taught, the word types must be put in order according to their level of difficulty and this order must be observed in the teaching.

Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.6. Discriminates the suffixes in words.	3.6.6.1. Classifies suffixes as inflectional and derivational suffixes. 3.6.6.2. Says the inflectional suffixes. 3.6.6.3. Says the function of the inflectional suffixes in the word. 3.6.6.4. Shows the inflectional suffixes within a word. 3.6.6.5. Produces words using inflectional suffixes. 3.6.6.6. Completes the words in the sentence with the appropriate inflectional suffixes. 3.6.6.7. Uses inflectional suffixes appropriately in written expression. 3.6.6.8. Says the derivational suffixes. 3.6.6.9. Says the function of the derivational suffixes in the word. 3.6.6.10. Shows the derivational suffixes within a word. 3.6.6.11. Produces words using derivational suffixes. 3.6.6.12. Completes the words in the sentence with the appropriate derivational suffixes. 3.6.6.13. Uses derivational suffixes appropriately in written expression.	Inflectional suffix: These are case suffixes, tense suffixes, person suffixes, the plural suffix, the negation suffix, the possessive suffix and optative mood suffixes. Derivational suffix: These are suffixes making nouns from nouns, suffixes making verbs from nouns, suffixes making nouns from verbs and suffixes making verbs from verbs.
Section 3.6. Grammar	3.6.7. Discriminates words according to their structure.	3.6.7.1. Classifies words according to their structure. 3.6.7.2. Defines words according to their structure. 3.6.7.3. Shows the word of the requested structure in the sentence given. 3.6.7.4. Says the structure of the word given. 3.6.7.5. Gives examples of words appropriate to the requested structure.	This goal covers simple/derived/compound words. After ordering at the knowledge level has been worked on, each word structure must be taught and practices must be included.
Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.8. Discriminates words in terms of meaning.	3.6.8.1. Classifies words in terms of their meaning characteristics. 3.6.8.2. Says the word types in terms of the meaning relationships between words. 3.6.8.3. Says the types of phrases. 3.6.8.4. Says the meaning characteristic borne by the words shown within a sentence. 3.6.8.5. Says the meaning relationships characteristic borne by the words shown within a sentence. 3.6.8.6. Says the type of the phrase shown within a sentence. 3.6.8.7. Shows the words bearing the requested meaning characteristics within a sentence.	For this goal and these target behaviours, activities must initially be carried out on synonymous, antonymous and homonymous words. Afterwards, activities relating to words with general and specific meanings, words with qualitative and quantitative meanings, words with abstract and concrete meanings and onomatopoeic words must be expanded.

Section	Goals	Target Behaviours	Explanations
		3.6.8.8. Shows the words bearing the requested meaning relationships within a sentence. 3.6.8.9. Shows the requested phrases within a sentence. 3.6.8.10. Says the meaning of the word given in a figurative sense. 3.6.8.11. Says the meaning of the phrases given.	
Section 3.6. Grammar	3.6.9. Discriminates the elements of the sentence.	3.6.9.1. Classifies the elements of the sentence as basic elements and auxiliary elements. 3.6.9.2. Says the basic elements of the sentence. 3.6.9.3. Says the auxiliary elements of the sentence. 3.6.9.4. Defines the basic elements of the sentence. 3.6.9.5. Defines the auxiliary elements of the sentence. 3.6.9.6. Shows the requested basic element within a sentence. 3.6.9.7. Shows the requested auxiliary element within a sentence. 3.6.9.8. Forms a sentence using the auxiliary element given. 3.6.9.9. Divides the sentence into its elements.	The basic elements of the sentence: the explicit subject, the implicit subject, the predicate. The auxiliary elements of the sentence: the object, the oblique complement, the adverbial complement. Starting from the individual's individual needs, the types of subject, object and complement can be used. For target behaviour 3.6.9.8., the individual must be asked to form a sentence orally and in writing. As an instruction, the instruction "Write or say a sentence containing!" must be given.
Section 3.6. Grammar	3.6.10. Discriminates the types of sentence.	3.6.10.1. Classifies the types of sentence. 3.6.10.2. Says the types of sentence according to the type of their predicate. 3.6.10.3. Says the types of sentence according to the position of their predicate. 3.6.10.4. Says the types of sentence according to their meanings. 3.6.10.5. Says the types of sentence according to their structure. 3.6.10.6. Defines the characteristics of the types of sentence. 3.6.10.7. Says the sentence type of the sentence given according to the type of its predicate. 3.6.10.8. Says the sentence type of the sentence given according to the position of its predicate. 3.6.10.9. Says the sentence type of the sentence given according to its meaning. 3.6.10.10. Says the sentence type of the sentence given according to its structure. 3.6.10.11. Forms a sentence appropriate to the requested sentence type.	Sentences according to the type of the predicate: nominal sentences, verbal sentences. Sentences according to the position of the predicate: regular sentences, inverted sentences. Sentences according to their meanings: affirmative sentence, negative sentence, interrogative sentence, exclamatory sentence. Sentences according to their structures: simple sentence, complex sentence, sequential sentence, compound sentence. Classification and ordering at the knowledge level must first be worked on with the individual. Afterwards, practices must be included with the teaching of each type of sentence.

Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.11. Complies with spelling rules in his/her writing.	3.6.11.1. Writes capital letters in accordance with the spelling rules. 3.6.11.2. Writes numbers in accordance with the spelling rules. 3.6.11.3. Writes compound words in accordance with the spelling rules. 3.6.11.4. Writes abbreviations in accordance with the spelling rules. 3.6.11.5. Writes the conjunctions “de, ki, ne...ne” in accordance with the spelling rules. 3.6.11.6. Writes the interrogative particle “mi” in accordance with the spelling rules. 3.6.11.7. Writes reduplications and intensified words in accordance with the spelling rules.	The 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 3.6. Grammar	3.6.12. Complies with punctuation marks in his/her writing.	3.6.12.1. Lists the punctuation marks. 3.6.12.2. Says the function of the punctuation marks. 3.6.12.3. Completes the blanks left in the text given with the appropriate punctuation marks. 3.6.12.4. Uses the appropriate punctuation marks while writing a text.	

4. Name of the Module	EARLY MATHEMATICS With the Early Mathematics Module, it is aimed to enable individuals with specific learning disability to learn the most basic skills of mathematics in the pre-school period,
4. Aim of the Module	to increase their level of readiness for primary education and to enable them to be successful in advanced mathematics skills.
4. Sections in the Module	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 4.1. Object Attributes and Readiness for Measurement	4.1.1. Matches objects/pictures of objects according to their measurable attributes.	4.1.1.1. Matches quantities that are of the same amount. 4.1.1.2. Matches objects/pictures of objects that are of the same size. 4.1.1.3. Matches objects/pictures of objects that are of the same length. 4.1.1.4. Matches objects/pictures of objects that are of the same thickness. 4.1.1.5. Matches objects/pictures of objects that are of the same width. 4.1.1.6. Matches objects that are of the same weight.	In the teaching of all target behaviours, work must be done first with objects and afterwards with pictures of objects.
Section 4.1. Object Attributes and Readiness for Measurement	4.1.2. Groups objects/pictures of objects according to their measurable attributes.	4.1.2.1. Groups quantities according to their amount. 4.1.2.2. Groups objects/pictures of objects according to their sizes. 4.1.2.3. Groups objects/pictures of objects according to their lengths. 4.1.1.4. Matches objects/pictures of objects that are of the same thickness. 4.1.1.5. Matches objects/pictures of objects that are of the same width. 4.1.1.6. Matches objects that are of the same weight.	In the teaching of all target behaviours, work must be done first with objects and afterwards with pictures of objects. In ordering activities, the words expressing the attributes must be emphasised. Care must be taken that individuals carry out the grouping actions using the words oriented towards the target word, such as long-short, narrow-wide, empty-full and light-heavy.
Section	Goals	Target Behaviours	Explanations
Section 4.1. Object Attributes and Readiness for Measurement	4.1.3. Compares objects/pictures of objects according to their measurable attributes.	4.1.3.1. Says which of two quantities is the smaller. 4.1.3.2. Says which of two quantities is the greater. 4.1.3.3. Says which of two objects/pictures of objects is the bigger. 4.1.3.4. Says which of two objects/pictures of objects is the smaller. 4.1.3.5. Says which of two objects/pictures of objects is the longer. 4.1.3.6. Says which of two objects/pictures of objects is the shorter. 4.1.3.7. Says which of two objects/pictures of objects is the thicker. 4.1.3.8. Says which of two objects/pictures of objects is the thinner. 4.1.3.9. Says which of two objects/pictures of objects is the wider. 4.1.3.10. Says which of two objects/pictures of objects is the narrower. 4.1.3.11. Says which of two objects/pictures of objects is the heavier.	In the teaching of all target behaviours, work must be done first with objects and afterwards with pictures of objects. In ordering activities, the words expressing the attributes must be emphasised. Care must be taken that individuals carry out the comparison actions using the words oriented towards the target word, such as long-short, narrow-wide, empty-full and light-heavy. In the teaching of all target behaviours, the individual is expected to say it. However, in an individual who cannot possess speaking skills, the behaviour of showing must be worked on.

Section	Goals	Target Behaviours	Explanations
		4.1.3.12. Says which of two objects/pictures of objects is the lighter. 4.1.3.13. Says which of two objects/pictures of objects is full. 4.1.3.14. Says which of two objects/pictures of objects is empty.	
Section 4.1. Object Attributes and Readiness for Measurement	4.1.4. Puts objects/pictures of objects in order according to their measurable attributes.	4.1.4.1. Puts more than two quantities in order according to their amounts. 4.1.4.2. Puts more than two objects/pictures of objects in order according to their sizes. 4.1.4.3. Puts more than two objects/pictures of objects in order according to their lengths. 4.1.4.4. Puts more than two objects/pictures of objects in order according to their thicknesses. 4.1.4.5. Puts more than two objects/pictures of objects in order according to their widths. 4.1.4.6. Puts more than two objects/pictures of objects in order according to their weights.	In the teaching of all target behaviours, work must be done first with objects and afterwards with pictures of objects. In the teaching of all target behaviours, the expressions “more, most, according to” must be used. The individual must also be asked to put things in order using these words. In ordering activities, the words expressing the attributes must be emphasised. Care must be taken that individuals carry out the ordering actions using the words oriented towards the target word, such as long-short, narrow-wide and empty-full.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Spatial Relations	4.2.1. Says the position of an object in space.	4.2.1.1. Says that an object is inside another object. 4.2.1.2. Says that an object is outside another object. 4.2.1.3. Says that an object is on top of another object. 4.2.1.4. Says that an object is under another object. 4.2.1.5. Says that an object is far from another object. 4.2.1.6. Says that an object is near another object. 4.2.1.7. Says that an object is in front of another object. 4.2.1.8. Says that an object is behind another object. 4.2.1.9. Says that an object is to the right of another object. 4.2.1.10. Says that an object is to the left of another object. 4.2.1.11. Says that an object is beside another object. 4.2.1.12. Says that an object is between two other objects. 4.2.1.13. Says that an object is higher than another object. 4.2.1.14. Says that an object is lower than another object. 4.2.1.15. Says that the object shown/said in a series of objects is at the beginning. 4.2.1.16. Says that the object shown/said in a series of objects is in the middle. 4.2.1.17. Says that the object shown/said in a series of objects is at the end.	In the teaching of all target behaviours, work must be done first with objects and afterwards with pictures of objects. In the teaching of all target behaviours, the individual is expected to say it. However, in an individual who cannot possess speaking skills, the behaviour of showing must be worked on.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Spatial Relations	4.2.2. Puts objects/pictures of objects in order according to their positions.	4.2.2.1. Puts objects/pictures of objects in order according to their distances. 4.2.2.2. Puts objects/pictures of objects in order according to their nearness. 4.2.2.3. Puts objects/pictures of objects in order according to their heights. 4.2.2.4. Puts objects/pictures of objects in order according to their lowness.	In the teaching of all target behaviours, the expressions “more” and “most” must be used. The individual must also be asked to put things in order using these words.

Section	Goals	Target Behaviours	Explanations
Section 4.3. Numbers	4.3.1. Counts rhythmically.	4.3.1.1. Counts rhythmically forwards in ones from 1 to 10. 4.3.1.2. Counts rhythmically backwards in ones starting from 10. 4.3.1.3. Counts rhythmically forwards in ones up to 10, starting from a number given between 1 and 10. 4.3.1.4. Counts rhythmically backwards in ones, starting from a number given between 1 and 10.	In rhythmic counting activities, teaching practices involving rhythm, such as clapping hands, snapping fingers and shaking maracas, must be included.

Section 4.3. Numbers	4.3.2. Counts objects/pictures of objects, sounds and movements.	4.3.2.1. Counts one by one between 1 and 10 objects/pictures of objects that are arranged side by side. 4.3.2.2. Counts one by one between 1 and 10 objects/pictures of objects that are arranged in a mixed order. 4.3.2.3. Says the number of a particular sound (such as a drum sound, a bell stroke, a clap) repeated between 1 and 10 times. 4.3.2.4. Says the number of a particular movement (such as a jump, a step) repeated between 1 and 10 times.	In counting objects/pictures of objects, counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing out the pictures of the objects as they are counted, and following a vertical or horizontal order must be taught to individuals.
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Section	Goals	Target Behaviours	Explanations
Section 4.3. Numbers	4.3.3. Expresses the quantity corresponding to a number up to 10 as a number of items.	4.3.3.1. Says the number of 1-4 objects/pictures of objects without counting*. 4.3.3.2. Says the number of a group of objects by counting them. 4.3.3.3. Says the number of the objects in the picture by counting them. 4.3.3.4. Separates the requested number of objects from within a group of objects by counting them. 4.3.3.5. Says that the number of objects/pictures of objects does not change when 1-5 objects/pictures of objects are positioned differently. 4.3.3.6. Says that the number of objects is zero when there	* The expression “without counting” means the individual saying instantly how many objects there are without resorting to the counting skill. After this skill has been acquired, activities must be carried out on being able to say how many objects there are without counting 5-10 objects/pictures of objects. Dominoes, dice and dice-like number cubes in which the dots are in a particular arrangement are appropriate visual materials to be used in order to develop individuals' ability to understand the number of objects at a glance without counting (subitizing). Target behaviour 4.3.3.5. is oriented towards the principle of conservation of number. It must be made noticeable that, however the objects or the pictures of

Section	Goals	Target Behaviours	Explanations
		is no object at all.	objects are arranged, their number does not change. While counting objects and pictures of objects, it is emphasised that the last number said expresses the amount of objects.
Section 4.3. Numbers	4.3.4. Discriminates digits.	4.3.4.1. Reads digits. 4.3.4.2. Shows the requested digit from among the other digits. 4.3.4.3. Writes digits by looking at a model. 4.3.4.4. Writes a digit said between 0 and 9.	In the teaching of the digits, a start must be made with 1 and the digit zero must be taught last. Care must be taken with the direction in which the digits are written.
Section 4.3. Numbers	4.3.5. Expresses numbers with symbols.	4.3.5.1. Writes the number of a group of objects up to 10 with a digit. 4.3.5.2. Draws as many shapes/pictures as that number in order to express a number between 1 and 10.	
Section 4.3. Numbers	4.3.6. Puts the numbers from 1 to 10 in order.	4.3.6.1. Writes the numbers from 1 to 10 in order. 4.3.6.2. Writes the number that comes after a number given between 1 and 10. 4.3.6.3. Writes the number that comes before a number given between 1 and 10. 4.3.6.4. Writes the number that is missing from the ordered numbers given from 1 to 10. 4.3.6.5. Puts in order the numbers from 1 to 10 given in a mixed order. 4.3.6.6. Completes the number/numbers left missing in the number series given from 1 to 10 with the numbers given. 4.3.6.7. Writes the number/numbers left missing in the number series given from 1 to 10.	In the teaching of target behaviours 4.3.6.2., 4.3.6.3., 4.3.6.4. and 4.3.6.7., the individual is expected to write. However, in an individual who cannot possess writing skills, the behaviour of saying must be worked on.
Section 4.3. Numbers	4.3.7. Makes a comparison between the numbers of objects in two groups of objects by matching them one to one.	4.3.7.1. Says that two groups of objects with the same number between 1 and 10 are equal by matching them one to one. 4.3.7.2. Says that one group of objects is fewer than the other, with the help of matching one to one two groups of objects with different numbers between 1 and 10. 4.3.7.3. Says that one group of objects is more than the other, with the help of matching one to one two groups of objects with different numbers between 1 and 10.	In all target behaviours, two groups of objects (for example bottle caps and beans) are matched one to one. The concepts of "more", "fewer" and "equality" must be worked on by carrying out matching activities with two groups of objects. During matching activities, individuals must be enabled to express the result of comparing two groups of objects and pictures of objects as "4 pencils are more than 2 pencils." or "1 flower is fewer than 3 flowers." In matching activities, the expressions one more/two more, one fewer/two fewer must be worked on, with the difference between the two groups of objects being one or two.

Section	Goals	Target Behaviours	Explanations
Section 4.3. Numbers	4.3.8. Compares two numbers between 1 and 10.	4.3.8.1. Says that the two numbers are equal by comparing two numbers between 1 and 10. 4.3.8.2. Says the greater one by comparing two numbers between 1 and 10. 4.3.8.3. Says the smaller one by comparing two numbers between 1 and 10.	

Section	Goals	Target Behaviours	Explanations
Section 4.4. PartWhole Relationship	4.4.1. Establishes the part-whole relationship.	4.4.1.1. Shows the object/picture that is whole. 4.4.1.2. Shows the object/picture that is a half. 4.4.1.3. Shows the object/picture that is a quarter. 4.4.1.4. Divides a whole into two equal parts. 4.4.1.5. Forms a whole by combining two halves. 4.4.1.6. Says that one of the two equal parts of a whole is a half. 4.4.1.7. Says that two halves form a whole. 4.4.1.8. Says that a whole consists of two halves. 4.4.1.9. Divides a whole into four equal parts. 4.4.1.10. Forms the whole by combining 4 quarters. 4.4.1.11. Says that one of the 4 equal parts of a whole is a quarter. 4.4.1.12. Says that a whole consists of 4 quarters. 4.4.1.13. Forms a half from two quarters. 4.4.1.14. Says that two quarters form a half.	This goal and all its target behaviours must be worked on in relation to the goals and target behaviours relating to the part-whole relationship found in the Support for Learning Module.

Section	Goals	Target Behaviours	Explanations
Section 4.4. Part-Whole Relationship	4.5.1. Carries out addition with numbers whose sum does not exceed 10.	4.5.1.1. Adds the stated number of objects to a group of objects. 4.5.1.2. Says that the number of the group to which he/she has added objects has increased/become greater. 4.5.1.3. Carries out addition operations whose sum does not exceed 10 by modelling them with real objects. 4.5.1.4. Carries out addition operations whose sum does not exceed 10 mentally. 4.5.1.5. Solves verbal problems requiring addition whose sum does not exceed 10 by modelling them with objects/pictures of objects. 4.5.1.6. Solves verbal problems requiring addition whose sum does not exceed 10 by adding mentally.	The meanings of the addition operation, that is, bringing together objects of the same kind, adding, becoming greater and increasing, must be made noticeable by carrying out modelling activities. While target behaviour 4.5.1.4. is being worked on, the reading of the operation must be given to the individual. For example, expressions such as "How much is 2 and 3 more?", "If we add 2 and 3, how much is it?", "If we add 3 to 2, how much is it?" must be used. In imparting these target behaviours, examples from daily life must be given while adding and solving problems.

Section	Goals	Target Behaviours	Explanations
Section 4.5. Early Addition and Subtraction	4.5.2. Carries out subtraction.	4.5.2.1. Says the name of an object removed from a group of objects consisting of at least three different objects. 4.5.2.2. Separates the stated number of objects from a group containing the same objects. 4.5.2.3. Says that the number of the group from which he/she has removed objects has decreased/become fewer. 4.5.2.4. Carries out subtraction by modelling with real objects corresponding to numbers between 1 and 10. 4.5.2.5. Carries out subtraction mentally with numbers between 1 and 10. 4.5.2.6. Solves verbal problems requiring subtraction with numbers between 1 and 10 by modelling them with objects/pictures of objects. 4.5.2.7. Solves verbal problems requiring subtraction with numbers between 1 and 10 by subtracting mentally.	During problem solving, key words relating to the subtraction operation such as “decreased”, “went out”, “what remains”, “remaining” and “was left” must be used. After target behaviour 4.5.2.3. has been worked on, the situations in which the number of objects does not change with the addition and removal of the stated number of objects from the same group of objects must also be worked on.

Section	Goals	Target Behaviours	Explanations
Section 4.6. Geometry	4.6.1. Discriminates geometric shapes.	4.6.1.1. Matches geometric shapes. 4.6.1.2. Shows the requested geometric shape from among geometric shapes. 4.6.1.3. Says the name of the geometric shape shown.	In this goal, the geometric shapes square, circle, triangle and rectangle have priority. Activities oriented towards establishing a relationship between real objects/pictures of objects and geometric shapes must be carried out.

Section	Goals	Target Behaviours	Explanations
Section 4.7. Measurement	4.7.1. Carries out measurement with non-standard measuring instruments.	4.7.1.1. Selects the non-standard measuring instrument that is appropriate for measuring a length. 4.7.1.2. Selects the non-standard measuring instrument that is appropriate for measuring a weight. 4.7.1.3. Selects the non-standard measuring instrument that is appropriate for measuring the amount of a liquid. 4.7.1.4. Measures the stated length with non-standard measuring instruments. 4.7.1.5. Measures the stated weight with non-standard measuring instruments. 4.7.1.6. Measures the stated amount of liquid with non-standard measuring instruments. 4.7.1.7. Estimates a length in terms of non-standard units. 4.7.1.8. Estimates a weight in terms of non-standard units. 4.7.1.9. Estimates the amount of a liquid in terms of non-standard units.	While measuring, care must be taken that a starting point is taken and that the units are placed in the same direction, in such a way that no gap remains between them and they do not overlap. As non-standard measuring instruments, materials such as string, a pencil, a building brick, a book, a stone, a glass and a spoon, and natural measuring instruments such as a step, a foot, a fathom, a hand span, a finger and a palm must be used. During instruction, it must be emphasised that the length, weight and volume of these instruments are taken as the basis. For target behaviours 4.7.1.6., 4.7.1.7. and 4.7.1.8., estimates can be exemplified as “The length of the table is 5 red pencils.”

Section	Goals	Target Behaviours	Explanations
		4.7.1.10. Compares the measurement results with the results he/she has estimated.	
Section 4.7. Measurement	4.7.2. Discriminates that time is a measurable attribute.	4.7.2.1. Says the events of short and long duration during the day. 4.7.2.2. Groups events/pictures of events that have different durations. 4.7.2.3. Compares two different events/pictures of events according to whether they are short or long. 4.7.2.4. Puts events/pictures of events that have different durations in order.	The individual must be enabled to use the concepts of “short” and “long” when describing the time that passes in events. For events/pictures of events that have different durations, examples such as going to school by bicycle, eating dinner and brushing one’s teeth must be given. The comparison must be made in the form of “Eating dinner takes longer than brushing one’s teeth.”
Section 4.7. Measurement	4.7.3. Uses concepts expressing time within speech in accordance with the context.	4.7.3.1. Uses the concepts expressing the parts of a day (morning, noon, evening, night, daytime, etc.) within speech in accordance with the context*. 4.7.3.2. Uses the concepts “yesterday”, “today” and “tomorrow” within speech in accordance with the context. 4.7.3.3. Uses expressions expressing time (before, now, after, in a little while, etc.) within speech in accordance with the context*.	* With the expression “in accordance with the context”, it is explained that the words expressing time must be used with their equivalent in real life. For example, the usages “I go to school at night.” or “I will go to school yesterday.” are not in accordance with the context.
Section	Goals	Target Behaviours	Explanations
Section 4.8. Data	4.8.1. Reads simple tables having at most two data groups.	4.8.1.1. Reads simple tables created using symbols. 4.8.1.2. Reads simple tables created using digits. 4.8.1.3. Answers the questions asked about simple tables having at most two data groups.	In table reading activities, tables that individuals encounter frequently, such as a daily nutrition, behaviour, rule or activity table, must be used. Symbols (a star, a smiling face, etc.) must be used. The data must be limited to the numbers 1-10.
Section 4.8. Data	4.8.2. Creates simple tables having at most two data groups.	4.8.2.1. Fills in picture behaviour/activity tables using symbols. 4.8.2.2. Fills in picture behaviour/activity tables using digits. 4.8.2.3. Answers the questions asked about the simple tables having at most two data groups that he/she has created.	In table creation activities, tables that individuals encounter frequently, such as a daily nutrition, behaviour, rule or activity table, must be used. As symbols, pictures such as a star and a smiling face, etc. must be used. The data must be limited to the numbers 1-10.

5. Name of the Module	MATHEMATICS
5. Aim of the Module	With the mathematics module, it is aimed to enable individuals with special needs to learn the most basic skills of mathematics in the school period With the Mathematics Module, it is aimed to enable individuals with specific learning disability to learn the most basic skills of mathematics in the school period and to be successful in advanced mathematics skills. and to be successful in advanced mathematics skills.
5. Sections in the Module	Numbers and Operations, Geometry, Measurement, Data Processing 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, on the other hand, are as Level 1, Level 2, Level 3, Level 4

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.1. Counts rhythmically.	Level 1 5.1.1.1. Counts rhythmically forwards in ones from 1 to 100. 5.1.1.2. Counts rhythmically forwards in ones starting from a number given between 1 and 20. 5.1.1.3. Counts rhythmically forwards in tens from 1 to 100. 5.1.1.4. Counts rhythmically forwards in fives from 1 to 100. 5.1.1.5. Counts rhythmically forwards in twos up to 20. 5.1.1.6. Counts rhythmically backwards in ones starting from 20. 5.1.1.7. Counts rhythmically backwards in twos starting from 20. Level 2 5.1.1.8. Counts rhythmically backwards in twos from 100. 5.1.1.9. Counts rhythmically forwards in threes from 1 to 30. 5.1.1.10. Counts rhythmically backwards in threes from 30 to 1. 5.1.1.11. Counts rhythmically forwards in fours from 1 to 40. 5.1.1.12. Counts rhythmically backwards in fours from 40 to 1. 5.1.1.13. Counts rhythmically forwards in threes starting from a number given between 1 and 30. 5.1.1.14. Counts rhythmically backwards in threes starting from a number given between 1 and 30. 5.1.1.15. Counts rhythmically forwards in fours starting from a number given between 1 and 40. 5.1.1.16. Counts rhythmically backwards in fours starting from a number given between 1 and 40. Level 3 5.1.1.17. Counts rhythmically forwards in sixes from 1 to 60. 5.1.1.18. Counts rhythmically forwards in sevens from 1 to 70. 5.1.1.19. Counts rhythmically forwards in eights from 1 to 80. 5.1.1.20. Counts rhythmically forwards in nines from 1 to 90. 5.1.1.21. Counts rhythmically forwards in hundreds from 100 to 1000.	In all rhythmic counting activities, teaching practices involving rhythm and physical movement, such as clapping hands, snapping fingers and shaking maracas, must be included. For target behaviour 5.1.1.5., rhythmic counting forwards in twos must be extended up to 100. In counting activities, the number line, number strips and hundred squares must be used.

Section	Goals	Target Behaviours	Explanations
		5.1.1.22. Counts rhythmically backwards in hundreds from 1000. 5.1.1.23. Counts rhythmically forwards in tens starting from a number given between 1 and 1000. 5.1.1.24. Counts rhythmically forwards in hundreds starting from a number given between 1 and 1000. Level 4 5.1.1.25. Counts rhythmically in thousands up to 10,000.	
Section 5.1. Numbers and Operations	5.1.2. Counts objects/pictures of objects.	Level 1 5.1.2.1. Counts one by one between 1 and 20 objects/pictures of objects that are arranged side by side. 5.1.2.2. Counts one by one between 1 and 20 objects/pictures of objects that are arranged in a mixed order. Level 2 5.1.2.3. Counts one by one the objects/pictures of objects in a group with up to 100 objects. 5.1.2.4. Counts in tens the objects/pictures of objects in a group with up to 100 objects. 5.1.2.5. Counts in fives the objects/pictures of objects in a group with up to 100 objects. 5.1.2.6. Counts in twos the objects/pictures of objects in a group with up to 100 objects. 5.1.2.7. Counts in threes the objects/pictures of objects in a group with up to 30 objects. 5.1.2.8. Counts in fours the objects/pictures of objects in a group with up to 40 objects.	The teaching of goal 5.1.2. counting objects/pictures of objects and goal 5.1.3. expressing the quantity corresponding to a number up to 100 as a number of items must be carried out together. Especially at Level 1, individuals must be enabled to comprehend that, while counting the objects in groups of objects of a certain number, the last number they say is the number of objects in the group of objects. In target behaviours 5.1.2.1. and 5.1.2.2., counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing out the pictures of the objects as they are counted, and following a vertical or horizontal order while counting must be taught to individuals. In imparting target behaviours 5.1.2.4., 5.1.2.5., 5.1.2.6., 5.1.2.7. and 5.1.2.8., the individual must first group the objects/pictures of objects himself/herself; afterwards, work must be done with objects/pictures of objects given already grouped.
Section 5.1. Numbers and Operations	5.1.3. Expresses the quantity corresponding to a number up to 100 as a number of items.	Level 1 5.1.3.1. Says the number of a group of 1-20 objects by counting them. 5.1.3.2. Says the number of a group of 1-20 objects in the picture by counting them. 5.1.3.3. Separates the requested number of objects from within a group of 1-20 objects by counting them. Level 2 5.1.3.4. Says the number of a group of 20-100 objects in the picture by counting them.	While goal 5.1.3. is being worked on a. The difference between a digit and a number must be emphasised. b. It must be emphasised that in counting objects and pictures of objects the last number said expresses the amount of objects.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.4. Writes natural numbers.	Level 1 5.1.4.1. Says that a quantity consisting of 10 entities of the	Digits are included as a goal in the Early Mathematics Module. For this reason, in this module natural numbers have been targeted as 10 and above. In the

Section	Goals	Target Behaviours	Explanations
		same kind is one “deste” (ten). 5.1.4.2. Says that a quantity consisting of 12 entities of the same kind is one dozen. 5.1.4.3. Divides a group of objects/pictures of objects between 10 and 20 (10 and 20 included) into its tens and ones. 5.1.4.4. Says the number of tens and ones of a group of objects/pictures of objects between 10 and 20. 5.1.4.5. Writes the number corresponding to the group of objects between 10 and 20 that he/she has divided into its tens and ones. 5.1.4.6. Reads the number corresponding to the group of objects between 10 and 20 that he/she has divided into its tens and ones. 5.1.4.7. Reads the numbers between 1 and 20. 5.1.4.8. Writes with digits a number said between 1 and 20. Level 2 5.1.4.9. Divides a quantity with fewer than 100 objects into its tens and ones using a model. 5.1.4.10. Says the number of tens and ones of the quantity he/she has divided into groups of tens and ones. 5.1.4.11. Writes the number corresponding to a quantity between 20 and 100 that he/she has divided into its tens and ones. 5.1.4.12. Reads the number corresponding to a quantity between 20 and 100 that he/she has divided into its tens and ones. 5.1.4.13. Reads two-digit natural numbers. 5.1.4.14. Writes with digits the two-digit natural numbers that are said. Level 3 5.1.4.15. Divides a quantity with 100-1000 objects into its hundreds, tens and ones using a model. 5.1.4.16. Says the number of hundreds, tens and ones of the quantity he/she has divided into its hundreds, tens and ones. 5.1.4.17. Writes the number corresponding to a quantity between 100 and 1000 that he/she has divided into its hundreds, tens and ones. 5.1.4.18. Reads the number corresponding to a quantity between 100 and 1000 that he/she has divided into its hundreds, tens and ones.	case that the individual has a requirement relating to digits, digit reading and writing activities must first be carried out. In the teaching of digits, the digits must be worked on in relation to number. While goal 5.1.4. is being worked on, base ten blocks and visuals of base ten blocks must be used as models.

Section	Goals	Target Behaviours	Explanations
		5.1.4.19. Reads three-digit natural numbers. 5.1.4.20. Writes with digits the three-digit natural numbers that are said. Level 4 5.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 5.1.4.22. Writes with digits the 4-, 5- and 6-digit natural numbers that are said.	
Section 5.1. Numbers and Operations	5.1.5. Writes the places and place values of natural numbers.	Level 2 5.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 5.1.5.2. Writes the place values of natural numbers smaller than 100. Level 3 5.1.5.3. Writes the place names of three-digit numbers on models. 5.1.5.4. Writes the place values of three-digit numbers on models. Level 4 5.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 5.1.5.6. Writes the place values of 4-, 5- and 6-digit natural numbers. 5.1.5.7. Divides 4-, 5- and 6-digit numbers into their periods. 5.1.5.8. Decomposes 4-, 5- and 6-digit numbers.	While goal 5.1.5. is being worked on, base ten blocks and visuals of base ten blocks must be used as models. In the teaching of target behaviours 5.1.5.1., 5.1.5.2., 5.1.5.3., 5.1.5.4., 5.1.5.5. and 5.1.5.6., the individual is expected to write. However, in an individual who cannot possess writing skills, the behaviour of saying must be worked on.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.6. Puts natural numbers in order.	Level 1 5.1.6.1. Writes the numbers from 1 to 20 in order. 5.1.6.2. Writes the number that comes after a number given between 1 and 20. 5.1.6.3. Writes the number that comes before a number given between 1 and 20. 5.1.6.4. Puts the numbers from 1 to 20 given in a mixed order into counting order. 5.1.6.5. Writes the number/numbers left missing in the number series given from 1 to 20. Level 2 5.1.6.6. Writes the number that comes after a number given between 1 and 100. 5.1.6.7. Writes the number that comes before a number	While goal 5.1.6. is being worked on, comprehension of the consecutiveness relationship between numbers must be enabled by using the expressions "before", "after" and "between". In the teaching of target behaviours 5.1.6.2., 5.1.6.3., 5.1.6.5., 5.1.6.6., 5.1.6.7. and 5.1.6.9., the individual is expected to write. However, in an individual who cannot possess writing skills, the behaviour of saying must be worked on.

Section	Goals	Target Behaviours	Explanations
		given between 1 and 100. 5.1.6.8. Puts at most 4 natural numbers given in a mixed order between 1 and 100 into counting order. 5.1.6.9. Writes the numbers left missing in a number series created with natural numbers smaller than 100.	
Section 5.1. Numbers and Operations	5.1.7. Makes a comparison between the numbers of objects in two groups of objects by matching them one to one.	Level 1 5.1.7.1. Says that two groups of objects with the same number between 1 and 20 are equal by matching them one to one. 5.1.7.2. Says that one group of objects is fewer than the other by matching one to one two groups of objects with different numbers between 1 and 20. 5.1.7.3. Says that one group of objects is more than the other by matching two groups of objects with different numbers between 1 and 20.	In the teaching of all target behaviours, two groups of objects (for example bottle caps and beans) must be matched one to one. The concepts of “more”, “fewer” and “equality” must be worked on by carrying out matching activities with two groups of objects. During matching activities, individuals must be enabled to express the result of comparing two groups of objects and pictures of objects as “12 pencils are more than 5 pencils.” or “8 flowers are fewer than 11 flowers.”
Section 5.1. Numbers and Operations	5.1.8. Compares natural numbers.	Level 1 5.1.8.1. Says that the two numbers are equal by comparing two numbers between 10 and 20. 5.1.8.2. Says the greater one by comparing two numbers between 10 and 20. 5.1.8.3. Says the smaller one by comparing two numbers between 10 and 20. Level 2 5.1.8.4. Says the greater/greatest one by comparing at most four natural numbers smaller than 100. 5.1.8.5. Says the smaller/smallest one by comparing at most four natural numbers smaller than 100. 5.1.8.6. Puts at most four natural numbers smaller than 100 in order from the greatest to the smallest/from the smallest to the greatest. Level 3 5.1.8.7. Says the greater/greatest one by comparing at most five natural numbers smaller than 1000. 5.1.8.8. Says the smaller/smallest one by comparing at most five natural numbers smaller than 1000. 5.1.8.9. Puts at most five natural numbers smaller than 1000 in order from the greatest to the smallest/from the smallest to the greatest using the symbols “>” and “<”. Level 4 5.1.8.10. Puts natural numbers of at most six digits in order using the greater than/less than symbol.	While target behaviours 5.1.8.1., 5.1.8.2. and 5.1.8.3. are being worked on, the comparison of numbers between 1 and 20 can also be included. While target behaviour 5.1.8.6. is being worked on, the greater than-less than symbols must not be used in number orderings; the ordering must be carried out using a comma between the numbers. While target behaviour 5.1.8.10. is being worked on, ordering activities using symbols must first be carried out with four-digit natural numbers, then with five-digit and six-digit natural numbers. Finally, ordering activities must be carried out by giving four-, five- and six-digit numbers in a mixed order.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.9. Uses numbers for the purpose of expressing order.	Level 1 5.1.9.1. Says the order of the objects/pictures of objects within an ordered series. 5.1.9.2. Shows the object/picture of an object whose order is said within an ordered series. 5.1.9.3. Reads the number expressing order. 5.1.9.4. Writes the number expressing order.	While goal 5.1.9. is being worked on a. An ordered series must consist of 1-20 objects/pictures of objects. b. As a number series, visuals ordered within a context (a car race, a running race, etc.) must be used.
Section 5.1. Numbers and Operations	5.1.10. Creates an increasing/decreasing number pattern according to a particular rule.	Level 2 5.1.10.1. Says the rule of a number pattern in which the difference between the terms is constant. 5.1.10.2. Writes the item left missing in a number pattern in which the difference between the terms is constant. Level 3 5.1.10.3. Continues a number pattern in which the difference between the terms is constant for at most 4 steps. 5.1.10.4. Creates a single-rule number pattern increasing or decreasing according to a particular rule. Level 4 5.1.10.5. Creates a double-rule number pattern increasing or decreasing according to a particular rule. 5.1.10.6. Says the rules of the number pattern he/she has created according to a double rule.	Before the number patterns in goal 5.1.10. are worked on, the pattern goals contained in the Visual Perception and Memory section of the Support for Learning Module and the goals relating to geometric patterns in the Geometry section of the Mathematics Module (Levels 1 and 2) must be worked on. While activities relating to number patterns are being carried out, the individual must be enabled to relate each term (item) to the step number in a pattern increasing or decreasing with a constant difference between the terms. For example, in the pattern 2, 5, 8, 11 ... the first term is 2, the second term is 5, and so on. While target behaviours 5.1.10.1. and 5.1.10.2. are being worked on, at least 3 items must be given from the beginning so that the rule in the patterns can be found. For example, 5, 10, 15, ..., 25, ..., 35. For target behaviour 5.1.10.2., number patterns in which at most two items are not given must be used. In the teaching of target behaviour 5.1.10.2., the individual is expected to write. However, in an individual who cannot possess writing skills, the behaviour of saying must be worked on.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.	Level 2 5.1.11.1. Says the ten to which a natural number smaller than 100 is near. 5.1.11.2. Rounds a natural number smaller than 100 to the ten to which it is near. Level 3 5.1.11.3. Says the ten/hundred to which a three-digit natural number is near. 5.1.11.4. Rounds a three-digit natural number to the ten/hundred to which it is near. Level 4 5.1.11.5. Says the ten/hundred/thousand to which a	While goal 5.1.11. is being worked on, the hundred square and the number line must be used.

Section	Goals	Target Behaviours	Explanations
		four-digit natural number is near. 5.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand to which it is near.	
Section 5.1. Numbers and Operations	5.1.12. Discriminates natural numbers according to whether they are odd or even.	Level 3 5.1.12.1. Says that the number of objects is odd or even by grouping objects/pictures of objects. 5.1.12.2. Says that the numbers given are odd or even. 5.1.12.3. Says that the sum of two odd natural numbers is even. 5.1.12.4. Says that the sum of two even natural numbers is even. 5.1.12.5. Says that the sum of an odd and an even natural number is odd.	The addition carried out within the framework of target behaviours 5.1.12.3., 5.1.12.4. and 5.1.12.5. must be examined with models (objects, base ten blocks, etc.).
Section 5.1. Numbers and Operations	5.1.13. Expresses numbers with Roman numerals.	Level 3 5.1.13.1. Reads Roman numerals up to 20. 5.1.13.2. Writes numbers up to 20 with Roman numerals.	In the activities for this goal, activities of writing Roman numerals up to 20 as numbers must also be carried out.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.14. Carries out addition with natural numbers.	Level 1 5.1.14.1. Says that the number of the group has increased/become greater by adding the stated number of objects to a group of objects. 5.1.14.2. Carries out addition operations whose sum does not exceed 20 by modelling them with real objects/pictures of objects. 5.1.14.3. Carries out the addition operation shown with objects/pictures of objects whose sum does not exceed 20 by converting it into numbers. 5.1.14.4. Uses the equals symbol. 5.1.14.5. Uses the addition symbol (+). 5.1.14.6. Carries out addition with numbers whose sum does not exceed 20. 5.1.14.7. Carries out addition with three one-digit numbers whose sum does not exceed 20. 5.1.14.8. Says that when the places of the addends are changed in addition, the sum does not change. 5.1.14.9. Writes the addend that is not given in addition carried out with numbers whose sum does not exceed 20. 5.1.14.10. Carries out addition mentally with numbers whose sum does not exceed 20. Level 2 5.1.14.11. Carries out addition without carrying with two	Within the scope of goal 5.1.14.; a. At the first level, addition operations must be carried out first side by side and afterwards one under the other. In addition carried out one under the other, it must be emphasised that the operation line bears a similar meaning to the equals sign. b. After sufficient work has been done on addition operations whose sum does not exceed 10, work must be done on addition operations whose sum does not exceed 20. c. Addition activities with/without carrying must be carried out by enabling the individual to create the addition operation himself/herself (with symbols). While goal 5.1.14. is being worked on, the meanings of the addition operation, that is, bringing together objects of the same kind (that can be added), adding, increasing and becoming greater, must be made noticeable with modelling activities and conceptual understanding must be emphasised with daily life situations. Target behaviours 5.1.14.4., 5.1.14.5. and 5.1.14.6. must be addressed together in the instruction. At this stage, the individual must be enabled to read aloud the addition he/she has carried out (for $2+3=5$, such as "The sum of 2 and 3 is equal to 5.", "When we add 3 to 2, it is equal to 5."). The meanings of the terms "addend", "sum" and "addition" must be emphasised. For target behaviours 5.1.14.4. and 5.1.14.5., activities must be carried out in the dimensions of showing, saying and writing the relevant symbol. Within the scope of target behaviour 5.1.14.6., addition with 0 must be included. The individual must be enabled to understand and justify the difference of addition with 0 from addition with other numbers. Within the scope of target behaviour 5.1.14.9., subtraction must not be carried out; the result must be reached by adding on. In the teaching of target behaviour 5.1.14.9., the individual is expected to write.

Section	Goals	Target Behaviours	Explanations
		numbers whose sums do not exceed 100. 5.1.14.12. Carries out addition with carrying with two numbers whose sums do not exceed 100. 5.1.14.13. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 100. 5.1.14.14. Estimates the sum of two numbers whose sums do not exceed 100. 5.1.14.15. Compares his/her estimate of the sum of two numbers whose sums do not exceed 100 with the result of the operation. 5.1.14.16. Carries out addition mentally with two numbers whose sums do not exceed 100. Level 3 5.1.14.17. Carries out addition without carrying with two numbers whose sums do not exceed 1000. 5.1.14.18. Carries out addition with carrying with two numbers whose sums do not exceed 1000. 5.1.14.19. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 1000. 5.1.14.20. Estimates the sum of two numbers whose sums do not exceed 1000. 5.1.14.21. Compares his/her estimate of the sum of two numbers whose sums do not exceed 1000 with the result of the operation. 5.1.14.22. Adds mentally two numbers whose sums do not exceed 1000. Level 4 5.1.14.23. Carries out addition with/without carrying with numbers of at most four digits. 5.1.14.24. Estimates the sum of two numbers whose sums have at most four digits. 5.1.14.25. Compares his/her estimate of the sum of two numbers whose sums have at most four digits with the result of the operation. 5.1.14.26. Adds mentally numbers of at most four digits with multiples of 100.	However, in an individual who cannot possess writing skills, the behaviour of saying must be worked on. While target behaviour 5.1.14.10. is being worked on, addition strategies such as making up to 10, number doubles (such as 4+4), adding on, and one more/two more must be taught. Within the scope of target behaviour 5.1.14.12., the meaning of carrying in addition must be explained by modelling it with real objects, base ten blocks and visuals of base ten blocks, etc. Within the scope of target behaviour 5.1.14.13., the strategy of counting on, counting back or the subtraction operation must be used while finding the addend that is not given. For target behaviours 5.1.14.19 and 5.1.14.22., the individual must be enabled to use estimation strategies (rounding, number doubles (such as 50+50), place values, adding on and decomposing numbers). For target behaviour 5.1.14.22., mental addition of two two-digit numbers whose sums do not exceed 1000, of a three-digit and a one-digit number, and of two numbers that are multiples of 100 and 10 must be carried out.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.15. Solves problems requiring addition.	Level 1 5.1.15.1. Solves problems requiring one addition operation with numbers whose sum does not exceed 20. 5.1.15.2. Poses problems appropriate to the data given, requiring one addition operation with numbers whose sum	Within the scope of goal 5.1.15.; a. In the problem-solving process, the problem must be visualised with diagrams or with individuals' own drawings.

Section	Goals	Target Behaviours	Explanations
		does not exceed 20. Level 2 5.1.15.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 5.1.15.4. Poses problems appropriate to the data given, requiring two operations with numbers whose sum does not exceed 100. Level 3 5.1.15.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000. 5.1.15.6. Poses problems appropriate to the data given, requiring at most two operations. Level 4 5.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 5.1.15.8. Poses problems appropriate to the data given, requiring three operations.	b. In the problem-solving process, individuals must be provided with modelling in the phases of reading the problem aloud, explaining it in their own sentences, converting it into a visual, making an estimate, carrying out the operation and checking the process.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.16. Carries out subtraction with natural numbers.	Level 1 5.1.16.1. Says that the number of the group has decreased/become fewer by removing the stated number of objects from a group of objects. 5.1.16.2. Carries out subtraction with numbers up to 20 by modelling it with real objects/pictures of objects. 5.1.16.3. Carries out the subtraction shown with objects/pictures of objects between 0 and 20 by converting it into numbers. 5.1.16.4. Uses the subtraction symbol (-). 5.1.16.5. Carries out subtraction with numbers up to 20. 5.1.16.6. Carries out subtraction mentally with numbers up to 20. Level 2 5.1.16.7. Carries out subtraction without regrouping with numbers up to 100. 5.1.16.8. Carries out subtraction with regrouping with numbers up to 100. 5.1.16.9. Finds the minuend that is not given in subtraction carried out with numbers up to 20. 5.1.16.10. Finds the subtrahend that is not given in subtraction carried out with numbers up to 20. 5.1.16.11. Estimates the result of subtraction carried out	Within the scope of goal 5.1.16.; a. At the first level, subtraction operations must be carried out first side by side and afterwards one under the other. In subtraction carried out one under the other, it must be emphasised that the operation line bears a similar meaning to the equals sign. b. After sufficient work has been done on subtraction operations up to 10, work must be done on subtraction operations up to 20. c. Subtraction activities with and without regrouping must be carried out by enabling the individual to create the subtraction operation himself/herself (with symbols). d. It must be emphasised that subtraction is “finding the unknown addend”. Target behaviours 5.1.16.3. and 5.1.16.4. must be addressed together in the instruction. At this stage, the individual must be enabled to read aloud the subtraction he/she has carried out (for $5-3=2$, “5 minus 3 is equal to 2.”). In addition, the meanings of the terms “minuend”, “subtrahend” and “difference” must be emphasised.

Section	Goals	Target Behaviours	Explanations
		with two numbers up to 100. 5.1.16.12. Compares his/her estimate of the result of subtraction carried out with two numbers up to 100 with the result of the operation. 5.1.16.13. Subtracts mentally two numbers that are multiples of 10 within 100. Level 3 5.1.16.14. Carries out subtraction without regrouping with numbers of at most three digits. 5.1.16.15. Carries out subtraction with regrouping with numbers of at most three digits. 5.1.16.16. Finds the minuend that is not given in subtraction carried out with numbers up to 100. 5.1.16.17. Finds the subtrahend that is not given in subtraction carried out with numbers up to 100. 5.1.16.18. Estimates the result of subtraction carried out with three-digit numbers. 5.1.16.19. Compares his/her estimate of the result of subtraction carried out with three-digit numbers with the result of the operation. 5.1.16.20. Subtracts mentally a two-digit number that is a multiple of 10 from a two-digit number. 5.1.16.21. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100. Level 4 5.1.16.22. Carries out subtraction without regrouping with two numbers of at most four digits. 5.1.16.23. Carries out subtraction with regrouping with two numbers of at most four digits. 5.1.16.24. Finds the minuend that is not given in subtraction carried out with numbers of at most four digits. 5.1.16.25. Finds the subtrahend that is not given in subtraction carried out with numbers up to 100. 5.1.16.26. Estimates the result of subtraction carried out with numbers of at most four digits. 5.1.16.27. Compares his/her estimate of the result of subtraction carried out with numbers of at most four digits with the result of the operation. 5.1.16.28. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number. 5.1.16.29. Subtracts mentally three-digit numbers that are multiples of 100.	Within the scope of target behaviour 5.1.16.5., subtraction operations in which 0 is the subtrahend and the difference, and the meaning of zero in the operation, must be included. While mental subtraction operations are being worked on, strategies such as adding on, decomposing numbers, one fewer/two fewer, counting back to a number, number doubles and making up to 10, etc. must be taught.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.17. Solves problems requiring subtraction.	Level 1 5.1.17.1. Solves problems requiring one subtraction operation with numbers between 1 and 20. 5.1.17.2. Poses problems appropriate to the data given, requiring one subtraction operation with numbers between 1 and 20. Level 2 5.1.17.3. Solves problems with at most two operations requiring addition and subtraction with numbers between 0 and 100. 5.1.17.4. Poses problems appropriate to the data given, with at most two operations requiring addition and subtraction with numbers between 0 and 100. Level 3 5.1.17.5. Solves problems with at most three operations requiring addition and subtraction with numbers between 0 and 1000. 5.1.17.6. Poses problems appropriate to the data given, with at most two operations requiring addition and subtraction with numbers between 0 and 1000. Level 4 5.1.17.7. Solves problems with at most four operations requiring addition and subtraction with numbers of at most four digits. 5.1.17.8. Poses problems appropriate to the data given, with at most three operations requiring addition and subtraction with numbers of at most four digits.	Within the scope of goal 5.1.17.; a. In the problem-solving process, the problem must be visualised with diagrams or with individuals' own drawings. b. In the problem-solving process, individuals must be provided with modelling in the phases of reading the problem aloud, explaining it in their own sentences, converting it into a visual, making an estimate, carrying out the operation and checking the process.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.18. Carries out multiplication with natural numbers.	Level 2 5.1.18.1. Models multiplication with numbers up to 20 as repeated addition with real objects/pictures of objects. 5.1.18.2. Says that multiplication is repeated addition. 5.1.18.3. Converts the multiplication shown with objects/pictures of objects into numbers. 5.1.18.4. Uses the multiplication symbol (x). 5.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 5.1.18.6. Creates the multiplication table up to 5 (5 included). Level 3 5.1.18.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 5.1.18.8. Creates the multiplication table. 5.1.18.9. Multiplies numbers up to 100 by numbers up to	For goal 5.1.18., it must be emphasised that when the places of the factors are changed, the product does not change. While target behaviour 5.1.18.1. is being worked on, the groups must be formed in twos, threes, fours, fives and tens. When working in twos, the total number of objects must be 20; when working in threes, 30; when working in fours, 40; when working in fives, 50; and when working in tens, 100. While target behaviour 5.1.18.2. is being worked on, real objects must be included. For target behaviours 5.1.18.1. and 5.1.18.2., multiplication activities must be included first side by side and then one under the other.

Section	Goals	Target Behaviours	Explanations
		10 without carrying. 5.1.18.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 5.1.18.11. Multiplies a two-digit number by a two-digit number. 5.1.18.12. Multiplies a three-digit number by a one-digit number. 5.1.18.13. Carries out multiplication by the numbers 10 and 100 up to 1000 by the short method. 5.1.18.14. Says the change in the result when one of the factors is increased or decreased in multiplication. Level 4 5.1.18.15. Multiplies two-digit numbers by three-digit numbers. 5.1.18.16. Says that changing the places of the factors in multiplication carried out with three natural numbers does not change the result. 5.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 by the short method. 5.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 by the short method. 5.1.18.19. Multiplies numbers of at most three digits by 10, 100 and 1000 mentally. 5.1.18.20. Estimates the product of a natural number of at most two digits and a one-digit natural number. 5.1.18.21. Compares his/her estimate of the product of a natural number of at most two digits and a one-digit natural number with the result of the operation.	While multiplication is being imparted, individuals must be enabled to express the "times" meaning of multiplication. While the "times" meaning is being worked on, for example, in the operation $4 \times 2 = 8$ it can be expressed as "2 times 4 is equal to 8.", "4 times 2 is equal to 8." In addition, repeated addition must be related to the "times" meaning. Target behaviours 5.1.18.3. and 5.1.18.4. must be worked on together. For target behaviour 5.1.18.3., the individual must be enabled to read aloud the multiplication he/she has carried out (for $2 \times 2 = 4$, "2 times 2 is equal to 4.") and it must be emphasised that in multiplication each number multiplied is a factor and the result is the product. For target behaviour 5.1.8.5., the individual must be enabled to understand the difference of multiplication by 1 from multiplication by other numbers and to justify it with the repeated addition meaning of multiplication. In the same way, the difference of multiplication by 0 from multiplication by other numbers must be given by making use of the addition-multiplication relationship (for example $0 + 0 = 0$, $3 \times 0 = 0$). While target behaviour 5.1.18.14. is being worked on, the numbers in the multiplication table up to 5 (5 included) must be used. It must be shown with examples that as one of the factors increases by 1 the product increases by the value of the other factor, or as one of the factors decreases by 1 the product decreases by the value of the other factor.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.19. Solves problems relating to multiplication.	Level 2 5.1.19.1. Solves problems requiring one multiplication operation with numbers between 1 and 100. Level 3 5.1.19.2. Solves problems requiring two operations, one of which is multiplication, with numbers between 1 and 100. 5.1.19.3. Poses problems requiring multiplication. Level 4 5.1.19.4. Solves problems requiring at most three operations, one of which is multiplication, with numbers of at most three digits. 5.1.19.5. Poses problems requiring at most two	Within the scope of goal 5.1.19.; a. In the problem-solving process, the problem must be visualised with diagrams or with individuals' own drawings. b. In the problem-solving process, individuals must be provided with modelling in the phases of reading the problem aloud, explaining it in their own sentences, converting it into a visual, making an estimate, carrying out the operation and checking the process.

Section	Goals	Target Behaviours	Explanations
		operations, one of which is multiplication, with numbers of at most three digits.	
Section 5.1. Numbers and Operations	5.1.20. Carries out division with natural numbers.	Level 2 5.1.20.1. Models division with numbers up to 20 by grouping/sharing out real objects/pictures of objects. 5.1.20.2. Models division with numbers up to 20 as repeated subtraction by grouping/sharing out real objects/pictures of objects. 5.1.20.3. Converts the division without a remainder shown with objects/pictures of objects between 0 and 20 into numbers. 5.1.20.4. Uses the division symbol ($\div$). 5.1.20.5. Says the role of 1 in division. Level 3 5.1.20.6. Divides numbers up to 100 by numbers up to 10 without a remainder. 5.1.20.7. Divides numbers up to 100 by numbers up to 10 with a remainder. 5.1.20.8. Divides a natural number whose ones digit is zero, with numbers up to 100, by 10 by the short method. Level 4 5.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 5.1.20.10. Divides a number of at most four digits by a one-digit number. 5.1.20.11. Divides natural numbers of at most five digits whose last three digits are zero by 10, 100 and 1000 mentally. 5.1.20.12. Estimates the result of a division operation. 5.1.20.13. Compares his/her estimate of the result of a division operation with the result of the operation. 5.1.20.14. Says the relationship between multiplication and division. 5.1.20.15. Says that the equality is satisfied by determining the value that is not given in one of two mathematical expressions between which there is an equality relationship. 5.1.20.16. Explains the operations that need to be carried out for two mathematical expressions between which there is no equality relationship to be equal.	For target behaviour 5.1.20.1., activities relating division to the actions of dividing into equal groups or sharing out must be carried out. The numbers of objects and pictures of objects must be limited to at most 20. The operations must be planned in such a way that they are divided by at most 5 without a remainder. While target behaviour 5.1.20.2. is being worked on, the modelling of division with numbers up to 20 as repeated subtraction by grouping/sharing out real objects/pictures of objects must also be included. Target behaviours 5.1.20.3 and 5.1.20.4. must be addressed together in the instruction. At this stage, the individual must be enabled to read aloud the division he/she has carried out (for example, for $20 \div 5 = 4$, "20 divided by 5 is equal to 4."). The meanings of the dividend, the divisor, the quotient and the division line in a given division operation must be emphasised. At Level 3, the individual must be enabled to relate the dividend, the divisor, the quotient and the remainder in division conceptually with appropriate problem situations. In addition, it must be shown with modelling and operations that in division the dividend is equal to the sum of the product of the divisor and the quotient and the remainder. For target behaviours 5.1.20.6. and 5.1.20.7, in addition to modelling carried out with concrete objects, models such as the number line and base ten blocks, etc. must also be used. In addition, in the teaching of target behaviour 5.1.20.7., it must be stated that when the remainder in division is smaller than the divisor, the operation is not continued.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.21. Solves problems requiring division.	Level 2 5.1.21.1. Solves problems requiring division by dividing by 2, 3, 4, at most 5, using numbers between 1 and 20. Level 3 5.1.21.2. Solves problems requiring two operations, one of which is division, with numbers up to 100. 5.1.21.3. Poses problems requiring division with numbers up to 100. Level 4 5.1.21.4. Solves problems requiring at most three operations, one of which is division, with numbers of at most four digits. 5.1.21.5. Poses problems requiring two operations, one of which is division, with numbers of at most four digits.	Within the scope of goal 5.1.21.; a. In the problem-solving process, the problem must be visualised with diagrams or with individuals' own drawings. b. In the problem-solving process, individuals must be provided with modelling in the phases of reading the problem aloud, explaining it in their own sentences, converting it into a visual, making an estimate, carrying out the operation and checking the process.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.22. Uses fraction notation by relating the models of the whole, the half and the quarter.	Level 1 5.1.22.1. Shows the object/picture of an object that is whole. 5.1.22.2. Shows the object/picture of an object that is a half. 5.1.22.3. Says that one of the two equal parts of a whole is a half. 5.1.22.4. Relates the whole and the half. Level 2 5.1.22.5. Shows the object/picture of an object that is a quarter. 5.1.22.6. Says that one of the four equal parts of a whole is a quarter. 5.1.22.7. Says that one of the two equal parts of a half is a quarter. 5.1.22.8. Relates the quarter and the half. 5.1.22.9. Says that a whole consists of one half and two quarters. Level 3 5.1.22.10. Shows the models of the whole, the half and the quarter in the form of fractions. 5.1.22.11. Says the fraction expressing the half, the quarter and the whole. 5.1.22.12. Says the part-whole meaning of a fraction. Level 4 5.1.22.13. Reads a fraction.	Within the scope of goal 5.1.22.; While the target behaviours at Level 1 are being worked on, the relationship between the half and the whole must be examined on models (for example, two halves forming a whole, a whole consisting of two halves). In target behaviours 5.1.22.1., 5.1.22.2. and 5.1.22.3., fraction notation must not be entered into. In addition, for target behaviour 5.1.22.3., activities of dividing a whole into two equal parts must be carried out. While target behaviour 5.1.22.5. is being worked on, activities of dividing a whole into four equal parts must be carried out. In target behaviour 5.1.22.8., activities relating the quarter and the half must be carried out using models (for example, a half consisting of two quarters). In addition, for this target behaviour, dividing a half into two equal parts must be worked on. While target behaviour 5.1.22.10. is being worked on, for example, for the fraction $\frac{1}{4}$ it must be expressed that a whole is divided into 4 and one part of it is taken. The numerator, the denominator and the fraction line must be explained on the examples used. While target behaviour 5.1.22.12. is being worked on, the part-whole relationship between the numerator and the denominator must be established. In reading fraction notations, expressions that will emphasise the part-whole

Section	Goals	Target Behaviours	Explanations
			relationship must be used (for example, the fraction $\frac{1}{4}$ must be read as “one fourth”).
Section 5.1. Numbers and Operations	5.1.23. Discriminates unit fractions.	Level 3 5.1.23.1. Shows each of the equal parts of a whole in the form of a fraction. 5.1.23.2. Says that each of the equal parts of a whole is a unit fraction. 5.1.23.3. Says the unit fractions of fractions whose denominator is 10, 100. 5.1.23.4. Says the stated unit fraction of a quantity by modelling it. Level 4 5.1.23.5. Compares unit fractions according to the greater-smaller relationship. 5.1.23.6. Puts unit fractions in order according to the greater-smaller relationship.	Within the scope of goal 5.1.23., activities of dividing a whole into equal parts must be included. For target behaviours 5.1.23.5. and 5.1.23.6., work must be carried out on fractions whose denominator is at most 20. Within the scope of goal 5.1.23., activities of dividing a whole into equal parts must be included. For target behaviours 5.1.23.5. and 5.1.23.6., work must be carried out on fractions whose denominator is at most 20.
Section 5.1. Numbers and Operations	5.1.24. Discriminates improper and mixed fractions.	Level 3 5.1.24.1. Shows fractions whose numerator is greater than their denominator. Level 4 5.1.24.2. Says proper, improper and mixed fractions by modelling them.	For target behaviour 5.1.24.1., work must be carried out on paper, fraction blocks, pattern blocks and the number line.
Section 5.1. Numbers and Operations	5.1.25. Says the stated proper fraction of a quantity.	Level 3 5.1.25.1. Says fractions whose numerator is smaller than their denominator by modelling them. Level 4 5.1.25.2. Says the stated proper fraction of a quantity by modelling it.	For target behaviour 5.1.25.1., work must be carried out with fractions whose numerator is smaller than their denominator, using various models such as paper, fraction blocks, pattern blocks and the number line. For target behaviour 5.1.25.2., the number line, the area model, etc. must be used. In addition, in modelling the stated proper fraction of a quantity, the number of the quantity must have at most three digits. The multiplication of a natural number and a fraction must not be entered into. After the modelling activities, problems relating to calculating the stated proper fraction of a quantity must be solved.
Section 5.1. Numbers and Operations	5.1.26. Compares fractions.	Level 3 5.1.26.1. Shows a fraction that is given on the number line.	At Level 4, in addition to length and area models, activities must also be carried out on the number line. For goal 5.1.26., fractions must be compared in terms of greater-smaller according to the magnitudes they represent. Activities of saying which is greater and which is smaller, and of saying the greatest and the smallest number, must be carried out. The greater than/less than symbols must be used in the comparison. Activities of comparing a fraction that is given on the number line with zero, a half and the whole must be included.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.27. Carries out addition and subtraction with fractions with equal denominators.	Level 4 5.1.27.1. Carries out addition and subtraction with fractions with equal denominators. 5.1.27.2. Solves problems requiring addition and subtraction with fractions with equal denominators.	While goal 5.1.27. is being worked on, the action of adding the numerators among themselves while the denominator remains constant in addition and subtraction must be justified.

Section	Goals	Target Behaviours	Explanations
Section 5.2. Geometry	5.2.1. Discriminates geometric shapes and solids.	Level 1 5.2.1.1. Names geometric shapes by classifying them according to their numbers of vertices and sides. 5.2.1.2. Models the triangle, the square, the rectangle, the disc and the circle. 5.2.1.3. Relates simple objects used in daily life to geometric shapes by classifying them according to their characteristics. Level 2 5.2.1.4. Says the similarities and differences of the triangle, the square, the rectangle, the disc and the circle. 5.2.1.5. Discriminates geometric solids on models. 5.2.1.6. Says the name of the geometric solid shown. Level 3 5.2.1.7. Says the faces, vertices and edges of geometric solids. 5.2.1.8. Says the similarities and differences of the cube, the square prism and the rectangular prism. 5.2.1.9. Draws a square, a rectangle and a triangle using a ruler. 5.2.1.10. Shows the diagonals on a square and a rectangle. 5.2.1.11. Says that shapes are named according to their numbers of sides. Level 4 5.2.1.12. Names the sides and vertices of the triangle, the square and the rectangle. 5.2.1.13. Says the side characteristics of the square and the rectangle. 5.2.1.14. Classifies triangles according to their side lengths. 5.2.1.15. Forms the cube whose net is given.	For target behaviour 5.2.1.1., the concepts of “side” and “vertex” must first be defined. The side and vertex characteristics of the circle, the square, the rectangle and the triangle must be examined. While target behaviour 5.2.1.1. is being worked on, work must be carried out by modelling on shapes with at most four sides and on the circle. First classifying the shapes, then defining and afterwards naming them must be worked on. For target behaviour 5.2.1.2., modelling activities must be carried out using instruments such as a geoboard, string, elastic bands and sticks. For target behaviour 5.2.1.3., the objects to be used must be selected from geometric solids (prism, sphere, etc.). Without naming the geometric solids, the characteristics of objects such as a box, a unit cube, a plastic bottle, a camping tent and table tennis balls according to which classification will be made (round, having corners, having a rectangle on it, etc.) must be listed and classifications must be made accordingly. The faces of objects in the shape of geometric solids from daily life must be examined and activities relating them to geometric shapes must be carried out. While target behaviours 5.2.1.5. and 5.2.1.6. are being worked on, work must be carried out on the square prism, the rectangular prism, the triangular prism, the cylinder, the sphere and the cube as geometric solids. It must be emphasised in the instruction that when the direction, position or size of geometric solids and shapes changes, their formal characteristics do not change. In addition to the geometric solids addressed at Level 2, the cone must also be worked on at Level 3. For target behaviour 5.2.1.7., the concepts of “face”, “vertex” and “edge” must first be explained to the individual by showing them on models. In the teaching of target behaviour 5.2.1.7., the individual is expected to say it. However, in an individual who cannot possess speaking skills, the behaviour of

Section	Goals	Target Behaviours	Explanations
			showing must be worked on. For target behaviour 5.2.1.8., geometric shapes must be compared in terms of their vertex, face and edge characteristics. For target behaviour 5.2.1.10., it must be emphasised that the triangle has no diagonal. For target behaviour 5.2.1.12., the quadrilateral, the pentagon, the hexagon and the octagon must be introduced. For target behaviour 5.2.1.14., for example, activities of naming the sides and vertices of a triangle in the form of side A, vertex A must be carried out.
Section 5.2. Geometry	5.2.2. Expresses spatial relations.	Level 1 5.2.2.1. Says spatial (state, place, direction) relations. Level 2 5.2.2.2. Uses mathematical language in order to express place, direction and movement. 5.2.2.3. Discriminates the symmetrical shapes around him/her. 5.2.2.4. Draws a line of symmetry so as to divide the symmetrical shape given into two equal parts. Level 3 5.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 5.2.2.6. Completes by drawing the symmetrical shape of which one part is given according to the horizontal or vertical line of symmetry. Level 4 5.2.2.7. Draws a line of symmetry on shapes whose mirror symmetry is given. 5.2.2.8. Draws the symmetry of the shape given with respect to a line.	For target behaviour 5.2.2.1., the place or direction of an object relative to another object (under-on top of, around-on the left-on the right-in between-in front-behind, high-low, far-near, inside-outside) must be worked on. Activities oriented towards their use in daily life situations must be carried out. For target behaviour 5.2.2.2., work must be carried out on spatial plans such as a simple sketch, a map or a school plan. While target behaviour 5.2.2.4. is being worked on, the line of symmetry drawn according to the shape given may be horizontal or vertical. Even if the shape given has more than one line of symmetry, it is sufficient for the individual to draw one line of symmetry. That there may be more than one line of symmetry must be worked on at a higher level.
Section	Goals	Target Behaviours	Explanations
Section 5.2. Geometry	5.2.3. Creates geometric patterns.	Level 1 5.2.3.1. Creates a pattern with at most three items with geometric solids or shapes. 5.2.3.2. Says the rule in a pattern consisting of geometric shapes or objects resembling geometric solids. 5.2.3.3. Completes the pattern by determining the items left missing in the pattern. Level 2 5.2.3.4. Completes the pattern by determining the items	For target behaviour 5.2.3.4., work must be carried out on patterns with at most four items.

Section	Goals	Target Behaviours	Explanations
		left missing in a repeating geometric pattern. 5.2.3.5. Creates new patterns having the same relationship with different materials by using the relationship in a geometric pattern. Level 3 5.2.3.6. Draws a design having a particular pattern on dotted or squared paper using shape models.	
Section 5.2. Geometry	5.2.4. Discriminates the basic concepts in geometry.	Level 3 5.2.4.1. Names the point by showing it with a symbol. 5.2.4.2. Says the line, the ray and the angle. 5.2.4.3. Forms vertical and oblique line segments with line models. Level 4 5.2.4.4. Says the plane. 5.2.4.5. Shows the angle with symbols by naming it. 5.2.4.6. Determines angles as acute, right, obtuse and straight angles by measuring them with standard angle measuring instruments. 5.2.4.7. Forms the angle whose measure is given using standard angle measuring instruments.	While target behaviour 5.2.4.2. is being worked on, examples from the environment must be given. In the teaching of target behaviours 5.2.4.2. and 5.2.4.4., the individual is expected to say it. However, in an individual who cannot possess speaking skills, the behaviour of showing must be worked on. For target behaviours 5.2.4.6. and 5.2.4.7., it must be made noticeable, with the help of instruments used for measuring angles (protractor, set square, etc.), that an angle is formed by rotating a ray around its starting point.

Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.1. Measures length.	Level 1 5.3.1.1. Compares objects in terms of their lengths. 5.3.1.2. Puts objects in order in terms of their lengths. 5.3.1.3. Selects the appropriate non-standard measuring instrument for measuring a length. 5.3.1.4. Carries out measurement with the appropriate non-standard measuring instrument for measuring a length. 5.3.1.5. Solves problems in which non-standard units of length are used. Level 2 5.3.1.6. Carries out repeated measurements with the parts of a non-standard unit divided into two and four (for example, with a pencil, then with half of it). 5.3.1.7. Says the standard units of length measurement. 5.3.1.8. Says the places where the standard units of length measurement are used. 5.3.1.9. Says the result by carrying out measurement with the standard units of length measurement. 5.3.1.10. Estimates lengths with the standard units of measurement.	IMPORTANT: In the four operations and problem solutions concerned in the Measurement section, one must remain within the limitations taken into account in the Numbers and Operations section according to the level. While comparison activities are being carried out, expressions such as “longer” and “shorter” must be used. Objects and pictures of objects not exceeding five objects must be put in order. For target behaviour 5.3.1.7., one remains limited to the metre and the centimetre. While standard instruments are being used to measure lengths, measurements must be carried out in terms of metres and centimetres. For target behaviour 5.3.1.11., models in which the repetition of the unit can also be seen must be created using coloured strips. The number line must be introduced with its basic characteristics, used in the activities and related to the ruler.

Section	Goals	Target Behaviours	Explanations
		5.3.1.11. Compares the length he/she has estimated with the result of the measurement. 5.3.1.12. Creates length models with standard or non-standard units of length measurement. 5.3.1.13. Solves problems in which standard units of length are used. Level 3 5.3.1.14. Creates a non-standard measure for one metre, half a metre, 10 cm and 5 cm. 5.3.1.15. Carries out measurement using the non-standard measuring instruments he/she has created for one metre, half a metre, 10 cm and 5 cm. 5.3.1.16. Relates the standard units of length measurement and writes them in terms of one another. 5.3.1.17. Solves problems requiring at most two operations relating to the metre and the centimetre among the standard units of measurement. Level 4 5.3.1.18. Says that the smallest unit of standard length measurement is the millimetre. 5.3.1.19. Says the places where the millimetre, the smallest unit of standard length measurement, is used. 5.3.1.20. Relates the standard units of length measurement. 5.3.1.21. Makes estimates according to an appropriate unit for the lengths he/she can measure directly. 5.3.1.22. Solves problems in which the standard units of measurement are used.	
Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.2. Measures perimeter lengths.	Level 3 5.3.2.1. Shows the perimeters of objects. 5.3.2.2. Measures the perimeter length of shapes by making use of non-standard and standard units. 5.3.2.3. Calculates the perimeter length of shapes. 5.3.2.4. Solves problems relating to the perimeter lengths of shapes. Level 4 5.3.2.5. Relates the perimeter lengths of the square and the rectangle to their side lengths. 5.3.2.6. Creates different geometric shapes having the same perimeter length.	Within the scope of goal 5.3.2., a geoboard, dotted or squared paper must be used in perimeter calculations. Within the scope of goal 5.3.2., the perimeter lengths of squares, rectangles or shapes created from the combination of these, given on a geoboard or on dotted or squared paper, must be calculated. The circumference of the circle must not be included. Within the scope of target behaviour 5.3.2.1., work must first be carried out with non-standard units. For target behaviour 5.3.2.5.

Section	Goals	Target Behaviours	Explanations
		5.3.2.7. Solves problems relating to calculating the perimeter lengths of shapes. 5.3.2.8. Poses problems relating to calculating the perimeter lengths of shapes.	a. The relationships between perimeter and side lengths must be examined with 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 length is given. b. It must be found that the perimeter length of a square is four times the length of one of its sides. c. In this kind of activity, activities in which squared or dotted paper will be used (by relating it to the number of units) must be included.
Section 5.3. Measurement	5.3.3. Measures area lengths.	Level 3 5.3.3.1. Measures the area of shapes by covering it with appropriate non-standard material. 5.3.3.2. Estimates a particular area with non-standard units of area measurement. Level 4 5.3.3.3. Says that the areas of shapes are the number of unit squares covering that area. 5.3.3.4. Relates the area of the square and the rectangle to the operations of addition and multiplication.	For target behaviour 5.3.3.1. a. As covering material, materials of equal size such as coloured paper and plastic, etc. can be used. Particular care must 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 must be emphasised. c. Activities oriented towards individuals saying the number of units by counting them must be included. d. Activities oriented towards measuring two different shapes by covering them with non-standard units of the same kind and comparing their areas must be carried out. In target behaviour 5.3.3.4.; a. The areas of the square and the rectangle must be calculated by counting unit squares. b. Area calculation activities must be carried out by performing counting, repeated addition and multiplication. c. While these activities are being carried out, the row-column relationship must be made use of.
Section 5.3. Measurement	5.3.4. Discriminates the concepts relating to money.	Level 1 5.3.4.1. Discriminates coins and banknotes with the values of 1, 5, 10, 25, 50 kuruş and 1, 5, 10, 20, 50 TL. Level 2 5.3.4.2. Relates the kuruş and the lira. 5.3.4.3. Compares amounts of money of different amounts in terms of greater-smaller, in such a way that the value does not exceed 100 lira. 5.3.4.4. Solves problems relating to money. Level 3 5.3.4.5. Relates the kuruş and the lira. 5.3.4.6. Solves problems relating to money. 5.3.4.7. Poses problems relating to money.	For target behaviour 5.3.4.2., the operations are carried out in such a way that the value does not exceed 100 lira. For target behaviour 5.3.4.2. a. It must be exemplified in the form that ten 10 kuruş, four 25 kuruş and two 50 kuruş make 1 lira. b. Decimal notations must not be included. c. 100 and 200 TL must be introduced. For target behaviour 5.3.4.5., examples in the form of 325 kuruş, 3 lira 25 kuruş must be included. Decimal notation must not be included.
Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.5. Discriminates the concepts relating to time.	Level 1 5.3.5.1. Reads o'clock times. 5.3.5.2. Reads half-past times. 5.3.5.3. Indicates the day, the week and the month on a calendar.	For target behaviour 5.3.5.4., the words "before/after", "first/last", "today/yesterday/tomorrow", "morning/noon/evening", "night/daytime" must be used. For Level 2, the units of time measurement are minute-hour, hour-day,

Section	Goals	Target Behaviours	Explanations
		5.3.5.4. Makes temporal orderings by taking particular events and situations as a reference. Level 2 5.3.5.5. Reads quarter-hour times. 5.3.5.6. Relates the units of time measurement. 5.3.5.7. Solves problems relating to the units of time measurement. Level 3 5.3.5.8. Says the time in terms of minutes and hours. 5.3.5.9. Relates the units of time measurement. 5.3.5.10. Compares the durations of events. 5.3.5.11. Solves problems in which the units of time measurement are used. Level 4 5.3.5.12. Relates the units of time measurement. 5.3.5.13. Solves problems in which the units of time measurement are used. 5.3.5.14. Poses problems in which the units of time measurement are used.	day-week, day-week-month, month-season, and season-year. For Level 3, the units of time measurement are year-week, year-day, and minute-second. For Level 4, the units of time measurement are hour-minute, minute-second, year-month-week, and month-week-day. In target behaviours 5.3.5.6. and 5.3.5.9., conversion operations between the units of time measurement must not be entered into. In the teaching of target behaviour 5.3.5.8., as well as the individual saying the time in terms of minutes and hours, reading and writing it must also be expected. For target behaviour 5.3.5.12. a. Conversions between hour-minute and minute-second must be carried out. b. Conversions between year-month-week and month-week-day must be carried out. c. While conversion is being carried out, the subject of the leap year must also be touched upon.
Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.6. Discriminates the concepts relating to weighing.	Level 1 5.3.6.1. Compares objects in terms of their masses. 5.3.6.2. Puts objects in order in terms of their masses. Level 2 5.3.6.3. Compares objects by weighing them in kilograms using standard instruments. 5.3.6.4. Solves problems relating to the unit of mass measurement. Level 3 5.3.6.5. Measures objects in grams/kilograms. 5.3.6.6. Estimates the mass of an object. 5.3.6.7. Checks the accuracy of the mass he/she has estimated by carrying out measurement. 5.3.6.8. Solves problems relating to the kilogram/gram. Level 4 5.3.6.9. Expresses half and quarter kilograms in grams. 5.3.6.10. Uses the kilogram and the gram together while measuring mass. 5.3.6.11. Says the places where the tonne and the milligram are used. 5.3.6.12. Relates the units tonne-kilogram, kilogram-gram, gram-milligram. 5.3.6.13. Converts tonne-kilogram, kilogram-gram,	For target behaviour 5.3.6.1., two objects are first compared. The results of the comparison are enabled to be expressed using expressions such as "heavier", "lighter", "heaviest", "lightest". At least three objects are put in order according to their masses and the relationship between them is interpreted. Expressions such as "heaviest" and "lightest" are used. For target behaviour 5.3.6.1., expressions such as "heavier", "lighter", "heaviest", "lightest" must be used. In target behaviour 5.3.6.7., problems requiring conversion must not be included. For target behaviour 5.3.6.10., the notation of the tonne and the milligram using abbreviations must be included. For target behaviour 5.3.6.11., conversions not requiring decimal notation must be carried out.

Section	Goals	Target Behaviours	Explanations
		gram-milligram into one another. 5.3.6.14. Solves problems relating to the tonne, the kilogram, the gram and the milligram. 5.3.6.15. Poses problems relating to the tonne, the kilogram, the gram and the milligram.	
Section 5.3. Measurement	5.3.7. Measures liquids.	Level 1 5.3.7.1. Measures liquids using non-standard units. 5.3.7.2. Compares the amount of liquid in at least three identical containers. 5.3.7.3. Puts the amount of liquid in at least three identical containers in order. Level 2 5.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 5.3.7.5. Solves problems relating to non-standard units of liquid measurement. Level 3 5.3.7.6. Carries out measurements with the units litre or half litre by explaining the necessity of standard liquid measuring instruments and units. 5.3.7.7. Estimates the amount of liquid in a container with the units litre and half litre. 5.3.7.8. Checks the accuracy of the amount of liquid he/she has estimated by carrying out measurement. 5.3.7.9. Solves problems relating to the litre. Level 4 5.3.7.10. Says the areas of use of the millilitre. 5.3.7.11. Converts the litre and the millilitre into one another by relating them. 5.3.7.12. Uses the litre and the millilitre together in order to express an amount. 5.3.7.13. Estimates the amount of liquid in a container with the units litre/millilitre. 5.3.7.14. Checks the amount of liquid he/she has estimated by carrying out measurement. 5.3.7.15. Solves problems relating to the litre and the millilitre. 5.3.7.16. Poses problems relating to the litre and the millilitre.	For target behaviour 5.3.7.2., expressions such as “Full/empty”, “more/less”, “half full” must be used while comparison activities are being carried out.

Section	Goals	Target Behaviours	Explanations
Section 5.4. Data Processing	5.4.1. Makes interpretations and estimates by examining simple tables	Level 1 5.4.1.1. Reads simple tables created using symbols and	For goal 5.4.1., the comparison of different parts of the data must be enabled in reading tables. Table reading must also include interpreting the table.

Section	Goals	Target Behaviours	Explanations
	and graphs.	digits. 5.4.1.2. Reads simple tables having at most two data groups. Level 2 5.4.1.3. Answers the questions asked about the simple tables having at most two data groups that he/she has created. Level 3 5.4.1.4. Makes conversions from the graph to a tally chart/frequency table by explaining the information shown in a shape and object graph. 5.4.1.5. Reads simple tables having at most three data groups. Level 4 5.4.1.6. Makes interpretations and estimates by examining a bar chart.	For target behaviours 5.4.1.1. and 5.4.1.2., in table reading activities, tables that individuals encounter frequently, such as a daily nutrition, behaviour, rule or activity table, must be used. Objects and pictures of objects must be used first.*Symbols (a star, a smiling face, etc.) must be preferred. For target behaviours 5.4.1.1. and 5.4.1.2., the data must be limited to the numbers 1-20.
Section 5.4. Data Processing	5.4.2. Creates a tally chart, a frequency table, an object, shape and bar chart	Level 1 5.4.2.1. Fills in picture behaviour/activity tables using symbols. 5.4.2.2. Fills in picture behaviour/activity tables using digits. Level 2 5.4.2.3. Collects data by asking questions about any problem or subject, classifies it and organises it in the form of a tree diagram, a tally chart or a frequency table. 5.4.2.4. Answers the questions asked about the tree diagram, tally chart or frequency table having at most two data groups that he/she has created. 5.4.2.5. Collects data by asking questions about any problem or subject, classifies it and creates an object and shape graph. 5.4.2.6. Answers the questions asked about the object and shape graph having at most two data groups that he/she has created. Level 4 5.4.2.7. Creates a bar chart appropriate to the data he/she has collected by asking questions about any problem or subject. 5.4.2.8. Uses different representations in order to present the data he/she has obtained. 5.4.2.9. Makes estimates according to the bar chart, the table and other graphs.	For goal 5.4.2. level 1 a. In table creation activities, tables that individuals encounter frequently, such as a daily nutrition, behaviour, rule or activity table, must be used. b. Objects and pictures of objects must be used first.*Symbols (a star, a smiling face, etc.) must be used. c. The data must be limited to the numbers 1-20. d. The table must belong to at most two data groups. For target behaviours 5.4.2.1. and 5.4.2.2., two or more characteristics must be used. For target behaviour 5.4.2.6., while creating the graph, care must be taken that the data can be organised in at most four categories, that one object is used for each datum, and that the objects come side by side or one above the other. For target behaviour 5.4.2.9., an object or shape graph must be made use of. Tally charts and frequency tables can also be used.5.4.3. Solves problems relating to daily life by using the information shown with the bar chart, the table and other graphs.
Section	Goals	Target Behaviours	Explanations
Section 5.4. Data Processing	5.4.3. Solves problems relating to daily life by using the information	Level 3 5.4.3.1. Solves problems requiring addition/subtraction by	For goal 5.4.3., individuals must answer questions such as “How much more?” “How much less?” in the problems. The graphs must belong to at most four data

Section	Goals	Target Behaviours	Explanations
	shown with the bar chart, the table and other graphs.	using the graphs given. 5.4.3.2. Creates a graph by using the information given in the problem. 5.4.3.3. Solves problems requiring addition/subtraction by using the graphs he/she has created. 5.4.3.4. Solves problems requiring addition/subtraction by making use of graphs. Level 4 5.4.3.5. Uses the bar chart, the table and other graphs in problem solving.	groups.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.1. Counts rhythmically.	5.1.1.1. Counts rhythmically forwards in ones from 0 to 100. 5.1.1.2. Counts rhythmically forwards in ones starting from a number given between 1 and 20. 5.1.1.3. Counts rhythmically forwards in tens from 0 to 100. 5.1.1.4. Counts rhythmically forwards in fives from 0 to 100. 5.1.1.5. Counts rhythmically forwards in twos up to 20. 5.1.1.6. Counts rhythmically backwards in ones starting from 20. 5.1.1.7. Counts rhythmically backwards in twos starting from 20.	5.1.1.8. Counts rhythmically backwards in twos from 100. 5.1.1.9. Counts rhythmically forwards in threes from 0 to 30. 5.1.1.10. Counts rhythmically backwards in threes from 30 to 0. 5.1.1.11. Counts rhythmically forwards in fours from 0 to 40. 5.1.1.12. Counts rhythmically backwards in fours from 40 to 0. 5.1.1.13. Counts rhythmically forwards in threes starting from a number given between 1 and 30. 5.1.1.14. Counts rhythmically backwards in threes starting from a number given between 1 and 30. 5.1.1.15. Counts rhythmically forwards in fours starting from a number given between 1 and 40. 5.1.1.16. Counts rhythmically backwards in fours starting from a number given between 1 and 40.	5.1.1.17. Counts rhythmically forwards in sixes from 0 to 60. 5.1.1.18. Counts rhythmically forwards in sevens from 0 to 70. 5.1.1.19. Counts rhythmically forwards in eights from 0 to 80. 5.1.1.20. Counts rhythmically forwards in nines from 0 to 90. 5.1.1.21. Counts rhythmically forwards in hundreds from 100 to 1000. 5.1.1.22. Counts rhythmically backwards in hundreds from 1000. 5.1.1.23. Counts rhythmically forwards in tens starting from a number given between 1 and 1000. 5.1.1.24. Counts rhythmically forwards in hundreds starting from a number given between 1 and 1000.	5.1.1.25. Counts rhythmically in thousands up to 10,000.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.2. Counts objects/ pictures of objects.	5.1.2.1. Counts one by one between 1 and 20 objects/pictures of objects that are arranged side by side. 5.1.2.2. Counts one by one	5.1.2.3. Counts one by one the objects/pictures of objects in a group with up to 100 objects. 5.1.2.4. Counts in tens the objects/pictures of objects in a		

Section	Goals	Level 1	Level 2	Level 3	Level 4
		between 1 and 20 objects/pictures of objects that are arranged in a mixed order.	group with up to 100 objects. 5.1.2.5. Counts in fives the objects/pictures of objects in a group with up to 100 objects. 5.1.2.6. Counts in twos the objects/pictures of objects in a group with up to 100 objects. 5.1.2.7. Counts in threes the objects/pictures of objects in a group with up to 30 objects. 5.1.2.8. Counts in fours the objects/pictures of objects in a group with up to 40 objects.		
	5.1.3. Expresses the quantity corresponding to a number up to 100 as a number of items.	5.1.3.1. Says the number of a group of 1-20 objects by counting them. 5.1.3.2. Says the number of a group of 1-20 objects in the picture by counting them.	5.1.3.4. Says the number of a group of 20/100 objects in the picture by counting them.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.3.3. Separates the requested number of objects from within a group of 1-20 objects by counting them.			
Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.4. Writes natural numbers.	5.1.4.1. Says that a quantity consisting of 10 entities of the same kind is one "deste" (ten). 5.1.4.2. Says that a quantity consisting of 12 entities of the same kind is one dozen. 5.1.4.3. Divides a group of objects/pictures of objects between 10 and 20 (10 and 20 included) into its tens and ones. 5.1.4.4. Says the number of tens and ones of a group of objects/pictures of objects between 10 and 20.	5.1.4.9. Divides a quantity with fewer than 100 objects into its tens and ones using a model. 5.1.4.10. Says the number of tens and ones of the quantity he/she has divided into groups of tens and ones. 5.1.4.11. Writes the number corresponding to a quantity between 20 and 100 that he/she has divided into its tens and ones. 5.1.4.12. Reads the number corresponding to a quantity between 20 and 100 that he/she	5.1.4.15. Divides a quantity with 100-1000 objects into its hundreds, tens and ones using a model. 5.1.4.16. Says the number of hundreds, tens and ones of the quantity he/she has divided into its hundreds, tens and ones. 5.1.4.17. Writes the number corresponding to a quantity between 100 and 1000 that he/she has divided into its hundreds, tens and ones. 5.1.4.18. Reads the number corresponding to a quantity	5.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 5.1.4.22. Writes with digits the 4-, 5- and 6-digit natural numbers that are said.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.4.5. Writes the number corresponding to the group of objects between 10 and 20 that he/she has divided into its tens and ones. 5.1.4.6. Reads the number corresponding to the group of objects between 10 and 20 that he/she has divided into its tens and ones. 5.1.4.7. Reads the numbers between 1 and 20. 5.1.4.8. Writes with digits a number said between 1 and 20.	has divided into its tens and ones. 5.1.4.13. Reads two-digit natural numbers. 5.1.4.14. Writes with digits the two-digit natural numbers that are said.	between 100 and 1000 that he/she has divided into its hundreds, tens and ones. 5.1.4.19. Reads three-digit natural numbers. 5.1.4.20. Writes with digits the three-digit natural numbers that are said.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.5. Writes the places and place values of natural numbers.		5.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 5.1.5.2. Writes the place values of natural numbers smaller than 100.	5.1.5.3. Writes the place names of three-digit numbers on models. 5.1.5.4. Writes the place values of three-digit numbers on models.	5.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 5.1.5.6. Writes the place values of 4-, 5- and 6-digit natural numbers. 5.1.5.7. Divides 4-, 5- and 6-digit numbers into their periods. 5.1.5.8. Decomposes 4-, 5- and 6-digit numbers.
Section 1. Numbers and Operations	5.1.6. Puts natural numbers in order.	5.1.6.1. Writes the numbers from 1 to 20 in order. 5.1.6.2. Writes the number that comes after a number given between 1 and 20. 5.1.6.3. Writes the number that comes before a number given between 1 and 20. 5.1.6.4. Puts the numbers from 1 to 20 given in a mixed order into counting order. 5.1.6.5. Writes the number/ numbers left missing in the number series given from 1 to 20.	5.1.6.6. Writes the number that comes after a number given between 1 and 100. 5.1.6.7. Writes the number that comes before a number given between 1 and 100. 5.1.6.8. Puts at most 4 natural numbers given in a mixed order between 1 and 100 into counting order. 5.1.6.9. Writes the numbers left missing in a number series created with natural numbers smaller than 100.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.7. Makes a comparison between the numbers of objects in two groups of objects by matching them one to one.	5.1.7.1. Says that two groups of objects with the same number between 1 and 20 are equal by matching them one to one. 5.1.7.2. Says that one group of objects is fewer than the other by matching one to one two groups of objects with different numbers between 1 and 20. 5.1.7.3. Says that one group of objects is more than the other by matching two groups of objects with different numbers between 1 and 20.			
	5.1.8. Compares natural numbers.	5.1.8.1. Says that the two numbers are equal by comparing two numbers between 10 and 20. 5.1.8.2. Says the greater one by comparing two numbers between 10 and 20. 5.1.8.3. Says the smaller one by comparing two numbers between 10 and 20.	5.1.8.4. Says the greater/greatest one by comparing at most four natural numbers smaller than 100. 5.1.8.5. Says the smaller/smallest one by comparing at most four natural numbers smaller than 100. 5.1.8.6. Puts at most four natural numbers smaller than 100 in order from the greatest to the smallest/from the smallest to the greatest.	5.1.8.7. Says the greater/greatest one by comparing at most five natural numbers smaller than 1000. 5.1.8.8. Says the smaller/smallest one by comparing at most five natural numbers smaller than 1000. 5.1.8.9. Puts at most five natural numbers smaller than 1000 in order from the greatest to the smallest/from the smallest to the greatest using the symbols ">" and "<".	5.1.8.10. Puts natural numbers of at most six digits in order using the greater than/less than symbol.
Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.9. Uses numbers for the purpose of expressing order.	5.1.9.1. Says the order of the objects/pictures of objects within an ordered series. 5.1.9.2. Shows the object/picture of an object whose order is said within an ordered series. 5.1.9.3. Reads the number expressing order. 5.1.9.4. Writes the number expressing order.			

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.10. Creates an increasing/decreasing number pattern according to a particular rule.		5.1.10.1. Says the rule of a number pattern in which the difference between the terms is constant. 5.1.10.2. Writes the item left missing in a number pattern in which the difference between the terms is constant.	5.1.10.3. Continues a number pattern in which the difference between the terms is constant for at most 4 steps. 5.1.10.4. Creates a single-rule number pattern increasing or decreasing according to a particular rule.	5.1.10.5. Creates a double-rule number pattern increasing or decreasing according to a particular rule. 5.1.10.6. Says the rules of the number pattern he/she has created according to a double rule.
	5.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.		5.1.11.1. Says the ten to which a natural number smaller than 100 is near. 5.1.11.2. Rounds a natural number smaller than 100 to the ten to which it is near.	5.1.11.3. Says the ten/hundred to which a three-digit natural number is near. 5.1.11.4. Rounds a three-digit natural number to the ten/hundred to which it is near.	5.1.11.5. Says the ten/hundred/thousand to which a four-digit natural number is near. 5.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand to which it is near.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.12. Discriminates natural numbers according to whether they are odd or even.			5.1.12.1. Says that the number of objects is odd or even by grouping objects/ pictures of objects. 5.1.12.2. Says that the numbers given are odd or even. 5.1.12.3. Says that the sum of two odd natural numbers is even. 5.1.12.4. Says that the sum of two even natural numbers is even. 5.1.12.5. Says that the sum of an odd and an even natural number is odd.	
	5.1.13. Expresses numbers with Roman numerals.			5.1.13.1. Reads Roman numerals up to 20. 5.1.13.2. Writes numbers up to 20 with Roman numerals.	
	5.1.14. Carries out addition with natural numbers.	5.1.14.1. Says that the number of the group has increased/become greater by adding the stated number of objects to a group of objects.	5.1.14.11. Carries out addition without carrying with two numbers whose sums do not exceed 100. 5.1.14.12. Carries out addition with carrying with two numbers whose sums do not exceed 100.	5.1.14.17. Carries out addition without carrying with two numbers whose sums do not exceed 1000.	5.1.14.23. Carries out addition with/without carrying with numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations		5.1.14.2. Carries out addition operations whose sum does not exceed 20 by modelling them with real objects/pictures of objects. 5.1.14.3. Carries out the addition operation shown with objects/pictures of objects whose sum does not exceed 20 by converting it into numbers. 5.1.14.4. Uses the equals symbol. 5.1.14.5. Uses the addition symbol (+). 5.1.14.6. Carries out addition with numbers whose sum does not exceed 20. 5.1.14.7. Carries out addition with three one-digit numbers whose sum does not exceed 20. 5.1.14.8. Says that when the places of the addends are changed in addition, the sum does not change. 5.1.14.9. Writes the addend that is not given in addition carried out with numbers whose sum does not exceed 20.	5.1.14.13. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 100. 5.1.14.14. Estimates the sum of two numbers whose sums do not exceed 100. 5.1.14.15. Compares his/her estimate of the sum of two numbers whose sums do not exceed 100 with the result of the operation. 5.1.14.16. Carries out addition mentally with two numbers whose sums do not exceed 100.	5.1.14.18. Carries out addition with carrying with two numbers whose sums do not exceed 1000. 5.1.14.19. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 1000. 5.1.14.20. Estimates the sum of two numbers whose sums do not exceed 1000. 5.1.14.21. Compares his/her estimate of the sum of two numbers whose sums do not exceed 1000 with the result of the operation. 5.1.14.22. Adds mentally two numbers whose sums do not exceed 1000.	5.1.14.24. Estimates the sum of two numbers whose sums have at most four digits. 5.1.14.25. Compares his/her estimate of the sum of two numbers whose sums have at most four digits with the result of the operation. 5.1.14.26. Adds mentally numbers of at most four digits with multiples of 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.14.10. Carries out addition mentally with numbers whose sum does not exceed 20.			
	5.1.15. Solves problems requiring addition.	5.1.15.1. Solves problems requiring one addition operation with numbers whose sum does not exceed 20. 5.1.15.2. Poses problems appropriate to the data given, requiring one addition operation with numbers whose sum does not exceed 20.	5.1.15.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 5.1.15.4. Poses problems appropriate to the data given, requiring two operations with numbers whose sum does not exceed 100.	5.1.15.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000. 5.1.15.6. Poses problems appropriate to the data given, requiring at most two operations.	5.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 5.1.15.8. Poses problems appropriate to the data given, requiring three operations.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.16. Carries out subtraction with natural numbers.	5.1.16.1. Says that the number of the group has decreased/become fewer by removing the stated number of objects from a group of objects. 5.1.16.2. Carries out subtraction with numbers up to 20 by modelling it with real objects/pictures of objects. 5.1.16.3. Carries out the subtraction shown with objects/pictures of objects between 0 and 20 by converting it into numbers. 5.1.16.4. Uses the subtraction symbol (-).	5.1.16.7. Carries out subtraction without regrouping with numbers up to 100. 5.1.16.8. Carries out subtraction with regrouping with numbers up to 100. 5.1.16.9. Finds the minuend that is not given in subtraction carried out with numbers up to 20. 5.1.16.10. Finds the subtrahend that is not given in subtraction carried out with numbers up to 20.	5.1.16.14. Carries out subtraction without regrouping with numbers of at most three digits. 5.1.16.15. Carries out subtraction with regrouping with numbers of at most three digits. 5.1.16.16. Finds the minuend that is not given in subtraction carried out with numbers up to 100. 5.1.16.17. Finds the subtrahend that is not given in subtraction carried out with numbers up to 100.	5.1.16.22. Carries out subtraction without regrouping with two numbers of at most four digits. 5.1.16.23. Carries out subtraction with regrouping with two numbers of at most four digits. 5.1.16.24. Finds the minuend that is not given in subtraction carried out with numbers of at most four digits. 5.1.16.25. Finds the subtrahend that is not given in subtraction carried out with numbers up to 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations		5.1.16.5. Carries out subtraction with numbers up to 20. 5.1.16.6. Carries out subtraction mentally with numbers up to 20.	5.1.16.11. Estimates the result of subtraction carried out with two numbers up to 100. 5.1.16.12. Compares his/her estimate of the result of subtraction carried out with two numbers up to 100 with the result of the operation. 5.1.16.13. Subtracts mentally two numbers that are multiples of 10 within 100.	5.1.16.18. Estimates the result of subtraction carried out with three-digit numbers. 5.1.16.19. Compares his/her estimate of the result of subtraction carried out with three-digit numbers with the result of the operation. 5.1.16.20. Subtracts mentally a two-digit number that is a multiple of 10 from a two-digit number. 5.1.16.21. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100.	5.1.16.26. Estimates the result of subtraction carried out with numbers of at most four digits. 5.1.16.27. Compares his/her estimate of the result of subtraction carried out with numbers of at most four digits with the result of the operation. 5.1.16.28. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number. 5.1.16.29. Subtracts mentally three-digit numbers that are multiples of 100.
	5.1.17. Solves problems requiring subtraction.	5.1.17.1. Solves problems requiring one subtraction operation with numbers between 1 and 20. 5.1.17.2. Poses problems appropriate to the data given, requiring one subtraction operation with numbers between 1 and 20.	5.1.17.3. Solves problems with at most two operations requiring addition and subtraction with numbers between 0 and 100. 5.1.17.4. Poses problems appropriate to the data given, with at most two operations requiring addition and subtraction with numbers between 0 and 100.	5.1.17.5. Solves problems with at most three operations requiring addition and subtraction with numbers between 0 and 1000. 5.1.17.6. Poses problems appropriate to the data given, with at most two operations requiring addition and subtraction with numbers between 0 and 1000.	5.1.17.7. Solves problems with at most four operations requiring addition and subtraction with numbers of at most four digits. 5.1.17.8. Poses problems appropriate to the data given, with at most three operations requiring addition and subtraction with numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.18. Carries out multiplication with natural numbers.		5.1.18.1. Models multiplication with numbers up to 20 as repeated addition with real objects/pictures of objects.	5.1.18.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 5.1.18.8. Creates the multiplication table.	5.1.18.15. Multiplies two-digit numbers by three-digit numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations			5.1.18.2. Says that multiplication is repeated addition. 5.1.18.3. Converts the multiplication shown with objects/pictures of objects into numbers. 5.1.18.4. Uses the multiplication symbol (x). 5.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 5.1.18.6. Creates the multiplication table up to 5 (5 included).	5.1.18.9. Multiplies numbers up to 100 by numbers up to 10 without carrying. 5.1.18.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 5.1.18.11. Multiplies a two-digit number by a two-digit number. 5.1.18.12. Multiplies a three-digit number by a one-digit number. 5.1.18.13. Carries out multiplication by the numbers 10 and 100 up to 1000 by the short method. 5.1.18.14. Says the change in the result when one of the factors is increased or decreased in multiplication.	5.1.18.16. Says that changing the places of the factors in multiplication carried out with three natural numbers does not change the result. 5.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 by the short method. 5.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 by the short method. 5.1.18.19. Multiplies numbers of at most three digits by 10, 100 and 1000 mentally. 5.1.18.20. Estimates the product of a natural number of at most two digits and a one-digit natural number. 5.1.18.21. Compares his/her estimate of the product of a natural number of at most two digits and a one-digit natural number with the result of the operation.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.19. Solves problems relating to multiplication.		5.1.19.1. Solves problems requiring one multiplication operation with numbers between 1 and 100.	5.1.19.2. Solves problems requiring two operations, one of which is multiplication, with numbers between 1 and 100. 5.1.19.3. Poses problems requiring multiplication.	5.1.19.4. Solves problems requiring at most three operations, one of which is multiplication, with numbers of at most three digits. 5.1.19.5. Poses problems requiring at most two operations, one of which is multiplication, with numbers of at most three digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.20. Carries out division with natural numbers.		5.1.20.1. Models division with numbers up to 20 by grouping/sharing out real objects/pictures of objects. 5.1.20.2. Models division with numbers up to 20 as repeated subtraction by grouping/sharing out real objects/ pictures of objects. 5.1.20.3. Converts the division without a remainder shown with objects/pictures of objects between 0 and 20 into numbers. 5.1.20.4. Uses the division symbol (+).	5.1.20.6. Divides numbers up to 100 by numbers up to 10 without a remainder. 5.1.20.7. Divides numbers up to 100 by numbers up to 10 with a remainder. 5.1.20.8. Divides a natural number whose ones digit is zero, with numbers up to 100, by 10 by the short method.	5.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 5.1.20.10. Divides a number of at most four digits by a one-digit number. 5.1.20.11. Divides natural numbers of at most five digits whose last three digits are zero by 10, 100 and 1000 mentally. 5.1.20.12. Estimates the result of a division operation. 5.1.20.13. Compares his/her estimate of the result of a division operation with the result of the operation.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.1.20.5. Says the role of 1 in division.		5.1.20.14. Says the relationship between multiplication and division. 5.1.20.15. Says that the equality is satisfied by determining the value that is not given in one of two mathematical expressions between which there is an equality relationship. 5.1.20.16. Explains the operations that need to be carried out for two mathematical expressions between which there is no equality relationship to be equal.
Section 1. Numbers and Operations	5.1.21. Solves problems requiring division.		5.1.21.1. Solves problems requiring division by dividing by 2, 3, 4, at most 5, using numbers between 1 and 20.	5.1.21.2. Solves problems requiring two operations, one of which is division, with numbers up to 100. 5.1.21.3. Poses problems requiring division with numbers up to 100.	5.1.21.4. Solves problems requiring at most three operations, one of which is division, with numbers of at most four digits. 5.1.21.5. Poses problems requiring two operations, one of which is division, with numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.22. Uses fraction notation by relating the models of the whole, the half and the quarter.	5.1.22.1. Shows the object/picture of an object that is whole. 5.1.22.2. Shows the object/picture of an object that is a half. 5.1.22.3. Says that one of the two equal parts of a whole is a half.	5.1.22.5. Shows the object/picture of an object that is a quarter. 5.1.22.6. Says that one of the four equal parts of a whole is a quarter. 5.1.22.7. Says that one of the two equal parts of a half is a quarter.	5.1.22.10. Shows the models of the whole, the half and the quarter in the form of fractions. 5.1.22.11. Says the fraction expressing the half, the quarter and the whole. 5.1.22.12. Says the part-whole meaning of a fraction.	5.1.22.13. Reads a fraction.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.22.4. Relates the whole and the half.	5.1.22.8. Relates the quarter and the half. 5.1.22.9. Says that a whole consists of one half and two quarters.		
Section 1. Numbers and Operations	5.1.23. Discriminates unit fractions.			5.1.23.1. Shows each of the equal parts of a whole in the form of a fraction. 5.1.23.2. Says that each of the equal parts of a whole is a unit fraction. 5.1.23.3. Says the unit fractions of fractions whose denominator is 10, 100. 5.1.23.4. Says the stated unit fraction of a quantity by modelling it.	5.1.23.5. Compares unit fractions according to the greater-smaller relationship. 5.1.23.6. Puts unit fractions in order according to the greater-smaller relationship.
	5.1.24. Discriminates improper and mixed fractions.			5.1.24.1. Shows fractions whose numerator is greater than their denominator.	5.1.24.2. Says proper, improper and mixed fractions by modelling them.
	5.1.25. Says the stated proper fraction of a quantity.			5.1.25.1. Says fractions whose numerator is smaller than their denominator by modelling them.	5.1.25.2. Says the stated proper fraction of a quantity by modelling it.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.26. Compares fractions.			5.1.26.1. Shows a fraction that is given on the number line.	5.1.26.2. Compares at most three fractions with equal denominators according to the greater-smaller relationship.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.27. Carries out addition and subtraction with fractions with equal denominators.				5.1.27.1. Carries out addition and subtraction with fractions with equal denominators. 5.1.27.2. Solves problems requiring addition and subtraction with fractions with equal denominators.
Section 2. Geometry	5.2.1. Discriminates geometric shapes and solids.	5.2.1.1. Names geometric shapes by classifying them according to their numbers of vertices and sides. 5.2.1.2. Models the triangle, the square, the rectangle, the disc and the circle. 5.2.1.3. Relates simple objects used in daily life to geometric shapes by classifying them according to their characteristics.	5.2.1.4. Says the similarities and differences of the triangle, the square, the rectangle, the disc and the circle. 5.2.1.5. Discriminates geometric solids on models. 5.2.1.6. Says the name of the geometric solid shown.	5.2.1.7. Says the faces, vertices and edges of geometric solids. 5.2.1.8. Says the similarities and differences of the cube, the square prism and the rectangular prism. 5.2.1.9. Draws a square, a rectangle and a triangle using a ruler. 5.2.1.10. Shows the diagonals on a square and a rectangle. 5.2.1.11. Says that shapes are named according to their numbers of sides.	5.2.1.12. Names the sides and vertices of the triangle, the square and the rectangle. 5.2.1.13. Says the side characteristics of the square and the rectangle. 5.2.1.14. Classifies triangles according to their side lengths. 5.2.1.15. Forms the cube whose net is given.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.2.2. Expresses spatial relations.	5.2.2.1. Says spatial (state, place, direction) relations.	5.2.2.2. Uses mathematical language in order to express place, direction and movement. 5.2.2.3. Discriminates the symmetrical shapes around him/her. 5.2.2.4. Draws a line of symmetry so as to divide the symmetrical shape given into two equal parts.	5.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 5.2.2.6. Completes by drawing the symmetrical shape of which one part is given according to the horizontal or vertical line of symmetry.	5.2.2.7. Draws a line of symmetry on shapes whose mirror symmetry is given. 5.2.2.8. Draws the symmetry of the shape given with respect to a line.
Section 2. Geometry	5.2.3. Creates geometric patterns.	5.2.3.1. Creates a pattern with at most three items with geometric solids or shapes. 5.2.3.2. Says the rule in a pattern consisting of geometric shapes or objects resembling geometric solids. 5.2.3.3. Completes the pattern by determining the items left missing in the pattern.	5.2.3.4. Completes the pattern by determining the items left missing in a repeating geometric pattern. 5.2.3.5. Creates new patterns having the same relationship with different materials by using the relationship in a geometric pattern.	5.2.3.6. Draws a design having a particular pattern on dotted or squared paper using shape models.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.2.4. Discriminates the basic concepts in geometry.			5.2.4.1. Names the point by showing it with a symbol. 5.2.4.2. Says the line, the ray and the angle. 5.2.4.3. Forms vertical and oblique line segments with line models.	5.2.4.4. Says the plane. 5.2.4.5. Shows the angle with symbols by naming it.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 2. Geometry					5.2.4.6. Determines angles as acute, right, obtuse and straight angles by measuring them with standard angle measuring instruments. 5.2.4.7. Forms the angle whose measure is given using standard angle measuring instruments.
Section 3. Measurement	5.3.1. Measures length.	5.3.1.1. Compares objects in terms of their lengths. 5.3.1.2. Puts objects in order in terms of their lengths. 5.3.1.3. Selects the appropriate non-standard measuring instrument for measuring a length. 5.3.1.4. Carries out measurement with the appropriate non-standard measuring instrument for measuring a length. 5.3.1.5. Solves problems in which non-standard units of length are used.	5.3.1.6. Carries out repeated measurements with the parts of a non-standard unit divided into two and four (for example, with a pencil, then with half of it). 5.3.1.7. Says the standard units of length measurement. 5.3.1.8. Says the places where the standard units of length measurement are used. 5.3.1.9. Says the result by carrying out measurement with the standard units of length measurement. 5.3.1.10. Estimates lengths with the standard units of measurement. 5.3.1.11. Compares the length he/she has estimated with the result of the measurement. 5.3.1.12. Creates length models with standard or non-standard units of length measurement.	5.3.1.14. Creates a non-standard measure for one metre, half a metre, 10 cm and 5 cm. 5.3.1.15. Carries out measurement using the non-standard measuring instruments he/she has created for one metre, half a metre, 10 cm and 5 cm. 5.3.1.16. Relates the standard units of length measurement and writes them in terms of one another. 5.3.1.17. Solves problems requiring at most two operations relating to the metre and the centimetre among the standard units of measurement.	5.3.1.18. Says that the smallest unit of standard length measurement is the millimetre. 5.3.1.19. Says the places where the millimetre, the smallest unit of standard length measurement, is used. 5.3.1.20. Relates the standard units of length measurement. 5.3.1.21. Makes estimates according to an appropriate unit for the lengths he/she can measure directly. 5.3.1.22. Solves problems in which the standard units of measurement are used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.3.1.13. Solves problems in which standard units of length are used.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement	5.3.2. Measures perimeter lengths.			5.3.2.1. Shows the perimeters of objects. 5.3.2.2. Measures the perimeter length of shapes by making use of non-standard and standard units. 5.3.2.3. Calculates the perimeter length of shapes. 5.3.2.4. Solves problems relating to the perimeter lengths of shapes.	5.3.2.5. Relates the perimeter lengths of the square and the rectangle to their side lengths. 5.3.2.6. Creates different geometric shapes having the same perimeter length. 5.3.2.7. Solves problems relating to calculating the perimeter lengths of shapes. 5.3.2.8. Poses problems relating to calculating the perimeter lengths of shapes.
	5.3.3. Measures area lengths.			5.3.3.1. Measures the area of shapes by covering it with appropriate non-standard material. 5.3.3.2. Estimates a particular area with non-standard units of area measurement.	5.3.3.3. Says that the areas of shapes are the number of unit squares covering that area. 5.3.3.4. Relates the area of the square and the rectangle to the operations of addition and multiplication.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.3.4. Discriminates the concepts relating to money.	5.3.4.1. Discriminates coins and banknotes with the values of 1, 5, 10, 25, 50 kuruş and 1, 5, 10, 20, 50 TL.	5.3.4.2. Relates the kuruş and the lira. 5.3.4.3. Compares amounts of money of different amounts in terms of greater-smaller, in such a way that the value does not exceed 100 lira. 5.3.4.4. Solves problems relating to money.	5.3.4.5. Relates the kuruş and the lira. 5.3.4.6. Solves problems relating to money. 5.3.4.7. Poses problems relating to money.	
Section 3. Measurement	5.3.5. Discriminates the concepts relating to time.	5.3.5.1. Reads o'clock times. 5.3.5.2. Reads half-past times. 5.3.5.3. Indicates the day, the week and the month on a calendar. 5.3.5.4. Makes temporal orderings by taking particular events and situations as a reference.	5.3.5.5. Reads quarter-hour times. 5.3.5.6. Relates the units of time measurement. 5.3.5.7. Solves problems relating to the units of time measurement.	5.3.5.8. Says the time in terms of minutes and hours. 5.3.5.9. Relates the units of time measurement. 5.3.5.10. Compares the durations of events. 5.3.5.11. Solves problems in which the units of time measurement are used.	5.3.5.12. Relates the units of time measurement. 5.3.5.13. Solves problems in which the units of time measurement are used. 5.3.5.14. Poses problems in which the units of time measurement are used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.3.6. Discriminates the concepts relating to weighing.	5.3.6.1. Compares objects in terms of their masses. 5.3.6.2. Puts objects in order in terms of their masses.	5.3.6.3. Compares objects by weighing them in kilograms using standard instruments. 5.3.6.4. Solves problems relating to the unit of mass measurement.	5.3.6.5. Measures objects in grams/ kilograms. 5.3.6.6. Estimates the mass of an object. 5.3.6.7. Checks the accuracy of the mass he/she has estimated by carrying out measurement. 5.3.6.8. Solves problems relating to the kilogram/ gram.	5.3.6.9. Expresses half and quarter kilograms in grams. 5.3.6.10. Uses the kilogram and the gram together while measuring mass. 5.3.6.11. Says the places where the tonne and the milligram are used.
Section	Goals	Level 1	Level 2	Level 3	Level 4
					5.3.6.12. Relates the units tonne-kilogram, kilogram-gram, gram-milligram. 5.3.6.13. Converts tonne-kilogram, kilogram-gram, gram-milligram into one another. 5.3.6.14. Solves problems relating to the tonne, the kilogram, the gram and the milligram. 5.3.6.15. Poses problems relating to the tonne, the kilogram, the gram and the milligram.
Section 3. Measurement	5.3.7. Measures liquids.	5.3.7.1. Measures liquids using non-standard units. 5.3.7.2. Compares the amount of liquid in at least three identical containers. 5.3.7.3. Puts the amount of liquid in at least three identical containers in order.	5.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 5.3.7.5. Solves problems relating to non-standard units of liquid measurement.	5.3.7.6. Carries out measurements with the units litre or half litre by explaining the necessity of standard liquid measuring instruments and units. 5.3.7.7. Estimates the amount of liquid in a container with the units litre and half litre. 5.3.7.8. Checks the accuracy of the amount of liquid he/she has estimated by carrying out measurement. 5.3.7.9. Solves problems relating to the litre.	5.3.7.10. Converts the litre and the millilitre into one another by relating them. 5.3.7.11. Uses the litre and the millilitre together in order to express an amount. 5.3.7.12. Estimates the amount of liquid in a container with the units litre/millilitre and checks his/her estimate by carrying out measurement. 5.3.7.13. Estimates the amount of liquid in a container with the units litre/ millilitre. 5.3.7.14. Checks the amount of liquid he/she has estimated by carrying out measurement.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement					5.3.7.15. Solves problems relating to the litre and the millilitre. 5.3.7.16. Poses problems relating to the litre and the millilitre.
	5.4.1. Makes interpretations and estimates by examining simple tables and graphs.	5.4.1.1. Reads simple tables created using symbols and digits. 5.4.1.2. Reads simple tables having at most two data groups.	5.4.1.3. Answers the questions asked about the simple tables having at most two data groups that he/she has created.	5.4.1.4. Makes conversions from the graph to a tally chart/frequency table by explaining the information shown in a shape and object graph. 5.4.1.5. Reads simple tables having at most three data groups.	5.4.1.6. Makes interpretations and estimates by examining a bar chart.
Section 4. Data Processing	5.4.3. Solves problems relating to daily life by using the information shown with the bar chart, the table and other graphs.			5.4.3.1. Solves problems requiring addition/subtraction by using the graphs given. 5.4.3.2. Creates a graph by using the information given in the problem. 5.4.3.3. Solves problems requiring addition/subtraction by using the graphs he/she has created. 5.4.3.4. Solves problems requiring addition/ subtraction by making use of graphs.	5.4.3.5. Uses the bar chart, the table and other graphs in problem solving.

6. Name of the Module	SOCIAL INTERACTION
6. Aim of the Module	It is aimed to develop the non-verbal communication, interpersonal relationships and emotion/behaviour regulation skills of individuals with specific learning disability.
6. Sections in the Module	Non-Verbal Communication, Interpersonal Relationships, Emotion and Behaviour Regulation

Section	Goals	Target Behaviours	Explanations
Section 6.1. Non-Verbal Communication	6.1.1. Discriminates basic emotions.	6.1.1.1. Says the name of the emotion containing the facial expressions given in the visual. 6.1.1.2. Says the emotion he/she feels as a result of the events he/she experiences. 6.1.1.3. Says the emotion intended to be conveyed in case examples/social stories. 6.1.1.4. Says the emotion expressed with tone of voice and stress.	For target behaviour 6.1.1.1., happiness, sadness, surprise, fear, disgust and anger can be taken as basic emotions. For target behaviour 6.1.1.3., work must be carried out with case examples and stories consisting of a few sentences (for example "Ayşe's best friend is moving to another city. How do you think Ayşe feels?"). For target behaviour 6.1.1.4., no visual information must be provided. Activities must be carried out only with speech presented verbally and expressing different emotions. Games based on the same sentence (for example "Did you take my toy?") being said in ways that express different emotions (sad, frightened, angry, etc.) can be played and activities can be carried out.
Section 6.1. Non-Verbal Communication	6.1.2. Uses appropriate gestures, facial expressions, stress and intonation while communicating.	6.1.2.1. Uses gestures, facial expressions, stress and intonation appropriate to the emotional state of the person opposite him/her. 6.1.2.2. Uses gestures, facial expressions, stress and intonation appropriate to the setting.	For all target behaviours, modelling must be provided in all settings by using gestures, facial expressions, stress and intonation appropriate to the person opposite and to the setting. Drama can be made use of. In addition, play activities in which gestures, facial expressions, stress and intonation can be used must be organised.
Section 6.1. Non-Verbal Communication	6.1.3. Discriminates complex emotions*.	6.1.3.1. Says the emotion he/she feels as a result of the events he/she experiences. 6.1.3.2. Says the emotion intended to be conveyed in case examples/social stories, etc.	*Complex emotions include emotions such as shame, pride, doubt, unease, indecision and compassion. For target behaviour 6.1.3.1., conversations oriented towards narrating emotions can be carried out on the basis of personal memories, and one can model this by expressing one's own emotions with one's own memories. Drama can be made use of. For target behaviour 6.1.3.2., work must be carried out with case examples and social stories consisting of a few sentences. Activities oriented towards recognising emotion in relation to the events in the story books read must be carried out.

Section	Goals	Target Behaviours	Explanations
Section 6.2. Interpersonal Relationships	6.2.1. Establishes communication.	6.2.1.1. Uses words of greeting when he/she meets someone. 6.2.1.2. Listens to the person speaking by making eye contact. 6.2.1.3. Gives appropriate answers to the questions directed to him/her. 6.2.1.4. Asks the person opposite him/her questions about the subject being talked about. 6.2.1.5. Converses with the person opposite him/her on the same subject.	For all target behaviours, drama can be made use of. Appropriate settings and activities for communication with people must be organised. Appropriate behaviours must be modelled. The individual's attention must be drawn to the appropriate behaviours and information must be given about what the behaviour is, in which situations it is performed and why it is important.

Section	Goals	Target Behaviours	Explanations
Section 6.2. Interpersonal Relationships	6.2.2. Behaves appropriately to the situations he/she encounters during communication.	6.2.2.1. Shows behaviours expressing his/her satisfaction in situations he/she likes. 6.2.2.2. Shows behaviours expressing his/her dissatisfaction when he/she encounters a situation he/she does not like.	In order to impart all target behaviours, picture cards containing situations that are pleasant and unpleasant for the individual can be used. Drama can be made use of. When pleasant and unpleasant situations arise, the individual must be encouraged to share his/her satisfaction or dissatisfaction. Showing appropriate behaviours expressing satisfaction or dissatisfaction in pleasant and unpleasant situations must be modelled.
Section 6.2. Interpersonal Relationships	6.2.3. Solves the problem that arises in interpersonal relationships.	6.2.3.1. Defines the problem. 6.2.3.2. Says the possible solutions. 6.2.3.3. Chooses the best solution. 6.2.3.4. Implements the solution. 6.2.3.5. Evaluates the solution.	For all target behaviours, picture cards containing problem situations can be used. Activities oriented towards solving the problems that develop during routine activities must be carried out. If an appropriate setting can be provided, work must be carried out with his/her peers. Modelling must be provided by thinking aloud with a view to solving the problems that develop during routine activities. Opportunities must be created within daily routines with a view to developing the individual's problem-solving skills. The problem situations to be created must be of a difficulty appropriate to the individual's age and developmental characteristics. In situations where difficulty is experienced while solving the problem, help must be given through questions in choosing the appropriate step.
Section 6.2. Interpersonal Relationships	6.2.4. Plays the game by complying with its rules.	6.2.4.1. Says the rules of the game. 6.2.4.2. Waits his/her turn in the game. 6.2.4.3. Behaves in accordance with the rule of the game when it is his/her turn. 6.2.4.4. Cooperates in the game. 6.2.4.5. Gives appropriate responses to the outcome of the game.	For all target behaviours, picture cards containing play behaviours can be used. These rules can also be taught during the game. Drama can be made use of. If an appropriate setting can be provided, work must be carried out with his/her peers. Appropriate behaviours must be modelled. The individual's attention must be drawn to the appropriate behaviours and information must be given about what the behaviour is, in which situations it is performed and why it is important. It must be ensured that the individual has understood the rules of the game and, when necessary, repetitions and reminders must be given. Appropriate play behaviours must be reinforced.
Section	Goals	Target Behaviours	Explanations
Section 6.2. Interpersonal Relationships	6.2.5. Interacts within the context of an activity.	6.2.5.1. States that he/she wants to take part in the activity. 6.2.5.2. Takes a role in the activity.	For all target behaviours, picture cards containing the activity process can be used.

Section	Goals	Target Behaviours	Explanations
		6.2.5.3. Sustains the activity. 6.2.5.4. Cooperates when necessary	Drama can be made use of. If an appropriate setting can be provided, work must be carried out with his/her peers. Care must be taken that the difficulty level of the activity is appropriate to the individual's developmental characteristics. Activities that are too difficult or too easy must be avoided. Appropriate behaviours must be modelled. Modelling by thinking aloud is also important. The individual's attention must be drawn to the appropriate behaviours and information must be given about what the behaviour is, in which situations it is performed and why it is important.
Section 6.2. Interpersonal Relationships	6.3.1. Gives responses appropriate to the emotion he/she experiences.	6.3.1.1. Calms himself/herself down when he/she gets angry. 6.3.1.2. Uses techniques for coping with disappointment when he/she experiences disappointment. 6.3.1.3. Uses techniques for coping with his/her anxiety when he/she becomes anxious. 6.3.1.4. Uses techniques for coping with his/her sadness when he/she becomes sad. 6.3.1.5. Controls his/her excessive reactions when he/she is happy.	For all target behaviours, work can be carried out with event cards containing behaviours and their consequences. Activities oriented towards coping with the emotions that develop within the routine must be carried out. For target behaviours 6.3.1.1. and 6.3.1.5., techniques such as breathing, counting to 10, drinking water and self-instruction can be used. The appropriate techniques must be determined in interaction with the individual. Modelling must be provided. Appropriate opportunities must be created with a view to using the techniques determined. Help must be given for the effective use of the technique by giving feedback to the individual.
Section 6.2. Interpersonal Relationships	6.3.2. Regulates his/her behaviour according to its consequences.	6.3.2.1. Says the possible consequences of his/her behaviours. 6.3.2.2. Regulates his/her behaviours according to the possible consequences. 6.3.2.3. Copes with the situations he/she encounters as a result of the behaviour.	Activities based on the events that develop within the routine can be carried out. Drama can be made use of. Opportunities in which he/she will regulate his/her behaviours and cope with negative situations must be created. Care must be taken that the opportunities are appropriate to the individual's developmental characteristics. His/her appropriate behaviours must be reinforced. His/her appropriate and inappropriate behaviours must be discussed and a decision must be taken together on how they will be regulated.

appendices appendices

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

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

RUBRIC APPENDIX-3

Name and Surname of the Individual : _____ Date of Starting and Finishing Education : _____ / _____ / _____ Date of Assessment : _____ / _____ / _____ Module - Section Name : _____ / _____ / _____ Goal/Target Behaviour :

Performance Level and Definitions

Criteria Insufficient (3) Average (2) Good (1)

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

PERFORMANCE RECORD FORM APPENDIX-4

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

Date of Initial Assessment : / / Date of Final Assessment : / /

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

[illegible]

Initial x x x x x Section 1.1 Goal 1.1.2 Final + + + + +

Initial x x x x x x x x Goal 1.1.3 Final + + + + + + + +

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

x x x Initial Goal 3.1.1 + + + Final

x x Initial Goal 3.1.2 Section 3.1 + + Final

x x Initial Goal 3.1.3 + + Final

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

x: Target behaviour targeted to be attained

+: Target behaviour attained

APPENDIX-5 IEP PROGRESS MONITORING SUMMARY FORM

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

Academic Year : /

Initial Assessment Final Assessment Date : / / : / /

Date _____

In the Module In the IEP Attained To Be Taught Worked On Not Attained Non-Attainment

Modules Contained Contained Target Target Recommendations Target Targeted Target

Reasons Behaviours Behaviours Behaviours Behaviours Sections Goals

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

Starting from the data, it is filled in. The data contained in this form are taken into account for the coarse assessments to be carried out 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 with a view to checking 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, it has been prepared with a view to giving information at the beginning of the education and teaching process about what needs to be placed in the content of the portfolios to be prepared. When the portfolio is submitted, the following products/works will first be checked by the private education institution and, when the file 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. APPENDIX-6

This form has been prepared with a view to checking 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, it has been prepared with a view to giving information at the beginning of the education and teaching process about what needs to be placed in the content of the portfolios to be prepared. When the portfolio is submitted, the following products/works will first be checked by the private education institution and, when the file arrives at the GRC, it will be checked by the GRC and the relevant columns will be filled in.

APPENDIX-6 PORTFOLIO CHECKLIST

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 Instruments (Tests)		
	Samples of Homework Done During the Teaching Process		
	Samples of Worksheets Done by the Individual During the Teaching Process		
	Samples of Audio Recordings and Videos Containing the Individual's Work (May Be Included If Permission Has Been Obtained from the Family)		

PORTFOLIO RUBRIC APPENDIX-7

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

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

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

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

Content	Almost none of the works that should be included within the scope of Section1, 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 development are also not included.	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 included. The record form and/or progress graphs showing the individual's development are partly present but give very superficial information.	A significant part of the works that should be included within the scope of Section1, Section 2 and Section 3 are present in the portfolio. The sample products coincide with the information in the performance record form and the record form and/or progress graphs showing the individual's development are included.	All of the works that should be included within the scope of Section1, Section 2 and Section 3 are present in the portfolio. The sample products coincide with the information in the performance record form and the record form and/or progress graphs showing the individual's development are included.
Attainment Status of the Goals	When the products, forms and performance record form in the portfolio are looked at, it is seen that none of the goals determined before instruction 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 looked at, it is seen that approximately half of the goals determined before instruction have been attained.	When the products, forms, performance record form, etc. in the portfolio are looked at, it is seen that a significant part of the goals determined before instruction have been attained.	When the products, performance record forms, etc. in the portfolio are looked at, it is seen that the goals determined before instruction have been fully attained.

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

Measurement Instruments	The measurement instruments placed in the portfolio as samples generally do not coincide with the individual's goals and with the target behaviours in the modules. In addition, they need to be improved technically (the characteristics and variety they should have) and qualitatively (content).	The measurement instruments placed in the portfolio as samples generally coincide with the individual's goals and with the target behaviours in the modules. However, they need to be improved qualitatively (in terms of content)	Although the measurement instruments placed in the portfolio as samples coincide with the individual's goals and with the target behaviours in the modules, they need to be improved a little further technically (the characteristics and variety they should have).	The measurement instruments placed in the portfolio as samples have been prepared appropriately in terms of a broad scope, the number of questions, technique, etc., so as to measure the individual's goals and the target behaviours in the modules.
Reporting Development	There is no instrument reflecting the individual's developmental process in the portfolio.	The sample recording 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 recording charts/graphs presented in the portfolio generally reflect the individual's developmental process, they do not give detailed information.	The sample recording charts/graphs presented in the portfolio give detailed information about the individual's performance.
Variety of Products	Only one type of sample from the work carried out with a view to the individual's goals has been given in the portfolio.	Two or three types of sample from the work carried out with a view to the individual's goals are also present in the portfolio.	Two or three types of sample from the work carried out with a view to the individual's goals are also present in the portfolio. The number of samples	Various samples from the work carried out with a view to the individual's goals (test samples, worksheets, videos, audio recordings, homework, activities)

			specific to the type is also at a sufficient level.	have been presented in the portfolio. The samples presented are both sufficient in number and reflect the individual's different characteristics in terms of quality.
Organisation	The documents and products in the portfolio have been filed randomly, not in accordance with Section 1, Section 2, Section 3. The file appears quite disorganised.	The documents and products in the portfolio have been filed in accordance 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 accordance with Section 1, Section 2, Section 3. The file is quite good in terms of organisation.

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

Explanation	Strengths of the File:			
	Aspects of the File That Need to Be Improved:			

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH SPECIFIC LEARNING DISABILITY