



SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

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

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

FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

SUPPORT EDUCATION PROGRAM

FOR INDIVIDUALS WITH AUTISM SPECTRUM

DISORDER

SUPPORT EDUCATION PROGRAM

A. Introduction 5

1. What Are Support Education Programs? 5
2. The Aims of Support Education Programs 6
3. The Perspective of Support Education Programs 7
4. The Structure of Support Education Programs 11
5. The Learning-Teaching Approach of 12 Support Education Programs

B. Support Education Program for Individuals 15 with Autism Spectrum Disorder

1. The General Aim of the Support Education Program 15 for Individuals with Autism Spectrum Disorder
2. The Structure of the Support Education Program 16 for Individuals with Autism Spectrum Disorder
3. The Teaching-Learning Process of the Support Education Program 18 for Individuals with Autism Spectrum Disorder
4. Measurement and Evaluation in the Support Education Program 29 for Individuals with Autism Spectrum Disorder
5. Points to Consider in Implementing the Support 36 Education Program for Individuals with Autism Spectrum Disorder
6. Goals and Target Behaviours 39

Appendices 204

A. Introduction

1. What Are Support Education Programs?

Article 14 of Decree Law No. 573 on Special Education, issued in 1997, states: "Individuals requiring special education shall be provided with special education support in order to achieve the aims of the education programs they attend at every type and level of educational setting. To this end, individual and group education opportunities shall be provided. For individuals of compulsory education age who require special education and who 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

re-develop the support education programs currently in use. In this context, the support education programs have been re-developed with the broad participation of academics, specialists and teachers, in an individual-centred manner that guides the teacher, incorporating new methods and techniques as well as developments in the field of special education, and the following processes were followed:

The instructional programs of different countries that have been renewed and updated in recent years for similar reasons were examined,

Academic studies on special education and support education programs were reviewed, The relevant legislation, above all our Constitution, was examined, Focus group meetings were held with teachers and specialists 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 specialist 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. The 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” set out 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 spiritual values by developing the competences they have acquired in a way that ensures their interaction and integration with society 4. To support and develop, throughout life, individuals who can interact with people, adapt to social rules, strive to participate in social life and maintain their lives independently

3. The 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 instructional programs, our values and competences establish the integrity among these knowledge, skills and behaviours. Values are the essential heritage that has reached the present day from the national and spiritual sources of society and that will be passed on to the future. Competences, on the other hand, are the transfer of this heritage into life. In this respect, values and competences, inseparable from one another, are addressed together with the knowledge, skills and behaviours 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 the majority of the members of a social group or society accept as right and necessary in order to establish and maintain its existence, unity, functioning and continuity. Values are unifying phenomena adopted by society or by individuals. At the same time, values are criteria believed to meet the social needs of society and to be for the good of individuals. One of the fundamental aims of values education is to enable individuals to develop a healthy, consistent and balanced personality. Values 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 instructional programs. An education program is formed by taking into account all elements of the education system, such as instructional programs, learning-teaching environments, educational tools and materials, extracurricular activities and legislation. In the support education programs, the development of the ten root values envisaged by the Ministry of National Education for education programs has been targeted. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness. The values in question will be addressed in the learning and teaching processes both on their own, together with the sub-values related to them, and together with the other root values. In the Support Education Program for Individuals with Autism Spectrum Disorder, the development of these ten root values and their related sub-values has been targeted. In the support education programs too, with this understanding, our values have not been regarded as a separate program or learning area, unit, topic, section, etc. On the contrary, our values, which are the ultimate purpose and spirit of the entire education process, have been included in each of the support education programs.

b. Competences

Our education system aims to raise individuals of character who possess knowledge, skills and behaviours integrated within competences. The 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, 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 Autism Spectrum Disorder 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 Language and Communication Module of the Support Education Program for Individuals with Autism Spectrum Disorder, the aim is to enable individuals to succeed in the pre-verbal period, verbal period and alternative communication skills as well as in symbolic and social play skills. The competence of communication in the mother tongue has been included in this module in terms of all components of language. In the Reading and Writing Module, the aim is to enable individuals with autism spectrum

disorder to succeed in early literacy, initial reading and writing, functional reading and writing, grammar, reading comprehension, listening comprehension and written expression skills. In this module, the competence of communication in the mother tongue can be supported through the grammar, reading comprehension, listening comprehension and written expression parts. 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 arithmetical skill. Mathematical competence involves the skill and willingness to use, to differing degrees, mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs and 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 for the purpose of identifying questions and producing evidence-based conclusions. Competence in technology is seen as the application of knowledge and methodology in the context of meeting perceived human wants and needs. Competence in science and technology encompasses the power to comprehend the changes arising from human activities and the responsibilities of each individual as a citizen.

In the Early Mathematics Module of the Support Education Program for Individuals with Autism Spectrum Disorder, the aim is to enable individuals to learn the most basic skills of mathematics in the preschool period, to increase their level of readiness for primary education and to enable them to succeed in advanced mathematics skills. Accordingly, the parts on object attributes and readiness for measurement, spatial relations, numbers, part-whole relations, early addition and subtraction, geometry, measurement and data have been included. With the Mathematics Module, the aim is to enable individuals with autism spectrum disorder to learn the most basic skills of mathematics during the school period and to succeed in advanced mathematics skills. This module contains the parts on numbers and operations, geometry, measurement and data processing. The 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, on the other hand, are targeted to be supported respectively through the Mathematics and the Reading and Writing Modules. 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 shared networks via the internet. In the Support Education Program for Individuals with Autism Spectrum Disorder, the Daily Living Skills Module aims to enable individuals with autism spectrum disorder to perform daily living skills. In the part of this section concerning the use of personal electronic/electrical devices, the support of digital competence is targeted. The Social Living Skills Module aims to enable individuals with autism spectrum disorder to acquire the basic skills of social life. In the goal of this section concerning the use of communication services, the support of digital competence is also targeted. 4) Learning to learn: This is the competence of pursuing learning and being 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 covers 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 making use of guidance support as much as acquiring, processing and adapting new knowledge and skills to oneself. Learning to learn mobilises learners to draw on prior 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 Autism Spectrum Disorder, the support of the learning-to-learn competence is targeted through the part on planning daily life included in the Social Living Skills Module.

Furthermore, this competence can also be supported through the social problem-solving part included in the Social Skills Module.

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 differentiating society and working life and to resolve conflicts where necessary. 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. In the Support Education Program for Individuals with Autism Spectrum Disorder, the Social Skills Module aims to enable individuals with autism spectrum disorder to perform social skills. Social competences are supported in all parts of this module. In addition, the Individual and Environment Module aims to enable individuals with autism spectrum disorder to acquire basic knowledge about themselves and their environment. In the parts on family and life at home, life at the education centre, safe living and life in the social environment, the support of social competences is targeted. In the part on life in our country included in the Individual and Environment Module, the support of civic competences is targeted.

6) Cultural awareness and expression: This is the appreciation of the importance of the creative expression of views, experiences and feelings using various mass communication media, including music, performing arts, literature and visual arts. In the Support Education Program for Individuals with Autism Spectrum Disorder, the support of expression competences is targeted in the communication and interaction and the understanding and expressing parts of the Social Skills Module. The support of the cultural awareness competence is targeted in the part on family and life at home included in the Individual and Environment Module and in the eating and drinking skills parts of the Self-Care Skills Module.

7) Initiative-taking and entrepreneurship: This 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 reach 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 also covers the specific knowledge and skills needed by people who undertake or contribute to social and commercial activities. In the Support Education Program for Individuals with Autism Spectrum Disorder, the support of initiative-taking and entrepreneurship is targeted through the parts on safety, shopping, social venues, institutions and organisations, transport and communication, and planning daily life included in the Social Living Skills Module.

4. The Structure of Support Education Programs

A modular approach has been adopted in the support education programs. A module, in its literal sense, means a separable part of a whole. In other words, it is a small unit that has integrity within itself. In this context, a module is a written material containing the definition and aims of the relevant module, the activities to be carried out to reach these aims, and the measurement instruments. Support education programs have been created by taking into account the needs of individuals in the relevant disability group. These modules consist of instructional experiences that are based on individual instruction, that have a beginning and an end, that display integrity within themselves and that are organised within a systematic framework. The support modules have been prepared in a structure that has integrity within itself and that functionally complements one another, in a way that

makes it possible to prepare and implement an individualised education program. The goals included in the modules consist of the knowledge, skills and attitudes to be imparted to the individual. In addition to serving as a guide for the practitioner, the modules bring a standard to the education to be provided 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. In determining the aims of modular education programs, the characteristics of the individual, society and subject area are taken into account. Preparing a program that is appropriate to the level of individuals with special needs, that meets the needs of society and in which topics are updated in line with scientific and technological developments has been adopted as a principle. Support education programs consist of various modules that will enable the targeted aims to be reached, and of sections directed at these modules. In each module, the goals expected to be reached in individuals, the target behaviours and special explanations have been included, taking into account the proficiency status of the individuals in practice in order to reach the goals. The explanations may relate to sub-dimensions of the program such as the characteristics of the goal, prerequisite learning, teaching method, materials and measurement. The modules consist of sections within themselves. The sections included in the modules have been addressed as a linear and spiral approach 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 progressing step by step and prerequisite learning are obligatory. That is, one cannot move on to another goal without a goal having been achieved. Some modules, on the other hand, bear a spiral character in terms of their content approach. This is because the sections within the modules can, from time to time, be repeated at different times by expanding in terms of scope.

As a result, the support education modules consist of sections that are directed at the individual, that are structured around clearly stated goals, that have integrity within themselves and that make it possible to evaluate individual performance. Furthermore, each of the support education modules, which are directed at individual learning, covers specific skills and/or knowledge. The support education modules that have been prepared have the characteristic of taking into account the individual's interests, wishes and abilities, 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 instructional process. The evaluations have been created through facts or the solution of problems selected from the real setting.

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. Learner-centred program designs may be individual-centred and experience-centred. In learner-centred designs, the interests and needs of the individual are important. In this respect, the two are

similar to each other. However, while in learner-centred designs the need is determined in advance, in experience-centred designs the learner's needs are determined by the teacher in school life and in social life. In this sense, the support education programs have been prepared as learner-centred, but teachers implementing the programs have been advised also to take experience-centred practices as a basis. In this sense, the teacher's momentary attitudes and decisions and his/her competence 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 and his/her learning styles must be taken into account. Taking into account the individual's current and future educational needs and including behaviours directed at the knowledge, skills and attitudes that the educational needs to be determined will require has been the focal point of the support education programs. Modular instructional programs have been prepared in a way that supports lifelong learning based on individual-centred active learning, with the instructional methods, strategies and techniques recommended in practice and with individual performance evaluations. Furthermore, the cooperation of the family and the teacher, who are supportive and guiding elements throughout the individual's life, is also of great importance for this program. For all individuals who require 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, performances and needs. In determining the goals to be included in the IEP, in organising the learning-teaching process and in evaluating success, the individual's readiness and cognitive, social and physical characteristics may differ. For this reason, when planning the learning-teaching process, individual differences of individuals (their current performances, readiness levels, learning styles and needs, socio-cultural differences, etc.) must be taken into consideration. In line with these explanations, an IEP directed at 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 in a graduated manner, 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 to enable 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 who require special education need different methods and techniques in the learning stage compared with typically developing individuals. It is necessary to use multisensory instructional methods and techniques in the instructional programs.

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 modules Techniques: are taken as the basis.

Instructional Technologies and Materials:

Before beginning the lesson, the seating arrangement, the location of the tools Setting Arrangements: and equipment to be used, and the setting in which the teaching, generalisation and follow-up sessions will be conducted must be explained.

Section 3

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

Section 4

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

B. Support Education Program for Individuals with Autism Spectrum Disorder

1. The General Aim of the Support Education Program for Individuals with Autism Spectrum Disorder

With this program, the aim is that individuals with autism spectrum disorder have; 1. Their perception and memory skills developed 2. Their motor planning skills developed 3. Their language and communication skills developed 4. Their self-regulation strategies developed 5. Their social adaptation skills developed 6. Their academic skills supported 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.

2. The Structure of the Support Education Program for Individuals with Autism Spectrum Disorder

The Support Education Program for Individuals with Autism Spectrum Disorder consists of ten modules. These modules are shown in the diagram below.

Program Modules and Sections

Module	Sections in the Module
SUPPORT FOR LEARNING With the Support for Learning Module, the aim is to enable individuals with autism spectrum disorder to succeed in matching, discriminating, grouping, forming patterns	Visual Perception and Memory, Auditory Perception and Memory, Tactile Perception and Memory, Motor Skills General Explanations Relating to the Module
LANGUAGE, COMMUNICATION AND PLAY With the Language, Communication and Play Module, the aim is to enable individuals with autism spectrum disorder to succeed in the pre-verbal period, verbal period and	Pre-verbal Communication Period, Verbal Period Receptive Language, Verbal Period Expressive Language, Symbolic Play, Social Play, Alternative Communication General Explanations Relating to the Module In this module, developmentally, simple play involves displaying random play behaviours without regard to the function of the object; object combining, on the other hand,
SOCIAL SKILLS	Communication and Interaction, Recognising, Understanding and Expressing Emotions, Emotion and Behaviour Management, Social Problem Solving In the teaching and evaluation of the target behaviours in Section 1, work must be carried out in natural settings; if the conditions are not suitable, simulated settings must be created. Opportunities must be created for the individual to be able to display the skill. In teaching these target behaviours, social stories, direct instruction,
READING AND WRITING With the Reading and Writing Module, the aim is to enable individuals with autism spectrum disorder to succeed in early literacy, initial reading and writing,	Early Literacy, Initial Reading and Writing, Functional Reading and Writing, Grammar, Reading Comprehension, Listening Comprehension, Written Expression General Explanations Relating to the Module
EARLY MATHEMATICS With the Early Mathematics module, the aim is to enable individuals with autism spectrum disorder to learn the most	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relations, Early Addition and Subtraction, Geometry, Measurement, Data Explanations Goals Target Behaviours
MATHEMATICS	Numbers and Operations, Geometry, Measurement, Data Processing This module has been created on the basis of the MoNE Mathematics Course Instructional Program. 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 Level 1, Level 2, Level 3, Le-
INDIVIDUAL AND ENVIRONMENT	Family and Life at Home, Life at the Education Centre, Our Body and Healthy Life, Safe Living, Life in the Social Environment, Life in Nature, Life in Our Country Explanations Goals Target Behaviours
SELF-CARE SKILLS	Personal Care and Hygiene Skills, Toilet Control and Toileting Skills, Dressing and Undressing Skills, Eating and Drinking Skills Explanations
DAILY LIVING SKILLS	Kitchen Skills, Using Household Tools and Equipment, Clothing Order and Care, Household Order and Care While the goals and target behaviours in Section 1 are being worked on, work must be carried out with a holistic approach by taking into account the safety skills in the SOCIAL LIVING SKILLS module.
SOCIAL LIVING SKILLS	Safety, Shopping, Social Venues, Institutions and Organisations, Transport and Communication, Planning Daily Life Goals Explanations Target Behaviours

Modules, Sections and Lesson Hours

Module	Sections in the Module	Total
Support for Learning	1. Visual Perception and Memory 250 lesson hours 2. Auditory Perception and Memory 200 lesson hours 3. Tactile Perception and Memory 150 lesson hours 4. Motor Skills 150 lesson hours	Total: 750 lesson hours
Language, Communication and Play	1. Pre-verbal Communication Period 200 lesson hours 2. Verbal Period Receptive Language 250 lesson hours 3. Verbal Period Expressive Language 200 lesson hours 4. Symbolic Play 150 lesson hours 5. Social Play 150 lesson hours 6. Alternative communication 150 lesson hours	Total: 1100 lesson hours
Social Skills	1. Communication and Interaction 400 lesson hours 2. Recognising, Understanding and Expressing Emotions 300 lesson hours 3. Emotion and Behaviour Management 300 lesson hours 4. Social Problem Solving 300 lesson hours	Total: 1300 lesson hours
Reading and Writing	1. Early Literacy 100 lesson hours 2. Initial Reading and Writing 150 lesson hours 3. Functional Reading and Writing 150 lesson hours 4. Grammar 100 lesson hours 5. Reading Comprehension 100 lesson hours 6. Listening comprehension 100 lesson hours 7. Written Expression 100 lesson hours	Total: 800 lesson hours
Early Mathematics	1. Object Attributes and Readiness for Measurement 75 lesson hours 2. Spatial Relations 75 lesson hours 3. Numbers 75 lesson hours 4. Part-Whole Relations 40 lesson hours 5. Early Addition and Subtraction 75 lesson hours 6. Geometry 20 lesson hours 7. Measurement 20 lesson hours 8. Data 20 lesson hours	Total: 400 lesson hours
Mathematics	1. Numbers and Operations 250 lesson hours 2. Geometry 100 lesson hours 3. Measurement 50 lesson hours 4. Data Processing 50 lesson hours	Total: 450 lesson hours
Module	Sections in the Module	Total
Individual and Environment	1. Family and Life at Home 50 lesson hours 2. Life at the Education Centre 30 lesson hours 3. Our Body and Healthy Life 50 lesson hours 4. Safe Living 50 lesson hours 5. Life in the Social Environment 50 lesson hours	Total: 270 lesson hours

Module	Sections in the Module	Total
	6. Life in Nature 20 lesson hours 7. Life in Our Country 20 lesson hours	
Self-Care Skills	1. Personal Care and Hygiene Skills 200 lesson hours 2. Toilet Control and Toileting Skills 200 lesson hours 3. Dressing and Undressing Skills 200 lesson hours 4. Eating and Drinking Skills 200 lesson hours	Total: 800 lesson hours
Daily Living Skills	1. Kitchen Skills 150 lesson hours 2. Using Household Tools and Equipment 150 lesson hours 3. Clothing Order and Care 150 lesson hours 4. Household Order and Care 150 lesson hours	Total: 600 lesson hours
Social Living Skills	1. Safety 100 lesson hours 2. Shopping 100 lesson hours 3. Social Venues 100 lesson hours 4. Institutions and Organisations 100 lesson hours 5. Transport and Communication 100 lesson hours 6. Planning Daily Life 100 lesson hours	Total: 600 lesson hours

10 Modules Total 7070 lesson hours

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

3. The Teaching-Learning Process of the Support Education Program for Individuals with Autism Spectrum Disorder

Individuals with autism spectrum disorder need systematic instruction in order to reach the target behaviours determined for them. Systematic instruction is the consistent delivery of instruction in line with a plan, based on the principles of behaviour analysis. It is possible for systematic instruction to reach its aim through the use of effective teaching methods whose effectiveness in instruction has been demonstrated by research. There are studies conducted by different institutions and organisations regarding what these methods are; the results of these studies offer a perspective on the methods that are effective for individuals with autism spectrum disorder. In the following headings, the effective methods mentioned are presented together with the teaching methods recommended for use in the instruction of academic skills.

Errorless Teaching Methods: Errorless teaching methods are effective teaching methods used in teaching single-step and chained skills to individuals with autism spectrum disorder. In errorless teaching methods, a prompt is presented before the individual responds, thereby ensuring that the individual responds correctly. Errorless teaching methods are grouped under eight headings: a) constant time delay, b) progressive time delay, c) simultaneous prompting, d) antecedent prompt and test, e) teaching with systematic prompt fading, f) antecedent prompt and fade, g) graduated guidance, h) increasing assistance (most-to-least intrusive prompting in reverse). Although the implementation steps of each of these methods differ, the elements they take into account in planning are common. These elements are the target stimulus, the controlling prompt, the trial, the response interval, the intertrial interval and the fading applied to the controlling prompt. The target stimulus is defined as the antecedent stimulus that sets the ground for the individual to respond. The controlling prompt is the response prompt that is appropriate for the individual and that will ensure that the individual gives a correct response during instruction. The trial covers the antecedent stimuli in a teaching session, the individual's behaviour and the consequent stimuli. How many trials a teaching session will consist of is determined before instruction. For this purpose, the individual's attention span and the number of steps of the skill to be taught are taken into account. The response interval is defined as the time that elapses in waiting for the individual to respond after the target stimulus and the prompt have been presented. When deciding on the length of the response interval, attention is paid to the characteristics of the individual and of the skill. The intertrial interval is the time that elapses before presenting a new target stimulus after the target stimulus and the controlling prompt have been presented to the individual and after the individual has been waited for to respond during the response interval. Fading of the prompt, on the other hand, is changing the type and amount of the response prompts presented over time or removing them completely from

the setting at once. A change in the type of the prompt requires the use of a different prompt. For example, moving from a modelling prompt to a verbal prompt is a change made in the type of the prompt. A change in the amount of the prompt, on the other hand, means gradually increasing or decreasing the prompt presented. Depending on the teaching method used, a decision is made as to which of these types of fading will be used. Below, explanations are given regarding constant time delay and simultaneous prompting, which are among the errorless teaching methods frequently used for individuals with autism spectrum disorder.

Constant Time Delay: This is one of the effective teaching methods used in teaching single-step and chained skills. In constant time delay there are two types of teaching trial: (a) zero-second delay trials and (b) constant delay trials. Zero-second delay trials begin by presenting an attention-gaining prompt to the student. For this purpose, expressions such as "Today we are going to learn ... with you. Are you ready?" may be used. In this process, instruction begins by reinforcing the individual's showing that he/she is ready through

gestures, facial expressions and body movements or expressing it verbally. Then the target stimulus is presented to the individual. Immediately after the target stimulus, the controlling prompt appropriate for the individual is presented. A gestural prompt, verbal prompt, visual prompt, model prompt or physical prompt may be presented as the controlling prompt. After the prompt, 4-5 seconds are waited for the individual to respond correctly. The individual's correct responses are reinforced using one of the primary and secondary reinforcers. When the individual gives an incorrect response, error correction may be carried out by presenting the prompt again, or the next trial may be moved on to. This cycle mentioned constitutes one trial. When the planned zero-second delay trials come to an end, the teacher moves on to constant delay trials. There is no universally valid rule regarding what the number of zero-second delay trials should be. For this purpose, a certain number of trials or sessions may be taken as the basis, or these trials may be continued until the individual responds correctly at a level of 100% in the zero-second delay trials. In order to determine whether the individual responds at a level of 100% in these trials, evaluation (probe) sessions in which the controlling prompt is not presented are included before each instruction or at certain intervals. After the zero-second delay trials, constant delay trials are moved on to. In constant delay trials too, an attention-gaining prompt is presented first. Then the teacher presents the target stimulus. He/she waits 4-5 seconds for the individual to respond. If the individual responds correctly within this time, he/she is reinforced; if the individual cannot respond correctly within this time, the controlling prompt is presented. If the individual responds correctly before the prompt is presented, a "+" is placed in the correct responses before the prompt part of the data collection form, and if he/she responds incorrectly,

a "-"; if the individual responds correctly after the prompt is presented, a "+" is placed in the correct responses after the prompt part of the data collection form, and if he/she responds incorrectly, a "-" is placed. In cases where the individual does not respond, a mark is made in the no-response part of the data collection form. These trials are continued until the individual responds correctly within the time that elapses before the prompt is presented. Simultaneous Prompting: Simultaneous prompting trials are carried out like the zero-second delay trials explained in constant time delay. These trials begin by presenting an attention-gaining prompt. With expressions such as "Today we are going to learn Are you ready?" the teacher draws the individual's attention to the target behaviour and to the instruction. Instruction begins by reinforcing the individual's showing that he/she is ready through gestures, facial expressions and body movements or expressing it verbally. First the target stimulus and immediately afterwards the controlling prompt are presented. After the prompt, 4-5 seconds are waited for the individual to respond correctly. The individual's correct responses are reinforced using one of the primary and secondary reinforcers. When the individual gives an incorrect response, error correction may be carried out by presenting the prompt again, or the next trial may be moved on to. This cycle mentioned constitutes one trial. Since individuals are not given the opportunity to respond independently in simultaneous prompting trials, whether individuals have acquired the target behaviour is determined through evaluation (probe) sessions in which the controlling prompt is not presented. For this purpose, probe sessions are arranged every day before beginning instruction or at certain intervals. Story-Based Practices: Story-based practices are one of the effective teaching methods in which stories and scripts are used in order to teach individuals with autism spectrum disorder target behaviours belonging to different skill areas, above all social skills. In the following heading, explanations are given regarding social stories and the power card strategy, which are among these practices. Social Stories: Social stories are one of the effective teaching methods used in teaching skills such as social skills, social living skills and safety skills. The use of social stories in instruction requires a two-stage process: writing the social story and implementing the social story.

The first stage is the stage of writing the social story. At this stage, information is gathered about the setting, situation and conditions in which the determined target behaviour is displayed or will be displayed. Then the writing of the social story is moved on to. Social stories are written by including (a) descriptive sentences and (b) directive sentences at certain ratios. Descriptive sentences are sentences that emphasise the cultural values related to the target behaviour; that define a person's internal state such as knowledge, feelings, thoughts, beliefs, motivation and personality; and that strengthen the meaning relating to the relevant situation by defining the beliefs, values or traditions widely shared in the culture. Directive sentences, on the other hand,

are sentences that direct how the behaviour is to be displayed by defining the correct behaviour. As much as the types of sentence listed, the ratios of these sentences within the story must certainly be taken into consideration in the writing of social stories. For the ratios of these sentences within the story, the formula "Total number of descriptive sentences in the story/Total number of directive sentences>2" is taken into account. In addition to the rules relating to sentence types and ratios, the other points to be taken into account in the writing of social stories are given below: 1. There must be a title reflecting the content of the story. 2. The story must contain introduction, development and conclusion parts. 3. The story must be written so as to contain the answers to the 5W1H questions. 4. The story must be written from the individual's mouth and point of view. 5. The story must be written using positive expressions. 6. The story must be written for a single target behaviour. 7. The story must be written in the simple present tense. After the writing of the social story, the implementation of the social story is moved on to. The teacher presents the social story he/she has prepared before the individual enters the setting in which he/she will display the target behaviour or before he/she is given the opportunity to display the target behaviour. First, the teacher draws the individual's attention to the story by saying, "I have a wonderful story for you. Now is just the right time to read this story. Are you ready?" Then the teacher reads the story or asks the individual to read it. After the presentation of the story, 5W1H questions are asked in order to evaluate whether the individual has understood the story. When the individual answers the questions correctly he/she is reinforced; when he/she answers incorrectly or does not answer, the story or the relevant sentence may be read again or the correct answer may be stated. After it is ensured that the individual has understood the story, the individual is directed to the setting in which he/she will display the target behaviour, or an opportunity to display the target behaviour is created by the teacher. After the individual begins to display the target behaviour at a certain level of accuracy, the process of fading the story is moved on to. For this purpose, the frequency with which the story is read may be reduced or the directive sentence may be removed from the story. The social story continues to be presented in faded form until the individual performs the target behaviour without the social story being read. Power Card Strategy: This is one of the effective methods used in teaching social skills and communication skills. In this method, use is made of the restricted and intense area of interest, which is one of the characteristic features of individuals with autism spectrum disorder; for this purpose, the hero (e.g. flower, doll) and/or area of interest (e.g. football team) in which the individual has an intense interest is determined, and in this context a script (story) and a power card are prepared and implemented. First, a short script (story) is prepared for the target behaviour aimed to be imparted to the individual, and a power card, which has the quality of a prompt for the individual to display the target behaviour, is created. At the first stage, in the script, the context in which the hero or the area of interest will perform the target behaviour

is briefly introduced, the reason for displaying the target behaviour is emphasised and the appropriate behaviours displayed are expressed in no more than five sentences. Finally, the script is completed by writing an appropriate image relating to the hero and/or area of interest and a sentence motivating the individual with autism spectrum disorder to display the target behaviour. At the second

stage, in which the power card is created, a summary of the script is formed. For this purpose, the reason for the hero/area of interest in the script displaying the target behaviour, the sentences in which the appropriate behaviour displayed is emphasised, the motivating sentence and the visual support are written on a small card (e.g. business card size). At the implementation stage of the power card strategy, the script and the power card are first read to the individual, or the individual is asked to read them. Then, a few 5W1H questions relating to the script and power card that have been read are asked, and the power card is given to the individual or placed somewhere he/she can see it. After the individual is directed to the setting or activity in which the target behaviour will be displayed, if he/she responds correctly this behaviour is reinforced. In the case of an incorrect response or no response, a prompt is presented for him/her to read or glance at the power card. When the individual's performance reaches the determined level, the fading stage of the power card strategy is moved on to. At this stage, the power card and the script may be removed completely, or only the script may be withdrawn, it may be presented at certain time intervals, or the power card may be moved further away in terms of distance.

Video Modelling: This is an effective teaching method that involves the individual watching a video in which the target behaviour is displayed by a peer, an adult model or by himself/herself, and then performing this behaviour. In video modelling, practices in which the individual watches the performance of the behaviour from his/her own point of view and thus feels that he/she is performing the behaviour may also be included. The use of video modelling in instruction requires a two-stage process: preparing the video and presenting the video. The first stage for video modelling is the preparation of a video showing the performance of the target behaviour. For this purpose, the target behaviour and the models are determined. Then the footage is shot and edited. This process is followed by the stage of presenting the video. The video footage prepared is shown to the individual before he/she enters the setting in which he/she will display or is likely to display the target behaviour. At the stage of showing the video to the individual, the individual's attention is drawn to the target behaviour and to the video using expressions such as "I have prepared a video for you. Now is just the right time to watch the video." At this stage, depending on the conditions, tools and equipment such as computers, tablets, mobile phones and interactive whiteboards may be used. After the presentation of the video, opportunities are given to the individual to display the target behaviour.

Cognitive Process Approach: With the cognitive process approach, also called the problem-solving approach, the aim is to impart to individuals with autism spectrum disorder the skill of problem solving in relation to the social situation, instead of imparting social skills one by one. For this purpose, individuals with autism spectrum disorder are taught to determine the aims

for the social situation, to set out what the problem is by making use of the cues relating to the social situation, to determine the solutions that will be most appropriate for the social situation or the aims, to select the most appropriate solution and to evaluate the results of the path they have chosen. In other words, these individuals are taught the strategies necessary for solving problems. In teaching social skills through the cognitive process approach, a four-stage process is followed: social coding, social decision making, social performance and social evaluation:

Social Coding: Individuals with autism spectrum disorder first observe the existing situation and understand what the social problem is. In order to understand this, after observing the social situation they ask themselves the question "What happened?" and answer this question.

Social Decision Making: Individuals with autism spectrum disorder who have observed the social situation and decided what the problem is propose alternative solutions regarding what they will do in this situation. In order to be able to generate alternative solutions, individuals with autism spectrum disorder ask themselves the question "If I were in this person's place, what could I do?" and list the alternative behaviours they could perform.

Social

Performance: At this stage, individuals with autism spectrum disorder who have generated alternative ways regarding the behaviours they could apply to solve the problem select the behaviours that will enable them to cope with the social situation in the best way. In order to decide which of the behaviours they have proposed they will select, individuals with autism spectrum disorder ask the question “Which one should I do?” and state which behaviour and why they will select this behaviour.

Social Evaluation: Individuals with autism spectrum disorder who have decided which behaviour they will select evaluate themselves regarding the behaviour they have selected. In other words, individuals with autism spectrum disorder evaluate what the consequences will be when they display the behaviour they have selected. Here individuals are asked to evaluate the effectiveness of the solution they have put forward. For this, individuals with autism spectrum disorder ask themselves the question “How would I feel when I did this?” and give the answer. Then individuals ask themselves the question “How would the other person feel when I did this?” and state the answer.

Pivotal Response Training: The PRT method is a naturalistic behavioural teaching method that aims to offer children learning opportunities in their natural environments and that has been determined through scientific research to be established as evidence-based. It is an effective teaching method particularly in teaching language and communication and play skills in children with autism spectrum disorder. As in other naturalistic behavioural language teaching methods, the aim in the PRT method is also to ensure the generalisation of skills, to prevent prompt dependency and to support motivation.

In the PRT method, in imparting the target skills, the intervention is carried out by focusing on the pivotal areas that have been seen to be vital for children with autism spectrum disorder and that, when addressed, also help skills that are not targeted to emerge. These areas are motivation, responding to multiple cues, self-management, initiating interaction and empathy. The progress to be recorded in these areas reduces children's prompt dependency, prepares the ground for them to learn on their own and provides an opportunity for the generalisation of the skills acquired. Motivation is one of the first pivotal areas addressed, and in interventions carried out with the PRT method the target skills are imparted by including techniques developed to support this area. Responding to multiple cues targets not only responding to a single feature of objects but also responding to different kinds of that object. The self-management skill aims to teach the child to discriminate between appropriate and inappropriate behaviours, to collect data for appropriate behaviours and to reinforce himself/herself. By supporting self-initiation skills, the aim is to ensure that individuals are more active in social environments and learning settings.

Reciprocal Imitation Training: RIT, which is a new imitation training method in the literature that is supported by scientific research and is evidence-based, aims at the child's interest and participation within child-adult interaction. RIT is a naturalistic and behavioural imitation training method in which the aim is to teach, on the basis of social and communicative reciprocity and within play interaction, the spontaneous imitation of modelled object actions and gestures, using intervention techniques based on the naturalistic, behavioural and developmental approach. This method includes the techniques of linguistic mapping, in which the adult imitates the child's actions and vocalisations and describes them by simultaneously labelling the child's actions and communicative intent; modelling, in which an explicit stimulus is presented in order to model the actions; and reinforcement and presenting prompts to correct errors. In this method, social object actions and social gestures that are contextually related to one another and that begin to emerge developmentally at an early period are selected as target imitation actions within play interaction. A total of twenty actions, ten object actions and ten gestures, are taught as a package to be imitated. The aim is for the child to imitate spontaneously when he/she sees that others are displaying actions that are communicatively and socially interesting. For this reason, in RIT, a verbal discriminative prompt such as “You do it too.” is not used when modelling the actions

(e.g. while teaching the feeding of the teddy bear, one of the target object actions, at the modelling stage only eating sounds are made and it is said, "The teddy is hungry."). Cumulative Rehearsal Strategy: This 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

and then the second part is read and told. Then the first and second parts are told together. The same practice is continued until the story ends. Increasing Practice: Increasing the opportunities for the individual to respond is extremely important for improvement in the academic sense. Successfully making the new knowledge acquired permanent and fluent through repetition is directly connected with the number of trials in many academic areas. Increasing practice can be done in various ways. Having a text read repeatedly, having a taught sound read within different structures, or increasing the number of texts read are ways of increasing practice. Multisensory Method: This is a method applied in order to support individuals experiencing advanced-level reading and writing difficulties in learning the letters/sounds and words they have difficulty in learning or confuse. It is based on activating the visual, auditory, tactile and movement senses together. It is used particularly 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 sensation, follows his/her hands, and while doing these also vocalises the letter/word and hears himself/herself. In this way, the aim is for individuals to encode the information relating to the letter they confuse with information coming from many sources and thus for it to become easier to remember. It requires highly structured instruction and a large number of repetitions and practice. Model Reading/Writing - Repeated Reading/Writing - Reading/Writing Error Correction: These techniques may be applied separately as well as together. In the use of these techniques, which are grouped as skill-based techniques, modelling is carried out 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 is completed (for example, the teacher reading the words read incorrectly in the text, then having the individual read them). During error correction, the individual is modelled again and 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-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 recording his/her own performance using a recording tool. As recording tools, recording charts containing the task stages or recording charts containing the qualities targeted in the product may be used. In self-monitoring, the behaviours to be monitored can basically be divided into two: maintaining attention on the task and monitoring performance. The purpose of maintaining 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 the dimension of fluency or accuracy. The process, on the other hand, can be monitored in the form of the stages of performing a skill or the stages of applying the task steps. Goal Setting: Goal setting can serve two purposes: developing individuals' existing skills or increasing their fluency. The following procedures must be applied when setting goals. 1. Setting out the individual's current performance: The individual's performance relating to the skill to be developed must be set out. The individual's performance can be set out through the work he/she has done previously, or it can be determined directly. 2. Determining the goals: When determining goals, increases must generally be

calculated between 10% and 30%. If the reduction of errors is targeted, the same ratio must be adopted. At the same time, the time set for reaching the goal also plays a role in determining these ratios.

3. Making plans for the achievement of the goal: At this stage, it is planned with which materials, how frequently and when work will be carried out for the goal to be achieved.

4. Implementation of the plan: The plan prepared is implemented and it is observed whether there is a problem in the implementation or in the goals determined. Changes may 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 may be chosen in order to make the progress concrete.

Activity-Based Instruction: This is a teaching method in which instruction is arranged in natural settings but the antecedent and consequent stimuli relating to the target skill to be taught are presented, and in which the aims are targeted to be achieved within daily routines and planned games, taking the individual's interests into account. When arranging 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 Play: An important way of increasing print awareness skills is the use of adult-mediated print-enriched play. Print-enriched play consists of games in which individuals are offered opportunities that will make it easier for them to understand the features and function of written language and that will enable them to behave like literate people. Print-enriched play, like picture and print story books, creates 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 features and function of written language

In the course of these games, individuals obtain important gains such as showing the reading direction of print in relation to the features of written language, and becoming aware of the function of print by understanding how a shopping list is used. For print-enriched play, print elements can be added to all kinds of games appropriate to individuals' age and developmental characteristics. What is important is that the teacher, by drawing attention to print during play, 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 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, pastry and a milk carton, and a picture and print menu are used. During the game, in the process of reading the picture-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 the left-to-right reading direction of print and showing a word within the print can be taught within the game. In this way, during the game individuals are enabled to rehearse early literacy roles and routines within play.

Looking at Picture Books: According to the target behaviour, this is applied by showing the individual pictures from the book and asking questions in order to make the individual talk about the pictures. While carrying out this practice, 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 targeted, 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 prompts through the pictures.

Graphic Organisers: Graphic organisers are tools that visualise content and the relationships within the content. In this visualisation, diagrams are used according to the structure of the content. In this way, the relationships within the content are encoded within the

framework of particular diagrams. The content to be taught may be knowledge, skills, concepts, facts and principles. Graphic organisers are the best tool for presenting information in groups. Graphic organisers can be used before, during and after instruction. The purpose of their use before instruction is to show the organisational arrangement of the information to be presented. They can be used to form prior knowledge or to activate previous knowledge. During instruction they are used for the purpose of grouping information, and at the end of instruction for the purpose of evaluating whether the individual has learned the information and its relationships and having the information summarised. There are types of graphic organiser according to the types of content to be presented. Content types may be: sequencing, description, cause-effect, comparison, problem-solution, chronology. Various examples of graphic organisers can be reached by typing the word “graphic organizer” into search engines on the internet.

Strategy-Based Written Expression Instruction: The writing process is completed in five basic stages. These stages include planning, drafting, revising, checking and sharing. At the planning stage, individuals are given options and asked to choose 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 chosen with the help of brainstorming and to organise it according to the order of writing. At this stage, the strategies of determining the purpose for writing, determining the readership, activating prior knowledge about the topic and grouping these are used. At the drafting stage, individuals are asked to put into writing the ideas produced and listed at the planning stage. At this stage, the strategy of converting the draft into written form is used. At the revising stage, individuals are asked to examine, using revision strategies, whether what they have written is appropriate to their writing purposes and to the readers, and to make the necessary corrections. At the checking stage, individuals are asked to check and edit their sentences in terms of word choice, punctuation marks, spelling rules and sentence structures. Finally, individuals share what they have written with their 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 at these stages by thinking aloud, and must have the strategies applied in a guided and independent manner. Each instructional stage must be applied at least three times.

Teaching of Reading Comprehension Strategies: Before strategy instruction, text structure must be taught to individuals. Each 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 information units 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 purpose of pre-reading strategies is basically to form prior knowledge about the text to be read and to motivate the individual towards reading. Talking about the title and pictures, asking questions and making predictions about the content of the text can be given as examples of pre-reading strategies. The purpose of during-reading strategies is to understand the information units 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 information units and placing them in a diagram, narrating the part read and predicting can be used. After reading, strategies are applied for the purpose of understanding the whole text by integrating it and reviewing the parts not understood. Some of the post-reading strategies are summarising what has been read, narrating the text and answering questions. How these strategies are applied is modelled on a few texts with the selected text type, then texts are given to the individual and guided practices are carried out and the individual's application of the strategy is supported, and finally independent practices are carried out and the individual's strategy applications and comprehension development are observed.

Text comprehension skill is not a skill that can be achieved in one lesson. For this reason, practices must be continued as recommended above until the individual becomes independent in text comprehension. If, in comprehension instruction, a text type is selected and strategy instruction is applied 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 is able to understand the text by applying the strategy to other text types as well. In order to ensure this generalisation, the individual must have an idea about the structure of each text type. For this reason, one text type is selected and text structure and strategy instruction are carried out. 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 including interactional dialogues. In order to be able to overcome the existing problem situation, not only what the individual should do but also how he/she should do it must be modelled. Regarding how a mathematics problem is to be solved, the four most basic steps are the steps of understanding the problem, making a plan, implementing the plan and checking. While these steps are being imparted, the individual must be enabled to express the problem in his/her own sentences before solving the problem. While solving the problem, the individual must be enabled to visualise it with a diagram or with his/her own drawings so that he/she conceptualises the problem. In the problem-solving process, individuals must be modelled at the stages 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 Autism Spectrum Disorder

Individuals who require special education learn more easily when different and multiple learning techniques are used in the learning process and practices appealing to more than one sense are carried out. The type and degree of the disability, the time of occurrence of the disability, the services provided and the individual characteristics of each individual affected by a disability are different 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 for the purpose of meeting the educational needs 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

special education begins is necessary in order for the special education service to be provided to be arranged in accordance with the individual's needs. The IEP must contain the current performance level of the individual affected by a disability, the goals expected to be achieved in the individual at the end of the year/end of the term, the educational services and the duration of these services. It must also cover the transition services to be provided for the individual between educational settings or levels and the measurement of progress. When preparing the IEP, evaluations must be carried out at the beginning of the instructional process, during the instructional process, at the end and at the end of the year in order to determine the individual's needs. In this process, it is particularly important that the coarse and detailed assessments at the beginning are carried out in a way that reflects the individual's real performance. While measurement and evaluation practices are being carried out,

formative (process evaluation) and summative evaluation (end-of-year general evaluation) processes must be followed as a basic principle, and different data collection methods and measurement instruments must be used. The measurement and evaluation practices of the Support Education Program for Individuals with Autism Spectrum Disorder consist of the stages of determining the individual's needs, pre-instruction (initial) evaluation, post-instruction (final) evaluation and monitoring development, and end-of-year evaluation. The implementation process of these evaluation stages is explained below.

1. Determining the Individual's Needs

A coarse assessment is carried out for the purpose of determining individuals' needs. At the guidance and research centre (GRC), which of the modules included in the relevant support education program and which of the sections within these modules individuals will receive is determined as a result of the coarse assessment. At the same time, at the special education and rehabilitation centre too, coarse assessments directed at the modules and sections determined by the GRC must be carried out and the individual's needs must be determined in more detail. As a result of the coarse assessment, the individual's areas of need must be determined and goals and target behaviours (short- and long-term aims) must be set. In this way the individual's IEP is prepared. When needs are determined and placed in order of priority in the coarse assessment, individuals' age, class level, individual characteristics, learning characteristics and the functionality of the skills in daily and school life must be taken into account. For individuals' coarse assessments, the data collection process at the special education and rehabilitation centre must be carried out in three dimensions. I) Conducting interviews: More than one data source must be used for the interviews. These are:

a) The individual's family b) His/her teachers at school (preschool teacher, class teacher, guidance counsellor, etc.) c) The individual himself/herself If an interview is to be conducted with the individual, the individual's age and performance level are important. An interview with the individual will be meaningful in terms of supporting and enriching the interviews conducted with the individual's family and teachers. II) Conducting observation: At this stage, the teacher/specialist himself/herself must in particular carry out the observation. When carrying out observation, 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) Applying 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) Evaluation

The pre-instruction (initial) evaluation is the detailed assessment to be carried out for the purpose of determining at which step (level) the individual is before beginning the instruction relating to the goals and target behaviours selected for the individual's IEP as a result of the coarse assessment. In pre-instruction evaluations, data are collected by carrying out one-to-one practices for each individual. At this stage, a Criterion-Referenced Test (CRT), (see sample form Appendix 1), a Checklist containing skills broken down into small steps (see sample form Appendix 2), and a Rubric (see sample form Appendix 3) may be used. The data obtained from the measurement instruments used must be recorded on the Performance Record Form (Appendix 4).

3. Post-Instruction (Final) Evaluation and Monitoring Development

The post-instruction evaluation is the evaluation carried out for the purpose of seeing to what degree the individual has acquired or grasped the behaviour after the instruction of the relevant target behaviours has been completed. At this stage, 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).

It is important for the effectiveness and efficiency of instruction that measurement and evaluation practices be carried out together with instruction during individuals' instructional process, that is, while the relevant target behaviours are being imparted. For this reason, evaluations must be carried out during instruction and at the end of the sessions in order to monitor the individual's development, and the evaluation 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 practices, etc. Furthermore, recording charts, graphs and individual products (worksheets, homework, etc.) must be examined at certain intervals during the term and the effectiveness and efficiency of the instruction must be evaluated. As a result of this, the individual's portfolio must be created. The portfolio is an individual development file. It is a type of evaluation in which the individual's performance records and 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 in which the kind of development the individual is undergoing can easily be monitored. The basic aim of the 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 provide the opportunity to evaluate in its entirety the individual's different abilities and levels, his/her strong points, his/her achievements and his/her development within a process. Portfolios differ according to the goals we will apply in the education and instruction process. The types of portfolio can be classified as the working portfolio, the showcase portfolio and the evaluation portfolio. Of these, the evaluation portfolio contains all the records the teacher needs in order to evaluate the individual. This type of portfolio shows the individual's development in line with the goals determined in the instructional programs. In this type of portfolio, the aim is to evaluate the individual's achievement by scoring each piece of work placed in the file. These portfolios can be used for level-determining evaluation and contain sample and best work showing that most of the goals and behaviours in the instructional program have been acquired. For this reason, it is important that products focused on individuals' development and their strongest points be placed in the portfolios and that individual and teacher comments 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 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 Development Monitoring Summary Form (Appendix 5), samples of measurement instruments, performance record forms, recording charts and video

and audio recording samples showing the individual's work will make it possible to monitor the process better. A holistic approach is adopted in 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, teacher and the GRC.

4. End-of-Year Evaluation

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

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 Development 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 video 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 strong points of the portfolio and the points 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, education is planned again according to the individual's development. The GRC takes and archives a copy of the IEP Development Monitoring Summary Form, the Portfolio Rubric and the Portfolio Checklist found in the individual's portfolio.

Measurement Instruments and Record Forms Within Its Scope

The measurement instruments given below may be used for the purpose of evaluating the individual's performance. Measurement Instruments They are used for the purpose of determining the individual's performance before, during and at the end of instruction. Interview Forms: These are semi-structured measurement instruments used particularly in the coarse assessment process in 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 the coarse assessment, the initial evaluation, the evaluation during the instructional process and the final evaluation. Observation forms are mostly semi-structured forms. Criterion-Referenced Test (CRT): This is a measurement instrument used

through direct observation for the purpose of determining whether persons possess predetermined qualities and on which topics instruction should be provided to individuals. The CRT is prepared according to the goals and target behaviours in the instructional program. It shows where instruction is to begin and provides information about whether the individual is making progress during instruction and whether the aims have been achieved after instruction. In the CRT, individual performance is mostly compared with a predetermined criterion. CRTs are teacher-made tests and make instructional aims more distinct and specific. They draw the boundaries of the instructional content. Checklist: This is a measurement instrument used mostly during the observation of individuals' target behaviours in various processes, in which two-category responses are marked as (+) if the individual performs a behaviour and (-) if he/she does not. Rubric: These are instruments in which various criteria and the performance level relating to each criterion are defined for the purpose of measuring individual performance in line with a particular aim. 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, and analytic rubrics in evaluating performance in a detailed manner. Rating Scale: Rating scales are measurement instruments that define performance relating to the characteristic measured with its various levels and that show to what degree the criteria provide possibility. 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 enable raters to classify the individual's performance according to a particular criterion as "poor", "fair", "good" or "very good". Portfolio Rubric: It has been developed for the purpose of examining the adequacy of the individual's portfolio at the GRC and offering guidance to the special education and rehabilitation centre.

Record Forms Performance Record Form: This is a form on which the initial and final evaluation results of each target behaviour are marked. It gives information about the individual's status in performing the goals and target behaviours in the relevant section. Portfolio Checklist: This is a checklist showing the contents of the portfolio. IEP: This is the education program specific to the individual, containing the individual's needs, goals and target behaviours. IEP Development Monitoring Summary Form: This form contains the columns of the numbers of the target behaviours the individual performs according to the result of the initial evaluation, the numbers of the target behaviours targeted to be taught, the target behaviours worked on, the target behaviours that were targeted but not reached, the reason for not being reached and recommendations. The numbers of the target behaviours taught during the term must be included in the "target behaviours worked on" column, the numbers of the target behaviours that could not be taught in the "target behaviours that were targeted but not reached" column, detailed explanations such as insufficient time, insufficient equipment and absenteeism in the "reason for not being reached" column, and recommendations for each section (the suitability of the section for the individual, the suitability of the target behaviours for the individual, working again on the target behaviours that were not reached, etc.) in the "recommendations" column.

5. Points to Consider in Implementing the Support Education Program for Individuals with Autism Spectrum Disorder

Depending on the sequence of the modules, care must be taken to work on self-care skills within daily routines. Care must be taken to work on daily living and social living skills in natural settings or by creating simulated settings. In the work carried out in simulated settings, individuals with autism spectrum disorder must frequently be offered opportunities to practise. Deficiencies in social communication and interaction are one of the most fundamental characteristics of individuals with

autism spectrum disorder. In teaching these skills, systematic instruction must be carried out using effective teaching methods. The support for learning module can be worked on with individuals at every class level.

Since the goals relating to word awareness, rhyme awareness, syllable awareness and phoneme awareness in the phonological awareness part of the early literacy section involve consecutive skills, they must be worked on in sequence. In the sound awareness skills in the early literacy learning area, imparting awareness of 5-6 sounds in Turkish in the context of all target behaviours is sufficient to begin initial reading and writing instruction with the sound-based sentence method for individuals of appropriate age. The goals and target behaviours 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' performances relating to the target behaviours in this section must be observed well. In the process of implementing all modules, instruction, setting and material arrangements appropriate to individuals' working memory capacities must be made. Individuals with autism spectrum disorder may experience widespread deficiencies in working memory, and this may prevent them from benefiting from the instruction presented. For this reason, determining individuals' working memory capacities is extremely important in terms of presenting instruction accordingly and increasing the effectiveness of instruction. For individuals experiencing limitations relating 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 stepwise manner, repeating the information during its presentation, giving the individual sufficient time to process the information, and presenting the information not only by repeating it but in a way that enables him/her to think about it are also among the points to be considered during instruction. In individuals with autism spectrum disorder, 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 on this matter 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 is 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 that involve the individual in the learning process, is a point to be considered in order for learning to be easy and permanent. In teaching academic skills requiring higher-level cognitive skills such as reading comprehension, carrying out operations and problem solving, the focus must be on the operations 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 all work carried out with individuals with autism spectrum disorder, reinforcers that are effective for the individuals must be used. Natural stimuli and natural reinforcers must be used to ensure that the permanence and generalisation of the knowledge and skills acquired are achieved. Emphasising, summarising and repeating important information during instruction is necessary for the individual to distinguish the important information from the detailed information. Since the individual has difficulty in distinguishing the important stimulus and maintaining his/her attention, he/she must be directed to the important stimulus in situations requiring a shift of attention.

Support education can be provided at every age (0-99) range.

1. Name of the Module	SUPPORT FOR LEARNING With the Support for Learning Module, the aim is to enable individuals with autism spectrum disorder to succeed in matching, discriminating, grouping, forming patterns
1. Aim of the Module	and in basic motor skills.
1. Sections in the Module	Visual Perception and Memory, Auditory Perception and Memory, Tactile Perception and Memory, Motor Skills General Explanations Relating to the Module

General Explanations Relating to the Module

- While working on the goals and target behaviours in the Tactile Perception and Memory section, the individual's eyes must be closed. For the target behaviours in the Tactile Perception and Memory section, matching work must be carried out using the texture characteristics of objects (hard-soft, rough-smooth, furry-hairless, etc.).
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 1.1. Visual Perception and Memory	1.1.1. Matches those that are the same among objects and object pictures.	1.1.1.1. Matches objects according to their type/colour/size characteristics. 1.1.1.2. Matches object pictures according to their type/colour/size characteristics. 1.1.1.3. Matches object pictures according to their position and details. 1.1.1.4. Matches an object with its picture, drawing and shadow.	For target behaviour 1.1.1.3., pictures of glasses standing on the right and on the left on a table may be given as an example of position. As an example of detail, pictures of envelopes with a star and a flower on them may be given.
Section 1.1. Visual Perception and Memory	1.1.2. Shows the one that is different among objects and object pictures.	1.1.2.1. Shows the object that is different according to type/colour/size characteristics among objects. 1.1.2.2. Shows the object picture that is different according to type/colour/size characteristics among object pictures. 1.1.2.3. Shows the object picture that is different according to position and details among object pictures.	For target behaviour 1.1.2.3., pictures of ducks facing right and left on a table may be given as an example of position. As an example of detail, pictures of balloons with a star and a heart on them may be given.
Section 1.1. Visual Perception and Memory	1.1.3. Groups objects and object pictures.	1.1.3.1. Groups objects according to their type/colour/size characteristics. 1.1.3.2. Groups object pictures according to their type/colour/size characteristics. 1.1.3.3. Groups object pictures according to their positions and details.	
Section 1.1. Visual Perception and Memory	1.1.4. Forms a pattern.	1.1.4.1. Forms the same pattern beneath a pattern formed from objects according to type/colour/size characteristics. 1.1.4.2. Forms the same pattern beneath a pattern formed from object pictures according to type/colour/size characteristics. 1.1.4.3. Continues in the same way a pattern formed with objects, object or shape pictures. 1.1.4.4. Finds the item left missing in the middle of a pattern formed with objects, object or shape pictures. 1.1.4.5. Forms new patterns with different materials according to the same rule, using the rule in a pattern formed with objects, object or shape pictures.	
Section 1.1. Visual Perception and Memory	1.1.5. Marks the differences between pictures.	1.1.5.1. Marks the differences between two object pictures. 1.1.5.2. Marks the differences between two event pictures.	
Section	Goals	Target Behaviours	Explanations
Section 1.1. Visual Perception and Memory	1.1.6. Establishes the part-whole relationship.	1.1.6.1. Finds the part left missing in a picture. 1.1.6.2. States by predicting what the object in an object picture of which half is shown is. 1.1.6.3. Finds the parts belonging to an object picture	

Section	Goals	Target Behaviours	Explanations
		whose whole is given. 1.1.6.4. Forms the whole by combining the parts of an object picture. 1.1.6.5. Forms the whole by combining the parts of an action and event picture. 1.1.6.6. Does paper or wooden jigsaw puzzles.	
Section 1.1. Visual Perception and Memory	1.1.7. States the names of the objects and the events in hidden objects and pictures.	1.1.7.1. States the names of objects shown one after another after they have been hidden/covered. 1.1.7.2. States the names of the objects in the pictures after object pictures shown one after another have been hidden/covered. 1.1.7.3. States the names of the objects and the events he/she saw in the picture after a picture containing various events has been shown and hidden/covered.	

Section	Goals	Target Behaviours	Explanations
Section 1.2. Auditory Perception and Memory	1.2.1. Responds to the sounds that are the same among the sounds played.	1.2.1.1. Responds to the same human sound among the human sounds played. 1.2.1.2. Responds to the same animal sound among the animal sounds played. 1.2.1.3. Responds to the same vehicle sound among the vehicle sounds played. 1.2.1.4. Responds to the same musical instrument sound among the musical instrument sounds played. 1.2.1.5. Responds to the same object sound among the object sounds played. 1.2.1.6. Responds to the same nature sound among the nature sounds played.	For goal 1.2.1., the individual must be expected to give verbal and/or motor responses. While working on goal 1.2.1., at most 4 sounds must be used. Goal 1.2.1. and goal 1.2.3. must be worked on together.
Section 1.2. Auditory Perception and Memory	1.2.2. Responds to the sounds that are different among the sounds played.	1.2.2.1. Responds to the different human sound among the human sounds played. 1.2.2.2. Responds to the different animal sound among the animal sounds played. 1.2.2.3. Responds to the different vehicle sound among the vehicle sounds played. 1.2.2.4. Responds to the different musical instrument sound among the musical instrument sounds played. 1.2.2.5. Responds to the different object sound among the object sounds played. 1.2.2.6. Responds to the different nature sound among the nature sounds played.	For goal 1.2.2., the individual must be expected to give verbal and/or motor responses. While working on goal 1.2.2., at most 4 sounds must be used.

Section	Goals	Target Behaviours	Explanations
Section 1.2. Auditory Perception and Memory	1.2.3. States the entity to which the sound belongs and its category.	1.2.3.1. States what sound the sound played is. 1.2.3.2. States the category to which the sound played belongs.	For goal 1.2.3., the individual must be expected to give verbal and/or motor responses. While working on goal 1.2.3., at most 4 sounds must be used. For target behaviour 1.2.3.2., the individual is expected to state which of the categories of human, animal, vehicle, musical instrument, object and nature sounds it belongs to.
Section 1.2. Auditory Perception and Memory	1.2.4. Repeats the sequence of digits and words stated.	1.2.4.1. Repeats two or more digits stated in the order stated. 1.2.4.2. Repeats two or more words belonging to the same category stated in the order stated. 1.2.4.3. Repeats two or more words belonging to different categories stated in the order stated.	For goal 1.2.4., mnemonic strategies such as repeating inwardly, associating and grouping may be used. If the individual cannot repeat three units although the strategies have been taught, pictures may be made use of in instruction. For target behaviours 1.2.4.2. and 1.2.4.3., work may be carried out with words selected from categories such as fruits, animals, vehicles and school items. While working on target behaviour 1.2.4.2., a start must be made with single-syllable words, the number of syllables in the words must be increased gradually and work must continue with two- and three-syllable words.
Section 1.2. Auditory Perception and Memory	1.2.5. Keeps rhythm.	1.2.5.1. Imitates the movement given with rhythm. 1.2.5.2. Keeps rhythm to the sounds produced by different movements. 1.2.5.3. Imitates a simple rhythm made by clapping. 1.2.5.4. Imitates a simple rhythm made with a musical instrument with the same musical instrument. 1.2.5.5. Imitates a simple rhythm made with a musical instrument with a different musical instrument.	For target behaviour 1.2.5.1., examples such as “banging on the table, clapping hands” may be given. For target behaviour 1.2.5.2., the individual must be expected to keep rhythm (with the hand, by making sounds, etc.) to the sounds produced by movements such as “climbing stairs, bouncing a ball”.

Section	Goals	Target Behaviours	Explanations
Section 1.3. Tactile Perception and Memory	1.3.1. Matches the objects he/she touches.	1.3.1.1. Matches the objects of the same type among the objects he/she touches. 1.3.1.2. Matches the objects of the same size among the objects he/she touches. 1.3.1.3. Matches the objects of the same shape among the objects he/she touches. 1.3.1.4. Matches the objects of the same texture among the objects he/she touches.	

Section	Goals	Target Behaviours	Explanations
Section 1.3. Tactile Perception and Memory	1.3.2. Discriminates the objects he/she touches.	1.3.2.1. Responds to the object of a different type among the objects he/she touches. 1.3.2.2. Responds to the object of a different size among the objects he/she touches. 1.3.2.3. Responds to the object of a different shape among the objects he/she touches. 1.3.2.4. Responds to the object having a different texture characteristic among the objects he/she touches.	
Section 1.3. Tactile Perception and Memory	1.3.3. States the characteristics and the name of the object he/she touches.	1.3.3.1. States the characteristics of the object he/she touches. 1.3.3.2. States the name of the object he/she touches.	In imparting the target behaviours in goal 1.3.3., the individual must be given a bag or box containing various objects and asked to select an object from inside the box and state the characteristics of the object and predict its name. The objects worked on must be objects the individual is familiar with.
Section 1.3. Tactile Perception and Memory	1.3.4. Groups objects according to their tactile characteristics.	1.3.4.1. Groups the objects he/she touches according to their types. 1.3.4.2. Groups the objects he/she touches according to their sizes. 1.3.4.3. Groups the objects he/she touches according to their shapes. 1.3.4.4. Groups the objects he/she touches according to their texture characteristics.	
Section 1.3. Tactile Perception and Memory	1.3.5. States the objects of different types he/she touches in the requested order.	1.3.5.1. States the two different objects he/she touches in the order he/she touched them. 1.3.5.2. States the three different objects he/she touches in the order he/she touched them. 1.3.5.3. States the four different objects he/she touches in the order he/she touched them.	For the target behaviours in goal 1.3.5., objects the individual is familiar with must be used.

Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Skills	1.4.1. Imitates motor movements.	1.4.1.1. Imitates motor movements made with any part of his/her body. 1.4.1.2. Imitates motor movements made with objects. 1.4.1.3. Imitates motor movements made according to the functions of objects.	For target behaviour 1.4.1.1., the examples “clapping hands, waving the hand, opening and closing the fist, banging both hands on the table” may be given. For target behaviour 1.4.1.2., the examples “banging the spoon on the table, pushing the cup on the table, moving the comb across the table, putting the small wooden cube on his/her head.” may be given. For target behaviour 1.4.1.3., the examples “pushing the car on the table, moving the toy dog across the table” may be given. The evaluation of the target behaviours must be carried out after the individual's attention has been drawn. The teacher saying “... look what I am doing!” or

Section	Goals	Target Behaviours	Explanations
			"Look at me!" may help in drawing the individual's attention. In the evaluation, what is being done must not be stated verbally. This situation makes it difficult for you to understand whether the individual is repeating the action you performed or is carrying out the verbal prompts. After the action has been shown to the individual, it is said, "Now you do it! It is your turn." and the object is placed on the table in front of the individual.
Section 1.4. Motor Skills	1.4.2. Performs hand-eye coordination skills.	1.4.2.1. Does part-whole work. 1.4.2.2. Obtains a simple product with modelling materials. 1.4.2.3. Stacks objects on top of one another. 1.4.2.4. Lines objects up side by side. 1.4.2.5. Takes objects of different sizes out of a box. 1.4.2.6. Throws objects of different sizes into a box. 1.4.2.7. Turns the pages of a book. 1.4.2.8. Inserts sticks into a pegboard. 1.4.2.9. Folds paper. 1.4.2.10. Threads objects with holes onto a string. 1.4.2.11. Opens his/her wrapped packets. 1.4.2.12. Opens a lid. 1.4.2.13. Winds string onto a reel. 1.4.2.14. Does simple scribbling/colouring. 1.4.2.15. Attaches a peg.	For target behaviour 1.4.2.1., find-and-fit, jigsaw and insert-remove work must be carried out. According to the individual's level, a sequence from the simple to the complex must be followed in part-whole work. For target behaviour 1.4.2.7., the book pages must be varied from thick to thin and at the same time work must be carried out so that the number of pages the individual turns goes from several pages to one page.
Section 1.4. Motor Skills	1.4.3. Carries out work relating to hand skills.	1.4.3.1. Holds the pencil and/or crayon appropriately. 1.4.3.2. Does colouring. 1.4.3.3. Does tearing-sticking. 1.4.3.4. Cuts with scissors.	For goal 1.4.3., adaptations must be made to the tools and equipment to be used in relation to hand skills according to the individual's level. For example, attention must be paid to the size of the scissors, the characteristics of the paint, etc. For target behaviour 1.4.3.2., attention must be paid to the stages of random colouring, colouring a simple shape, colouring a complex shape and colouring a shape expressing a composition. For target behaviour 1.4.3.2., the instructional process must be structured according to the type of paint (watercolour, pastel crayon, finger paint, etc.). For target behaviour 1.4.4.3., the order of stages of tearing by hand and tearing with the pencil tip must be taken into account. For target behaviour 1.4.3.4., the order of stages of random cutting, cutting a simple shape and cutting a complex shape must be taken into account.
Section	Goals	Target Behaviours	Explanations
Section 1.4. Motor Skills	1.4.4. Carries out line work.	1.4.4.1. Draws the basic lines. 1.4.4.2. Copies the simple geometric shapes drawn.	For goal 1.4.4., worksheets appropriate to the individual's level must be prepared.

Section	Goals	Target Behaviours	Explanations
		1.4.4.3. Completes the missing picture.	For target behaviour 1.4.4.1., the basic lines “I,/, O” may be given as an example. Attention must be paid to the order of stages in drawing these lines. Attention must be paid first to the stages of closely spaced dashed lines, widely spaced dashed lines, lines with a starting and finishing point given, drawing by looking at a model and drawing the line whose name is stated.

2. Name of the Module	LANGUAGE, COMMUNICATION AND PLAY With the Language, Communication and Play Module, the aim is to enable individuals with autism spectrum disorder to succeed in the pre-verbal period, verbal period and
2. Aim of the Module	alternative communication skills and in symbolic and social play skills.
2. Sections in the Module	Pre-verbal Communication Period, Verbal Period Receptive Language, Verbal Period Expressive Language, Symbolic Play, Social Play, Alternative Communication General Explanations Relating to the Module In this module, developmentally, simple play involves displaying random play behaviours without regard to the function of the object; object combining, on the other hand,

General Explanations Relating to the Module

- In this module, developmentally, simple play involves displaying random play behaviours without regard to the function of the object; object combining involves bringing objects together by beginning to have regard to their physical characteristics and functions; pre-symbolic play involves using objects with figures in greater variety and with regard to more than one of their functions; symbolic play involves performing more than one action “as if”, with figures or imaginarily without figures, or with objects or without objects, by taking a role or by acting it out. Children with Autism Spectrum Disorder tend to display play actions of less complexity and less multiplicity but more sensorimotor and repetitive play actions compared with typically developing peers and children with intellectual disability at the same general developmental level. Children with intellectual disability, on the other hand, although they acquire play skills according to the developmental sequence in the typical development process, have limited play development levels compared with typically developing children and tend to play with less variety and frequency compared with typically developing children. Throughout play time, their motivation to play may be at a low level.
- Explanations Goals Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	2.1.1. Produces various sounds.	2.1.1.1. Babbles using vowel-consonant sounds. 2.1.1.2. Produces closed syllables consisting of a vowel and a consonant. 2.1.1.3. Produces open syllables consisting of a consonant and a vowel.	For goal 2.1.1. *In the evaluation of the target behaviours, the order of emergence of sounds in typical development must be taken into consideration. * In addition to obtaining the sound development history through a parent interview, informal assessment instruments such as sound sample analysis must be used. *Multiple assessment methods must be used in the evaluation of the target behaviours. Formal and informal assessment instruments based on interview and observation methods may be given as examples of these assessment methods. *It is recommended that the sound sample be taken in a play setting during the individual's interaction with more than one person (parent or specialist). * Free play interaction in which the parent and the individual take part, or interaction situations in which the teacher and the individual take part, which aim to elicit sound production deliberately and in which the materials and contexts are structured, must be created. * The materials must be compatible with the individual's level of play development. * The sounds the individual produces and in which situations he/she produces sounds must be recorded. In teaching the target behaviours of goal 2.1.1., the use of language teaching strategies based on establishing and maintaining reciprocal interaction and on creating and responding to communication needs is recommended. For target behaviour 2.1.1.1., the production of vowel and consonant sounds combined incidentally (ba) or on their own (b, a) may be given as an example. Target behaviours 2.1.1.2. and 2.1.1.3., sound combining, are the production of the two consecutively together (ab, ba).
Section 2.1. Pre-verbal Communication Period	2.1.2. Responds to facial expressions.	2.1.2.1. Responds to a happy facial expression. 2.1.2.2. Responds to a sad facial expression. 2.1.2.3. Responds to an angry facial expression. 2.1.2.4. Responds to a surprised facial expression. 2.1.2.5. Responds to a frightened facial expression. 2.1.2.6. Responds to a disgusted facial expression.	For target behaviour 2.1.2., responding by displaying facial expressions similar to the display of facial expressions reflecting emotional states such as smiling, being surprised or being sad may be given as an example.

Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	2.1.3. Responds to gestures.	2.1.3.1. Responds to requesting gestures. 2.1.3.2. Responds to rejecting gestures. 2.1.3.3. Responds to social interaction gestures. 2.1.3.4. Responds to gestures describing objects. 2.1.3.5. Responds to gestures describing actions.	For target behaviour 2.1.3.1., the individual looking at the object or person pointed at when a pointing gesture is displayed, and the individual beginning to search for the object when the gesture of opening the hands to both sides meaning "where" is displayed, may be given as examples. For target behaviour 2.1.3.2., the individual stopping the action he/she is displaying when the gesture of shaking the head from side to side meaning "no" is displayed may be given as an example. For target behaviour 2.1.3.3., the individual smiling when a clapping gesture is displayed may be given as an example. For target behaviour 2.1.3.4., the individual pointing at the toy aeroplane or the picture of an aeroplane when the gesture of opening the arms to both sides describing an aeroplane is displayed may be given as an example. For target behaviour 2.1.3.5., the individual looking at the toy car or the picture of a car when a gesture describing the car going by moving the hand back and forth is displayed may be given as an example.
Section 2.1. Pre-verbal Communication Period	2.1.4. Responds to simple instructions presented together with a gesture.	2.1.4.1. Responds to familiar simple instructions presented together with a gesture. 2.1.4.2. Responds to unfamiliar simple instructions presented together with a gesture.	For goal 2.1.4., familiar actions are actions the individual frequently encounters in his/her daily life. Actions such as come, get up, open, sit and comb may be given as examples of familiar actions. Unfamiliar actions, on the other hand, are object actions the individual does not frequently encounter in daily life or unusual actions performed with objects he/she frequently encounters in daily life. The actions of spinning a top, shaking the toy cat and banging the comb on the table may be given as examples of unfamiliar actions. In teaching the target behaviours of 2.1.4., the verbal instruction together with the gesture may be presented simultaneously or consecutively. However, the chosen way of presenting the prompt must be applied systematically. For target behaviour 2.1.4.1., for simple instructions presented together with a gesture, the direction "rock the baby" is given. The individual rocking the baby in the case where the action of joining the arms at chest level and rocking from side to side as if there were a baby in the lap is displayed simultaneously may be given as an example. For target behaviour 2.1.4.1., the state of familiarity may show individual differences according to the individual's repertoire of known objects, his/her environment and daily life characteristics.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	2.1.5. Responds to simple instructions.	2.1.5.1. Looks when his/her name is called. 2.1.5.2. Directs his/her gaze to the objects and persons whose names are stated.	In the evaluation of target behaviours 2.1.5.2. and 2.1.5.3., in addition to natural contexts, variety such as the teacher's position being in front of, beside or behind the individual while the name is being called is required. For target

Section	Goals	Target Behaviours	Explanations
		2.1.5.3. Responds to familiar simple instructions. 2.1.5.4. Responds to unfamiliar simple instructions.	behaviour 2.1.5.3., the individual giving the car in front of him/her after the verbal direction "give the car" is given may be provided as an example. For target behaviour 2.1.5.4., the individual shaking the apple in front of him/her after the verbal direction "shake the apple" is given may be provided as an example.
Section 2.1. Pre-verbal Communication Period	2.1.6. Uses gestures appropriate to communication functions.	2.1.6.1. Uses rejecting gestures. 2.1.6.2. Uses requesting gestures. 2.1.6.3. Uses gestures initiating joint attention. 2.1.6.4. Uses gestures responding to joint attention. 2.1.6.5. Uses social interaction gestures.	In the evaluation of the target behaviours of goal 2.1.6., the use of informal or formal assessment instruments based on the observation method is recommended. When informal instruments are created, contexts appropriate to the types of function the gestures serve (for example rejecting) must be created. For example, for the requesting function, placing an object the individual likes in a place he/she can see but cannot reach, drawing the individual's attention to the object and waiting. For target behaviour 2.1.6.1., the example of displaying the action of pushing with the hand so that the objects or foods he/she does not like or want are withdrawn by the second person may be given. For target behaviour 2.1.6.2., the individual opening and closing his/her hand in order to ask for desired or liked objects, or extending his/her hand towards the object, or pointing at the object with his/her finger may be given as examples. For target behaviour 2.1.6.3., looking at the object in his/her hand without any direction from the adult and then looking at the adult, asking the adult to perform an action relating to the object, may be given as an example. For target behaviour 2.1.6.4., pointing with the finger at the object or object picture the adult wants him/her to show may be given as an example. For target behaviour 2.1.6.5., the gestures of opening the hands to both sides meaning "where", making the hush sign by bringing the finger to the lips, and bringing the hand to the mouth meaning surprise may be given as examples. The gestures expected to be displayed for this target behaviour are emotional or action-describing gestures.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	2.1.7. Displays non-verbal communication behaviours representing object relations.	2.1.7.1. Searches for objects that disappear. 2.1.7.2. Looks at the objects around him/her. 2.1.7.3. Points at the objects around him/her. 2.1.7.4. Displays actions with related objects. 2.1.7.5. Uses a descriptive gesture indicating that the object is not there. 2.1.7.6. Uses a descriptive gesture indicating that the action has ended. 2.1.7.7. Uses a gesture describing the action. 2.1.7.8. Uses a gesture of possessing the object/persons. 2.1.7.9. Points at the objects representing the action.	Goal 2.1.7. contains, in the context of object permanence, non-verbal communicative target behaviours representing the tracking of objects that disappear, the reappearance and disappearance of objects, and objects, persons and actions. For target behaviour 2.1.7.1., looking at an object moving from one place to another, and looking at the point where an object hidden behind a curtain disappeared until the object reappears, may be given as examples. In the evaluation of this target behaviour, the setting and materials must be arranged specially. In the evaluation of searching for objects that disappear and of communicative behaviours relating to the presence or absence of the object, the objects, the place where the objects disappear, the actions and the persons must be varied. For this goal, the individual searching for the object after it is hidden under a cover while it is within the individual's field of vision may be

Section	Goals	Target Behaviours	Explanations
			given as an example. The object must be made to disappear while the individual's attention is on another object or person. For target behaviour 2.1.7.2., watching a moving or stationary object for 3-5 seconds may be given as an example. For target behaviour 2.1.7.3., pointing with the finger at a moving or stationary object may be given as an example. In teaching target behaviour 2.1.7.4., the use of teaching strategies based on modelling is recommended. For this target behaviour, taking the feeding bottle in his/her hand as the next step and feeding the doll after he/she has put the doll to bed may be given as an example. For target behaviour 2.1.7.5., the gesture of opening the hands to both sides meaning "where" when the object disappears may be given as an example. For target behaviour 2.1.7.6., the gesture of moving the hands back and forth by joining them meaning "finished" when the cover of the book is closed may be given as an example.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	2.1.8. Initiates joint attention.	2.1.8.1. Points at the object in order to ask for the object from the person and/or to ask him/her to perform an action. 2.1.8.2. Looks at the object for the purpose of requesting the object and then looks at the other person. 2.1.8.3. Looks at the object when an object is introduced into the setting by a second person and then looks at the first person.	The target behaviours of goal 2.1.8. are social interaction behaviours. Therefore they must be evaluated and taught in a play context. It contains target behaviours involving the individual and the other person (parent, educator or peer) establishing focus on an object at the same time. It contains behaviours of drawing the individual's attention to an object, event or another person. In the evaluation and teaching of these target behaviours, special contexts must be created and the materials must be selected according to the target behaviour. The materials selected must be appropriate to the individual's developmental level and must be attention-grabbing. The use of lighted, shiny, spinning, colourful, noisy cars, wind-up toys, spinning tops, a liked food and materials that produce bubbles is recommended. During the interaction, contexts must be developed that will enable individuals to use different communicative behaviours according to the joint attention function. In teaching these target behaviours, the use of methods based on the naturalistic intervention approach that strengthens reciprocal interaction, as well as methods based on the intensive behavioural approach for the purpose of presenting prompts and reinforcement, is recommended. Target behaviours 2.1.8.1., 2.1.8.2. and 2.1.8.3. are joint attention initiating behaviours. In the evaluation of these target behaviours, the individual must be enabled to see the objects, but during this the names of the objects must not be

Section	Goals	Target Behaviours	Explanations
			stated and the objects must not be looked at or pointed at. In the evaluation of target behaviour 2.1.8.1., the object must be an interesting toy or a liked food and must be in a place the individual can see but cannot reach.
Section 2.1. Pre-verbal Communication Period	2.1.9. Responds to joint attention.	2.1.9.1. Looks at the object/picture that the person looks at in front of him/her and shows by lifting it with the hand. 2.1.9.2. Looks at the object/picture that the person turns his/her head to look at and points at with the finger.	The target behaviours of goal 2.1.9. are social interaction behaviours. Therefore they must be evaluated and taught in a play context. It contains target behaviours involving the individual and the other person (parent, educator or peer) establishing focus on an object at the same time. This goal contains the individual's behaviours of responding to the attention the practitioner directs to objects, events or persons. In the evaluation and teaching of these target behaviours, special contexts must be created and the materials must be selected according to the target behaviour. The materials selected must be appropriate to the individual's developmental level and must be attention-grabbing. Picture books, toys, wall posters and other objects within the individual's field of vision during his/her daily routine must be used. During individuals' interaction, contexts must be developed that will enable individuals to use different communicative behaviours according to the joint attention function. In teaching these target behaviours, the use of methods based on the naturalistic intervention approach that strengthens reciprocal interaction, as well as methods based on the intensive behavioural approach for the purpose of presenting prompts and reinforcement, is recommended. Target behaviours 2.1.9.1., 2.1.9.2., 2.1.9.3. and 2.1.9.4. are joint attention responding behaviours. In the evaluation of these target behaviours, the person carrying out the evaluation and the individual must sit facing each other, and the object, picture or other person the person looks at must be at a 90-degree angle to the individual's right or left.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	2.1.10. Imitates spontaneously.	2.1.10.1. Imitates motor actions. 2.1.10.2. Imitates play actions with objects. 2.1.10.3. Imitates gestures. 2.1.10.4. Imitates sounds. 2.1.10.5. Imitates words. 2.1.10.6. Imitates simple sentences. 2.1.10.7. Imitates two-step directions. 2.1.10.8. Imitates actions with delay. 2.1.10.9. Imitates the actions he/she imitates in the presence of another person's response to the question "What?". 2.1.10.10. Imitates the actions he/she imitates in another	The target behaviours of goal 2.1.10. are behaviours that serve social interaction and learning. In the evaluation of these target behaviours, a play context based on reciprocal interaction must be used. A room with a table and chair appropriate to the individual's height, a coffee table, and a floor suitable for playing on the ground with a carpet and cushions must be used. In the evaluation of target behaviours requiring the imitation of a motor action or an action with an object, the absence of impairment in body structures in the upper extremity region such as the hand and arm is a prerequisite. Two of each of toys such as a toy train, car, doll, ball and dinner set must be kept, one for the person carrying out the evaluation and one for the individual. *No sound or action evoking the action or sound other than the action or sound

Section	Goals	Target Behaviours	Explanations
		setting. 2.1.10.11. Imitates the actions he/she imitates using another material.	the individual is expected to imitate must be produced. However, producing sounds not directly related to the action while modelling the action is recommended in order to strengthen the interaction. For example, while modelling the action of moving the dog across the table, after saying "watch me", sounds such as "whoop" may be produced instead of "woof woof" while the dog is being moved across the table. *In order to present a concrete stimulus, the person carrying out the evaluation must produce exactly the same action or sound he/she aims to model. *In instruction, in the play context, the spontaneous imitation of objects, gestures and sounds that are related to one another as context must be targeted first. For example, while modelling the action of feeding the doll, the imitation of the gesture of rubbing the tummy meaning being full may be targeted as the next instructional step. *In teaching this goal, the use of methods based on the naturalistic and behavioural intervention approach based on strengthening reciprocal interaction is recommended. For target behaviour 2.1.10.1., the imitation of the action of raising the hands in the air may be given as an example. For target behaviour 2.1.10.2., the imitation of the play action of driving the toy car back and forth may be given as an example. For target behaviour 2.1.10.3., the imitation of the gesture of pointing with the finger may be given as an example. For target behaviour 2.1.10.4., the imitation of animal sounds may be given as an example. For target behaviour 2.1.10.5., the imitation of 5 words familiar to the individual, such as ball and car, modelled consecutively may be given as an example. For target behaviour 2.1.10.6., the imitation of sentences consisting only of a noun and a verb such as "throw the ball" may be given as an example. For target behaviour 2.1.10.7., the imitation of two-step actions such as put the doll in the car, drive the car may be given as an example. For target behaviour 2.1.10.8., the delayed imitation of the action of flying the aeroplane modelled using aeroplane material when, 10 minutes later, the aeroplane used in modelling the same action is placed in front of him/her may be given as an example. For target behaviour 2.1.10.9., the imitation of the action modelled and imitated when the individual's mother models it may be given as an example. For target behaviour 2.1.10.10., the imitation of the action modelled and imitated when it is modelled at home may be given as an example.
Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Communication Period	Goals	In the evaluation of verbal language, which begins to mature in the Verbal Period Receptive and Expressive Language sections, multiple assessment methods and an interactive stance must be taken and throughout the	ds is recommended. A parent interview involving obtaining the individual's language development history from the parent, formal standard tests, or informal instruments such as language sample analysis and a criterion-referenced measurement instrument must be used. In the use of

Section	Goals	Target Behaviours	Explanations
		evaluation the individual's motivation to initiate and respond to communication must be maintained. Target Behaviours	standard tests, competence in test use must be possessed, and in language sample analysis the scientifically determined principles of language sample collection must be complied with. Language is a specific area. In language assessment, it must be taken into consideration that the structures assessed run parallel, at least in part, with the individual's mean length of utterance, chronological age and developmental age. It must be taken into consideration that the language structures targeted for assessment in this section must be structures acquired spontaneously and appropriately to the context, not ones based on imitation or seen randomly. In language assessment, live and Explanations

Section	Goals	Target Behaviours	Explanations
Section 2.2. Verbal Period Receptive Language	2.2.1. Carries out various directions.	2.2.1.1. Points at/shows the requested object pictures. 2.2.1.2. Carries out directions containing two or more actions. 2.2.1.3. Carries out directions containing a noun 2.2.1.4. Carries out directions containing an adjective. 2.2.1.5. Carries out directions containing a pronoun. 2.2.1.6. Carries out directions containing a time adverb. 2.2.1.7. Carries out directions containing a place adverb. 2.2.1.8. Carries out directions containing a manner adverb. 2.2.1.9. Carries out directions containing a conjunction. 2.2.1.10. Carries out directions containing a plural suffix. 2.2.1.11. Carries out directions containing a possessive suffix. 2.2.1.12. Carries out directions containing a tense suffix. 2.2.1.13. Carries out directions expressing mental states.	In the evaluation of the target behaviours of goal 2.2.1.; * A multiple assessment method is recommended. In the evaluation of the goal, the use of informal assessment instruments such as a teacher-made criterion-referenced measurement instrument, as well as formal standard language tests containing the developmental steps relating to receptive language or language comprehension, is recommended. * The criterion-referenced measurement instruments to be prepared must contain assessment contexts. The assessment contexts may be based on free play or may be contexts specially and deliberately directed at eliciting the structure whose comprehension is to be assessed. In the assessment, materials aiming to elicit deliberately must be used. * The materials to be used must be compatible with the individual's level of play development. * In instruction, the use of natural language teaching strategies based on establishing and maintaining reciprocal interaction and on creating and responding to communication needs, as well as discrete trial teaching based on applied behaviour analysis, is recommended. For target behaviour 2.2.1.1. the objects/object pictures requested to be shown must be selected from among objects/object pictures the individual is familiar with, such as body parts, clothes, toys, animals, vehicles and kitchen items. With target behaviour 2.2.1.2., supporting the individual's action knowledge may also be targeted at the same time. For this target behaviour, an instruction such as "drive the car, park it" may be given as an example. For target behaviours 2.2.1.3., 2.2.1.4., 2.2.1.5., 2.2.1.6., 2.2.1.7., 2.2.1.8., 2.2.1.9., 2.2.1.10., 2.2.1.11. and 2.2.1.12., understanding the structures "noun: kalem, adjective: büyük, pronoun: o, time adverb: dün, place adverb: yukarı, manner adverb: yavaşça, conjunction: ve, plural: ler, possessive suffix: ben-im, case suffix: de, tense suffix: -di" may be given as an example.

Section	Goals	Target Behaviours	Explanations
			* For directions containing a noun “arabayı sür”; for directions containing an adjective “kırmızı arabayı sür”, for directions containing a pronoun “onu sür”, for directions containing a time adverb “az önceki arabayı sür”; for directions containing a place adverb “arabayı yukarı sür”; for directions containing a manner adverb “arabayı yavaşça sür”; for directions containing a conjunction “arabayı sür ama hızlı sür”; for directions containing a plural suffix “sarı arabaları kutuya koy”; for directions containing a possessive suffix “senin arabanı benim arabamın yanına park et”; for directions containing a tense suffix “getirdiğim arabayı bana ver” may be given as examples. For target behaviour 2.2.1.13., directions such as “Ne sandın?”, “Tahmin et”, “Çöz”, containing mental states requiring situations of reasoning, comparison or prediction such as “sanmak, çözmek, sana göre, diğerine göre”, may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.2. Verbal Period Receptive Language	2.2.2. Answers questions directed at understanding and expressing mental states such as persons' emotions, intentions and beliefs.	2.2.2.1. Answers questions about persons' intentions. 2.2.2.2. Answers questions about appearance and reality situations. 2.2.2.3. Answers questions about unexpected content situations. 2.2.2.3. Answers questions about unexpected content situations.	The target behaviours of goal 2.2.2. are the skill of understanding and expressing mental states such as other persons' emotions, wishes and beliefs (persons' thoughts relating to objects, situations and events). The target behaviours of goal 2.2.2. must be evaluated in individuals who construct at least a basic sentence with rules and who understand and express words relating to mental states. * In the evaluation, contexts in which special situations are created and related materials must be used. In teaching goal 2.2.2., the use of methods containing the scientifically based modelling strategies used in theory of mind training is recommended. In the evaluation of target behaviour 2.2.2.1., a man puppet is shown to the individual and, saying “This man is hungry. There are two foods here. One is a toasted sandwich, the other is an apple”, pictures of a toasted sandwich and an apple are shown. Then it is said, “This man loves eating apples very much. However, he can choose only one food to eat. Which one will he choose?” For target behaviour 2.2.2.1., the individual giving the answer apple, the food the puppet man likes in the relevant example, is the correct answer and example for this goal. In the evaluation of target behaviour 2.2.2.2., making the distinction between representational thought and what is real is targeted. In the evaluation of this

Section	Goals	Target Behaviours	Explanations
			target behaviour, materials such as a pencil resembling a snake may be used or special materials may be created. In the evaluation, a pencil resembling a snake is shown and questions and expressions such as “What does it resemble? Look, it has eyes.” are directed. Then, after saying to the individual “Yes, this is a pencil, not a snake”, the question “What did you think it was before I gave it to you?” is asked. For target behaviour 2.2.2.2., the individual giving the answer “snake” to the relevant question is the correct answer and example for this goal. In the evaluation of target behaviour 2.2.2.3., evaluating the understanding and expression of thought relating to false belief is targeted. In the evaluation of target behaviour 2.2.2.3., a chewing gum box in which an object such as a chickpea has been placed beforehand instead of gum is shown to the individual and he/she is asked, “What do you think is inside this?” After the individual has made a prediction, the contents of the box are shown to the individual and, after saying “there were chickpeas inside”, the individual is asked, “What did you think was inside this box?” and is expected to give the answer “gum”. Then a person the individual knows who is outside the evaluation setting, for example his/her mother, is brought to mind and it is asked, “your mother did not see what is inside this box. Let us call your mother. What will your mother think is inside before she opens this box?” and an answer is expected. For target behaviour 2.2.2.3, the individual giving the answer “gum” is an example as the correct answer.

Section	Goals	Target Behaviours	Explanations
Section 2.3. Verbal Period Expressive Language	2.3.1. Produces his/her first words.	2.3.1.1. Produces single-syllable words. 2.3.1.2. Produces multisyllabic words. 2.3.1.3. States his/her name. 2.3.1.4. States the names of family members. 2.3.1.5. States the names of the objects around him/her. 2.3.1.6. States the actions he/she is familiar with in his/her environment.	In the evaluation of the target behaviours of goal 2.3.1.; * A multiple assessment method is recommended. * In addition to obtaining the sound/word development history through a parent interview, the use of formal standard language tests and informal assessment instruments such as language sample analysis is recommended. * In terms of giving the result closest to the individual's real language performance, after the language sample has been taken, the language sample taken must be converted into transcription, analysed and the analysis results interpreted.

Section	Goals	Target Behaviours	Explanations
			* It is recommended that the language sample be taken in a play setting during the interaction of the parent or specialist with the individual. * Interaction situations containing materials and conversation contexts aiming to elicit syllable/word production deliberately must be created. *The materials must be compatible with the individual's level of play development. * The syllables/words the individual produces and in which situations he/she produces sounds must be recorded. For target behaviour 2.3.1.1., syllables such as “mama, baba” may be given as examples. For target behaviour 2.3.1.2., multiple syllables such as “pen-ce-re, o-yun-cak” may be given as examples. For target behaviour 2.3.1.4., objects such as “top, bebek, araba, ev” may be given as examples. For target behaviour 2.3.1.5., actions such as “at, ver, al” may be given as examples. In teaching goal 2.3.1., the use of language teaching strategies based on establishing and maintaining reciprocal interaction and on creating and responding to communication needs is recommended.
Section	Goals	Target Behaviours	Explanations
Section 2.3. Verbal Period Expressive Language	2.3.2. Uses words representing various objects and object relations.	2.3.2.1. Uses words representing the presence of the object. 2.3.2.2. Uses words representing the absence of the object. 2.3.2.3. Uses words rejecting the object or action. 2.3.2.4. Uses words representing the action. 2.3.2.5. Uses words representing the state of objects. 2.3.2.6. Uses words representing possession.	In the evaluation of the target behaviours of goal 2.3.2.; * A multiple assessment method is recommended. The utterance expressed may represent different semantic functions. For example, while the expression “top” the individual uses points to the presence of an object, the expression “ayakkabi” may point to requesting an action relating to the wish to go out. * In addition to formal standard language tests containing the semantic development steps relating to the content area of language, the use of informal assessment instruments such as language sample analysis and a teacher-made criterion-referenced measurement instrument is recommended. *In terms of giving the result closest to the individual's real language

Section	Goals	Target Behaviours	Explanations
			performance, after the language sample has been taken, the language sample taken must be converted into transcription, analysed and the analysis results interpreted. *The criterion-referenced measurement instruments to be prepared must contain assessment contexts. The assessment contexts may be based on free play or may be contexts specially and deliberately directed at eliciting the structure whose meaning is to be assessed. *Materials aiming to elicit the structures deliberately must be used. *The materials to be used must be compatible with the individual's level of play development. In teaching the target behaviours of goal 2.3.2., the use of natural language teaching strategies based on creating and responding to communication needs directed at eliciting the semantic function representations of the words expressed is recommended. For target behaviour 2.3.2.1., the individual saying “orda”, “var” by pointing at an object within his/her field of vision, or stating the name of the object, may be given as an example. For target behaviour 2.3.2.2., the individual saying “yok” by pointing at the place where the ball, which was within his/her field of vision but then disappeared, was last seen, may be given as an example. For target behaviour 2.3.2.3., the expression of words such as “hayır, gitsin” expressing that he/she does not want/rejects the object or action may be given as an example. For target behaviour 2.3.2.4., words such as “aç” representing looking at a picture book may be given as examples. For target behaviour 2.3.2.5., the expression of words such as “orada, içeride, sepet (representing the cat sitting in the basket)” relating to the spatial state of the object, as well as words such as “benim” and “bu bana”, may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.3. Verbal Period Expressive Language	2.3.3. Answers questions.	2.3.3.1. Answers the question “Ne?”. 2.3.3.2. Answers the question “Kim?”. 2.3.3.3. Answers the question “Nerede?”.	In the evaluation of the target behaviours of goal 2.3.3., the questions “Ne?, Kim?, Nerede?, Nasıl?, Neden? and Ne zaman?” must be evaluated in the following developmental order.

Section	Goals	Target Behaviours	Explanations
		2.3.3.4. Answers the question "Nasıl?". 2.3.3.5. Answers the question "Neden?". 2.3.3.6. Answers the question "Ne zaman?".	
Section	Goals	Target Behaviours	Explanations
Section 2.3. Verbal Period Expressive Language	2.3.4. Uses words appropriate to advanced communication functions.	2.3.4.1. Uses words appropriate to the function of rejecting an Object/Action/Information. 2.3.4.2. Uses words appropriate to the function of requesting an Object/Action/Information. 2.3.4.3. Uses words appropriate to the function of declaring. 2.3.4.4. Uses words appropriate to the function of responding. 2.3.4.5. Uses words appropriate to the function of commenting.	In the evaluation of the target behaviours of goal 2.3.4.; * A multiple assessment method is recommended. In this goal, which communication function the words expressed serve is evaluated. For example, the expression "değil" the individual uses serves the function of rejecting information. * In addition to formal standard language tests containing the semantic development steps relating to the content area of language, the use of informal assessment instruments such as language sample analysis and a teacher-made criterion-referenced measurement instrument is recommended. * The use of observations based on the interaction of the specialist with the individual, in which special contexts are planned according to the function that will elicit the individual's verbal communication according to the communication function, is recommended. * Materials aiming to elicit the communication functions deliberately must be used. For target behaviour 2.3.4.1., the expression of words appropriate to the function of rejecting an object, action or information, such as "hayır, yapma, değil", may be given as an example. For target behaviour 2.3.4.2., the expression of words appropriate to the function of requesting an object, action or information, such as "ver, yap, bu ne?", may be given as an example. For target behaviour 2.3.4.3., the individual expressing words appropriate to the function of declaring, such as 'ev, araba, kedi, etc.', when he/she is asked "ne görüyorsun?" may be given as an example. For target behaviour 2.3.4.4., the expression of words appropriate to the function of responding, such as "evet, tamam, araba", may be given as an example. For target behaviour 2.3.4.5., the expression of words appropriate to the

Section	Goals	Target Behaviours	Explanations
			function of commenting on a situation, person and event, such as “korktum, annem, araba gidiyor”, may be given as an example.
Section	Goals	Target Behaviours	Explanations
Section 2.3. Verbal Period Expressive Language	2.3.5. Constructs a sentence with rules.	2.3.5.1. Constructs a basic sentence with rules. 2.3.5.2. Constructs a subordinate clause with rules.	In the evaluation of the target behaviours of goal 2.3.5.; A multiple assessment method is recommended. * While the parent interview is being conducted, the parent may be asked, in practical terms, to describe the three longest sentences the individual uses spontaneously. Furthermore, in the evaluation of this goal the use of formal standard language tests and informal assessment instruments such as language sample analysis is recommended. * In terms of giving the result closest to the individual's real language performance, after the language sample has been taken, the language sample taken must be converted into transcription, analysed and the analysis results interpreted. * It is recommended that the language sample be taken during the interaction of the parent with the individual in a free play setting, or during the interaction of the specialist with the individual containing open-ended questions planned in advance. * Interaction situations containing materials and conversation contexts aiming to elicit basic and subordinate clauses deliberately must be created. Open-ended questions enabling the individual to construct sentences must not be asked to the individual consecutively; in order to maintain his/her motivation, the climate of a conversation setting or play interaction setting must be preserved. For target behaviour 2.3.5.1., these are basic sentences, also known as “simple sentences”, containing an independent judgement. Its use together with target behaviour 2.3.5.2. means the use of a complex sentence. For this target behaviour, a one- or two-word sentence such as “baba geldi” may be given as an example. For target behaviour 2.3.5.2., these are dependent subordinate clauses generally containing grammatical structures such as conjunctions or suffixes used together with a basic sentence. This target behaviour is used together with basic sentences. It is recommended that this target behaviour be evaluated developmentally in individuals who construct sentences consisting of two or three or more words.

Section	Goals	Target Behaviours	Explanations
			For target behaviour 2.3.5.2., a sentence such as “babam geldi ama araba yok” may be given as an example.

- In the symbolic play section; The variety of the toys used in the evaluation of the target behaviours must be taken into consideration. The target behaviours in this section are behaviours that progress in a developmental course and hierarchically. For example, typically developing individuals tend, in terms of play development, to bring objects together after taking them apart. It is recommended that the toys used in the evaluation of the target behaviours be presented in a box. For the evaluation of the target behaviours, it is recommended that the individual's play actions with the toys be observed without assistance for a total of 10 minutes. In the evaluation of the target behaviours, after the toys have been placed within the individual's field of vision, the objects must only be pointed at or their names stated. No object action related to the toys must be modelled. The play action must not be expressed verbally. In order to encourage the individual's participation, the sounds of the toys he/she has chosen may be produced. Although not systematically, the individual's social participation behaviours in the evaluation may sometimes be reinforced naturally by imitating the play actions. It is recommended that eye contact be established with the individual frequently and that he/she be smiled at. During the evaluation, his/her sound production or word use may be imitated or expanded in order to support social participation. In the case where the individual continues to play with one toy for longer than 1 minute, it is recommended that the other toys be directed towards the individual by producing sounds such as 'whoop'. It is the criterion for the relevant goal to have been achieved that at least 2 different types of target behaviour among the target behaviours attached to the goals be displayed and that, regardless of whether it is one or all of the target behaviours, they be displayed a total of 4 times. In the evaluation and teaching of the target behaviours, a natural play setting with a carpeted floor, a coffee table and a table must be created. It must be sat facing the individual at a close distance (for example 50 cm or 1 step). The toys selected for the teaching of the target behaviours must not be exactly the same as the toys used in the evaluation. They must be toys of the same type but with different colour, etc. characteristics. Instruction must be within a play topic and the contexts must be related to one another. At the beginning of instruction, options must be offered to the individual in the selection of toys, his/her lead must be followed, the play actions must be imitated, the targeted play action must be modelled by frequently producing the sounds of the toys, and the play actions must be reinforced by allowing him/her to play when he/she displays the appropriate target behaviour with the toy or by providing natural consequences related to the target behaviour. In teaching the target behaviours, scientifically based naturalistic developmental and behavioural intervention approaches and parent-mediated intervention approaches are recommended. The teaching methods selected must be methods supporting not only play but also imitation, joint attention and language and communication.

Section	Goals	Target Behaviours	Explanations
Section 2.4. Symbolic Play	2.4.1. Plays simple play.	2.4.1.1. Uses objects in a similar way. 2.4.1.2. Uses objects appropriately to their functions. 2.4.1.3. Takes the parts of toys out.	For the target behaviours of goal 2.4.1., the use of toys such as a ball, car, maracas, telephone, rattle, drum, jigsaw set and nesting containers is recommended. For target behaviour 2.4.1.1., shaking any object without regard to the type of object, banging objects together and throwing any object may be given as examples. Throwing objects is a play behaviour observed while the individual is engaged with toys and is at ease. It must not be confused with the behaviour of throwing in order to harm the person opposite when the individual is angry. For target behaviour 2.4.1.2., the object actions of driving a car, shaking maracas, shaking a rattle and rolling a ball may be given as examples. For target behaviour 2.4.1.3., object actions such as taking nesting containers out, taking jigsaw pieces out, separating or taking out Lego pieces, taking blocks out, separating cubes and taking rings off a stick may be given as examples.
Section 2.4. Symbolic Play	2.4.2. Combines objects.	2.4.2.1. Fits together toys with parts. 2.4.2.2. Makes simple combinations from toys with parts. 2.4.2.3. Makes original combinations from toys with parts.	For the target behaviours of goal 2.4.2., the use of toys such as nesting boxes (in separated form), jigsaws (in separated form), Lego (in separated form) and car-lorry-road (as a single set) is recommended. For target behaviour 2.4.2.1., the object actions of fitting together a jigsaw, nesting boxes or Lego, putting rings onto a stick and stacking blocks or cubes on top of one another may be given as examples. For target behaviour 2.4.2.2., the object actions of threading beads onto a string, putting jigsaw pieces into a box, putting Lego onto a plate, stacking nesting boxes on top of one another and putting small pieces inside large objects may be given as examples. For target behaviour 2.4.2.3., the object actions of putting a household item inside the toy house, driving the car into the garage, putting food on the plate, putting an object in the back of the lorry and driving it, putting the car on the road and driving it, making a road from cubes, making a house from blocks, putting rings on his/her arm, making a garage from Lego and putting an object in the body of the lorry may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.4. Symbolic Play	2.4.3. Performs familiar actions with objects and figures.	2.4.3.1. Performs familiar actions by relating objects to himself/herself. 2.4.3.2. Performs familiar actions on the figure by relating objects to the figure.	For target behaviour 2.4.3.1., the use of toys such as a cup-saucer-spoon-toy teapot-tea set, a dinner set such as plate-spoon, model fruit or animals, a pillow, more than two dolls, a comb, a mirror, a car and figures (toy men) is recommended.

Section	Goals	Target Behaviours	Explanations
		2.4.3.3. Performs familiar actions with two or more figures.	For target behaviour 2.4.3.1., as familiar actions, the object actions of pretending to drink with an empty glass, pretending to talk on the telephone, pretending to eat with a spoon, pretending to eat model food, pretending to comb his/her hair and pretending to sleep may be given as examples. For target behaviour 2.4.3.2., as figures, the figures of a doll, puppet, model animal, model man and cartoon characters may be given as examples. For target behaviour 2.4.3.2., the object actions of bringing the glass to the doll's mouth, bringing the comb to the doll's hair, bringing model food to the doll's mouth, putting the doll to bed and putting the figure man in the car may be given as examples. For target behaviour 2.4.3.3., the actions performed with figures must be expected to be displayed consecutively. For example, while feeding the doll with a spoon, immediately afterwards he/she must feed the toy animal. For target behaviour 2.4.3.3., the object actions of feeding both the doll and the animal with a spoon, putting both the boy doll and the girl doll to sleep and holding out the feeding bottle to both the doll and the animal may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.4. Symbolic Play	2.4.4. Plays symbolic play.	2.4.4.1. Treats figures as if they were alive. 2.4.4.2. Uses objects as if they were another object. 2.4.4.3. Uses objects that do not exist as if they existed. 2.4.4.4. Gives a role to himself/herself or to others. 2.4.4.5. Performs different actions with the same figure. 2.4.4.6. Takes on the roles of imaginary characters.	In the evaluation and teaching of the target behaviours of goal 2.4.4., the use of toys such as a cup-saucer, spoon-toy teapot-tea set, a dinner set such as plate-spoon, model fruit or animals, a pillow, more than two dolls, a comb, a mirror, a car and figures (toy men) is recommended. For target behaviour 2.4.4.1., as figures, the figures of a doll, puppet, model animal, model man and cartoon characters may be given as examples. For target behaviour 2.4.4.1., object actions such as making the doll hit the ball, making the doll hold a microphone in its hand and pretend to sing, making the doll hold a comb in its hand and pretend to comb its hair, making the doll drive a car, and making the doll hold a spoon and fork in its hand and pretend to eat may be given as examples. For target behaviour 2.4.4.2., putting the plate on his/her head like a hat, driving the Lego like a car and bringing the blocks to his/her ear like a telephone may be given as examples of object actions.

Section	Goals	Target Behaviours	Explanations
			For target behaviour 2.4.4.3., the object actions of putting sugar into the glass and stirring it although there is no sugar, pretending to stick the fork into the food on the plate although there is no food, pretending to wash the doll although there is no water, and pretending to pour tea into the glass may be given as examples. Target behaviour 2.4.4.4. contains thematic play behaviours, meaning play with a topic. Playing house may be given as an example. For target behaviour 2.4.4.4., actions such as taking on the role of a doctor in a play theme, taking on the role of a mother in a playing-house play theme, giving someone else the role of a patient in a play theme and taking on the role of a repairman in a play theme may be given as examples. Target behaviour 2.4.4.5. contains a chain of actions in a context related to one another in terms of object, person or event, called multiple schemes. *For target behaviour 2.4.4.5., actions such as feeding, rocking and putting the doll to sleep; driving, parking and crashing the car; driving an ambulance, putting the patient into the ambulance and taking him/her to hospital may be given as examples. *For target behaviour 2.4.4.6., acting out a cartoon character may be given as an example.

- In the Social Play section; The goals and related target behaviours aim at social participation during play. These target behaviours are target behaviours performed across a range extending from beginning without being aware of the presence of other persons in the same setting to displaying play actions in social interaction with other persons. Simultaneously with the evaluation of the target behaviours, but at different times, symbolic play evaluation must be carried out. In the evaluation of the goals and related target behaviours, at least one person must take part as a play partner together with the individual. In the evaluation or teaching of the target behaviours, the criterion for being far from the educator, adult or a peer may be determined as the individual being 50 cm or 1 step away from the other person, and the criterion for being close as sitting facing the other person at a distance of 50 cm or 1 step or less. In the evaluation of the goals and related target behaviours, toys appropriate to the individual's symbolic play level must be selected. In the evaluation of the goals and related target behaviours, settings having the characteristics of the evaluation setting used in the evaluation of the symbolic play goals must be used. In the evaluation and teaching of the goals and related target behaviours, the use of toys similar to the toys the individual has chosen is recommended. It is recommended that the target behaviours targeted for instruction be taught together with the symbolic play target behaviours. In teaching the target behaviours, scientifically based naturalistic developmental and behavioural intervention approaches are recommended. Furthermore, parent-mediated intervention approaches may also be preferred. It is recommended that the target behaviours be generalised to different settings (home, nursery, etc.) and persons (parent, sibling, peer, etc.).

Section	Goals	Target Behaviours	Explanations
Section 2.5. Social Play	2.5.1. Plays by observing in the same setting.	2.5.1.1. Plays alone away from the educator with a single object and without a peer. 2.5.1.2. Plays at the onlooker level by observing the play partner from a distance.	In teaching the target behaviours of goal 2.5.1., the use of techniques that are powerful in establishing social interaction with the individual, such as the techniques of "imitating" the individual's behaviours and "parallel talk", is recommended. * For the use of the imitation technique, displaying exactly the same actions the individual performs by taking exactly the same object he/she has taken in his/her hand during the play interaction with the individual, and imitating exactly the same sounds or words he/she produces during this, may be given as an example. For goal 2.5.1., in instruction, it is recommended that the simple play target behaviours in the symbolic play section be taught together. In the first evaluation of target behaviour 2.5.1.1., it is recommended that an adult or a peer the individual is familiar with take part. For target behaviour 2.5.1.1., the action of driving a car on his/her own without establishing social interaction, 1 step or 50 cm away from the play partner or in a corner of the room, may be given as an example. This target behaviour is that individuals, particularly those in the young age group who show serious limitations in social interaction and who have begun to receive support education for the first time, are in the same setting with the educator, even if for a short time, without showing person-avoidance behaviours. Therefore, even if they play alone and with the toys in which they show excessive interest, it must be evaluated as their reaching the level of playing while being in the same setting. For target behaviour 2.5.1.2., the behaviours of looking, even if rarely, at the face of the play partner who is in the same setting but at a distance, or looking at the toy in the play partner's hand, while displaying play actions with a toy, may be given as examples.
Section	Goals	Target Behaviours	Explanations
Section 2.5. Social Play	2.5.2. Plays parallel play.	2.5.2.1. Plays parallel play near the play partner with toys similar to the toys the educator has chosen. 2.5.2.2. Plays turn-taking play with the play partner facing each other using the same toy set.	In teaching the target behaviours of goal 2.5.2., in addition to modelling, labelling and describing the actions and the communicative intent verbally are recommended. *It is recommended that the simple play and combinational play target behaviours in the symbolic play section be taught together. For target behaviour 2.5.2.1., toys must be present near the play partner in the play setting.

Section	Goals	Target Behaviours	Explanations
			For target behaviour 2.5.2.1., parallel play behaviours such as looking at the face of the play partner using the same toy, looking at the toy in his/her hand, smiling and asking the play partner for the toy in his/her hand may be given as examples. For target behaviour 2.5.2.2., parallel play behaviours such as pointing at the toy in the play partner's hand or talking about the toy while looking at the educator's face and the toy in his/her hand at a close distance from the play partner; choosing the toy the play partner has chosen; and following the turn in reciprocal turn-based games may be given as examples.
Section 2.5. Social Play	2.5.3. Plays cooperative play.	2.5.3.1. Plays cooperative play with the play partner on a similar theme within the same script. 2.5.3.2. Includes the play partner in the script he/she has initiated.	In teaching the target behaviours of goal 2.5.3., it is recommended that they be taught together with the symbolic play target behaviours in the symbolic play section. For target behaviour 2.5.3.1., playing his/her role by displaying more than one action with similar toys within the same theme (for example playing house) and the same script (for example brewing tea for the play partner playing the role of guest) (for example pretending to open the door as the host, saying hello, preparing tea, offering it) may be given as an example. For target behaviour 2.5.3.2., actions such as making a plan with the play partner in determining the theme, script and role before the play, giving the play partner a role and reminding him/her of the role may be given as examples.

Section	Goals	Target Behaviours	Explanations
Section 2.6. Alternative Communication	2.6.1. Uses alternative communication tools based on photographs, objects or a device.	2.6.1.1. Rejects an object, action or information using an alternative communication tool. 2.6.1.2. Requests an object, action or information using an alternative communication tool. 2.6.1.3. Responds using an alternative communication tool.	The target behaviours of goal 2.6.1. may be recommended for the purpose of responding to the communication need and supporting communication development in individuals who are in adolescence or youth after childhood and who have not reached the goals in the second section directed at eliciting and advancing verbal communication, or who can communicate verbally at a limited level. * Before the evaluation of these target behaviours, the individual's pre-verbal period language and communication target behaviours must be evaluated. Recording the use of communication behaviours such as gestures appropriately to the communicative purpose, even if at a limited level, is recommended in terms of using them as auxiliary behaviours in supporting alternative communication. * The individual's level of recognising visuals relating to object symbols and

Section	Goals	Target Behaviours	Explanations
			his/her level of interest in technological devices such as tablets must be evaluated. * In supporting alternative communication skills, the use of assistive technologies containing real object symbols or tangible symbols, as well as high-technology-based alternative communication devices supporting multi-level responding and commenting, is recommended.

3. Name of the Module	SOCIAL SKILLS
3. Aim of the Module	With the Social Skills Module, the aim is for individuals with autism spectrum disorder to perform social skills.
3. Sections in the Module	Communication and Interaction, Recognising, Understanding and Expressing Emotions, Emotion and Behaviour Management, Social Problem Solving In the teaching and evaluation of the target behaviours in Section 1, work must be carried out in natural settings; if the conditions are not suitable, simulated settings must be created. Opportunities must be created for the individual to be able to display the skill. In teaching these target behaviours, social stories, direct instruction,

Section	Goals	Target Behaviours	Explanations
Section 2.6. Alternative Communication	3.1.1. Greets.	3.1.1.1. Greets those in his/her close environment using gestures, facial expressions and actions. 3.1.1.2. Greets those in his/her close environment using verbal expressions.	In teaching the target behaviours in goal 3.1.1., the individual must be expected to greet using verbal expressions such as “hello”, “good morning” and “hi” and gestures/facial expressions/actions such as shaking hands, nodding the head and waving the hand.
Section 3.1. Communication and Interaction	3.1.2. Says farewell.	3.1.2.1. Says farewell to those in his/her close environment using gestures, facial expressions and actions. 3.1.2.2. Says farewell to those in his/her close environment using verbal expressions.	In teaching the target behaviours in goal 3.1.2., the individual must be expected to greet using verbal expressions such as “goodbye”, “bye bye” and “see you” and gestures/facial expressions/actions such as shaking hands, nodding the head and waving the hand.
Section 3.1. Communication and Interaction	3.1.3. Communicates.	3.1.3.1. Initiates communication using appropriate gestures, facial expressions and actions. 3.1.3.2. Initiates communication using appropriate verbal expressions. 3.1.3.3. Maintains communication by responding with gestures, facial expressions and actions appropriate to the communication initiated by the person opposite. 3.1.3.4. Maintains communication by responding with verbal expressions appropriate to the communication initiated by the person opposite. 3.1.3.5. Maintains communication with the person opposite using appropriate gestures, facial expressions and actions. 3.1.3.6. Maintains communication with the person opposite with appropriate question and comment expressions. 3.1.3.7. Ends communication using appropriate gestures, facial expressions and actions. 3.1.3.8. Ends communication using appropriate verbal expressions.	While the goals and target behaviours of goals 3.1.3. and 3.1.4. are being worked on, they must be worked on simultaneously with a holistic approach. In the target behaviours in goals 3.1.3. and 3.1.4., the individual is expected to give socially acceptable responses. For example, in 3.1.3.6., the individual maintaining communication by using slang words in response to the situation the person opposite is describing is not correct, since it would not be socially acceptable. The word “appropriate” in the target behaviours in goals 3.1.3. and 3.1.4. also expresses the individual's responding to the emotions and thoughts the person opposite reflects during communication. For example, for target behaviour 3.1.3.5., the individual responding by laughing or mocking while the person opposite is describing a bad event that happened to him/her with a sad facial expression is not correct.
Section 3.1. Communication and Interaction	3.1.4. Complies with the rules of communication.	3.1.4.1. Establishes eye contact with the person opposite. 3.1.4.2. Communicates by adjusting the physical distance according to the person opposite. 3.1.4.3. Shows that he/she is listening to the person opposite using appropriate gestures, facial expressions and actions. 3.1.4.4. Shows that he/she is listening to the person opposite using appropriate words. 3.1.4.5. Speaks by taking the floor in a reciprocal conversation. 3.1.4.6. Communicates using an appropriate tone of voice.	

Section	Goals	Target Behaviours	Explanations
Section 3.1. Communication and Interaction	3.1.5. Uses expressions of politeness in communication.	3.1.5.1. Uses appropriate expressions to ask permission. 3.1.5.2. Uses social formulas appropriate to the contexts (shopping, visiting a patient, etc.). 3.1.5.3. Uses expressions of politeness in communication.	For target behaviour 3.1.5.1., expressions such as “May I have it?” and “Could you give it?” may be given as examples. For target behaviour 3.1.5.3., expressions such as “Please, you are welcome, excuse me, thank you, I am sorry” may be given as examples. These expressions of politeness may be varied according to the individual's needs.
Section 3.1. Communication and Interaction	3.1.6. Performs the skills that regulate social interaction.	3.1.6.1. Takes turns. 3.1.6.2. Shares his/her belongings. 3.1.6.3. Helps others. 3.1.6.4. Cooperates. 3.1.6.5. Fulfils his/her responsibilities.	In the teaching and evaluation of the target behaviours in goal 3.1.6., work must be carried out in natural settings; if the conditions are not suitable, simulated settings must be created. Opportunities must be created for the individual to be able to display the skill. In teaching these target behaviours, social stories, role-play work, etc. may be made use of. For target behaviour 3.1.6.1., the behaviours of joining a queue and waiting in a queue may be given as examples.
Section 3.1. Communication and Interaction	Goals	In teaching the target behaviours in Section 2, games, role-play work, etc. must be made use of. In the skills of recognising and expressing emotions, the target behaviours have been written for individuals with and without verbal language. For individuals with verbal language, gestures, facial expressions and actions must be taught together with verbal expressions Target Behaviours	Explanations

Section	Goals	Target Behaviours	Explanations
Section 3.2. Recognising, Understanding and Expressing Emotions	3.2.1. Recognises emotions.	3.2.1.1. Imitates the gestures/facial expressions indicating emotions. 3.2.1.2. Shows emotions on visuals. 3.2.1.3. States the emotions in the visual. 3.2.1.4. Shows the emotion stated to him/her using his/her gestures/facial expressions.	
Section 3.2. Recognising, Understanding and Expressing Emotions	3.2.2. Responds appropriately to his/her own and others' emotions.	3.2.2.1. Imitates the gestures/facial expressions indicating emotions. 3.2.2.2. Shows emotions on visuals. 3.2.2.3. States the emotions in the visual. 3.2.2.4. Shows the emotion stated to him/her using his/her gestures/facial expressions.	In target behaviours 3.2.2.1. and 3.2.2.2., the individual is expected to respond to the emotion of the moment he/she reflects during communication. For example, the individual expressing his/her happiness with an enthusiastic tone of voice and a smiling facial expression is a correct response. In target behaviour 3.2.2.3., the individual is expected to respond to the emotion the person opposite reflects during communication. For example, showing with a sad facial expression that he/she understands the person opposite while that person is crying is a correct response.

Section	Goals	Target Behaviours	Explanations
Section 3.2.	made use of. Goals	In the teaching and evaluation of the target behaviours in Section 3, simulated settings and structured scripts must be The target behaviours in Section 3 have been written for individuals with and without verbal language. For individuals with verbal language, gestures, facial expressions and actions must be taught together with verbal expressions. Target Behaviours	Explanations

In the teaching and evaluation of the target behaviours in Section 4, simulated settings, video footage, case examples and structured scripts must be made use of.

Section	Goals	Target Behaviours	Explanations
Section 3.3. Emotion and Behaviour	3.3.1. Responds appropriately to requests coming from others.	3.3.1.1. Discriminates between appropriate and inappropriate requests/behaviours. 3.3.1.2. Uses appropriate gestures/facial expressions and actions to indicate that he/she accepts the person's request. 3.3.1.3. Uses appropriate words/sentences to indicate that he/she accepts the person's request. 3.3.1.4. Uses appropriate gestures/facial expressions and actions to indicate that he/she rejects the person's request. 3.3.1.5. Uses appropriate words/sentences to indicate that he/she rejects the person's request.	
Section 3.3. Emotion and Behaviour	3.3.2. Expresses his/her preferences appropriately.	3.3.2.1. Shows his/her preferences with appropriate gestures/facial expressions, actions and alternative communication tools. 3.3.2.2. Expresses his/her preferences using words.	
Section 3.3. Emotion and Behaviour	3.3.3. Responds appropriately to negative situations.	3.3.3.1. Responds appropriately when he/she makes a mistake. 3.3.3.2. Responds appropriately when he/she becomes angry. 3.3.3.3. Responds appropriately when he/she is treated unfairly. 3.3.3.4. Responds appropriately when he/she is rejected. 3.3.3.5. Responds appropriately when he/she is mocked. 3.3.3.6. Responds appropriately when he/she is subjected to peer bullying. 3.3.3.7. Responds appropriately when he/she loses activities requiring competition.	For goal 3.3.3., those appropriate to the context and to the individual's performance must be selected from among responses such as apologising, counting to 10, moving away from the setting, informing an adult, and expressing to the person opposite that he/she is sad or angry. For example, while in one situation the individual moving away from the setting he/she is in when mocked may be an acceptable response, in another situation staying in the setting he/she is in and counting to 10 inwardly is an acceptable response.

Section	Goals	Target Behaviours	Explanations
Section 3.4. Social Problem Solving	3.4.1. Solves the social problems he/she encounters in daily life.	3.4.1.1. States what the problem he/she encounters in daily life is. 3.4.1.2. Makes solution suggestions relating to the problem he/she encounters in daily life. 3.4.1.3. Applies the solution suggestions relating to the problems he/she encounters in daily life. 3.4.1.4. States whether the solution suggestions are effective in solving the problem.	In teaching goal 3.4.1., the cognitive process approach is made use of. For goal 3.4.1., work is carried out by creating problem situations such as "While playing ball with your friend you accidentally broke the window of a house. What do you do?" and "Your friend took your pencil without permission. What do you do?" When necessary, modelling and role-play work in simulated settings may also be included.

4. Name of the Module	READING AND WRITING With the Reading and Writing Module, the aim is to enable individuals with autism spectrum disorder to succeed in early literacy, initial reading and writing,
4. Aim of the Module	functional reading and writing, grammar, reading comprehension, listening comprehension and written expression skills.
4. Sections in the Module	Early Literacy, Initial Reading and Writing, Functional Reading and Writing, Grammar, Reading Comprehension, Listening Comprehension, Written Expression General Explanations Relating to the Module

General Explanations Relating to the Module

- While direct instruction may be carried out for the target behaviours in the early literacy section, these skills must also be developed effectively and permanently through games and enjoyable activities. The grammar section has been classified by topic. A sequence from the easy to the difficult has not been followed. The teacher may select the goals according to the curriculum and the individual's performance. Diagrams must be used for target behaviours requiring classification and sequencing. Footnote relating to the explanations marked (*) in the Reading Comprehension section: *Text comprehension questions may be asked to the individual in 3 types. These are: questions whose answer is in the text, inferential questions, and knowledge and experience questions. Questions found in the text: These are questions whose answer is expressed explicitly in one sentence in the text. Inferential questions: These are questions whose answer is not expressed explicitly in 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 4.1. Early Literacy	4.1.1. Discriminates the sound features of words.	4.1.1.1. States that the word pairs said are the same. 4.1.1.2. States that the word pairs said are different. 4.1.1.3. States whether the words said rhyme or not. 4.1.1.4. States those that rhyme among the words said. 4.1.1.5. Produces a word that rhymes with a word said.	For goal 4.1.1., when teaching with poems/tongue twisters/songs; 1. The poems/tongue twisters/songs must be said together with the individuals. 2. After you say it, the individual must be asked to repeat it. 3. The individual must be asked to say it independently. 4. The individual must be asked to say the rhyming words rhythmically. 5. The individual must be asked to produce words whose pronunciation resembles the rhyming words. 6. The individual must be asked to say the stressed sound in the rhyming words. You may also work on this goal with stories containing rhyming words. For target behaviours 4.1.1.3., 4.1.1.4. and 4.1.1.5., poems/tongue twisters/riddles/songs containing rhyming words directed at developing rhyme awareness must be made use of, and the rhyming words must be emphasised and repeated. Care must be taken to ensure that the rhyming words resemble one another by at least 2 sounds. Short words are more suitable for working on rhyme . For target behaviour 4.1.1.1., word pairs that are the same as each other (bing bing) or different (bing ding) must be given to the individual. These words may be meaningful words (çok koç) as well as meaningless words (pit nit). For target behaviour 4.1.1.2., work must be carried out with two words. For target behaviour 4.1.1.3., three words are given. While two of them rhyme with each other, one does not rhyme. The individual must be expected to discriminate which two rhyme. For target behaviour 4.1.1.4., words suitable for producing rhyming words must be used and care must be taken to ensure that they are short words (for example baş, taş, kaş, yaş, etc.).
Section	Goals	Target Behaviours	Explanations
Section 4.1. Early Literacy	4.1.2. Discriminates the syllable features of words.	4.1.2.1. Divides the words said into their syllables. 4.1.2.2. States the first syllable of a word said.	For target behaviour 4.1.2.1., work must be carried out with short words at the beginning. It is important that modelling be provided first during the work. While

Section	Goals	Target Behaviours	Explanations
		4.1.2.3. States the last syllable of a word said.	dividing into syllables, the syllables must be emphasised by clapping the hands, banging the hand on the table or stamping the foot on the floor at the same time for each syllable.
Section	Goals	Target Behaviours	Explanations
Section 4.1. Early Literacy	4.1.3. Discriminates the phoneme features of words.	4.1.3.1. States whether the two words said begin with the same sound or not. 4.1.3.2. States whether the two words said end with the same sound or not. 4.1.3.3. States the words beginning with the same sound among the three words said. 4.1.3.4. States the words ending with the same sound among the words said. 4.1.3.5. Says a word beginning with the same sound as the word said. 4.1.3.6. States the first sound of the word said. 4.1.3.7. Says a word ending with the same sound as the word said. 4.1.3.8. States the last sound of the word said. 4.1.3.9. States the remainder by dropping the first or last sound of a word said. 4.1.3.10. States the new word he/she has formed by adding a sound to the beginning or end of a word said. 4.1.3.11. States the new word he/she has formed by changing one sound in the word said with another sound. 4.1.3.12. States what a short word said divided into its sounds is. 4.1.3.13. Divides a short word said into its sounds.	In teaching goal 4.1.3., modelling must certainly be provided first so that individuals understand the content of the task expected of them. When evaluating, what is requested in the relevant item must be explained through sample items. In the teaching and evaluation of goal 4.1.3., it is necessary to work with words the individuals are familiar with. Words whose meaning they do not know prevent them from understanding the task and from focusing on the sound features of the words. In teaching goal 4.1.3., the distinction between sound and letter must be borne in mind. When teaching and evaluating, sounds are emphasised, not letters. Furthermore, some letters have more than one sound. For example, the letter “k” is pronounced differently, as in the words “kar ve kel”. Likewise, the letter “g” is pronounced differently, as in the words “gel ve gol”. In teaching goal 4.1.3., work must be carried out first with single-syllable words and then with two-syllable words. Work must not be carried out with words of three or more syllables. In teaching goal 4.1.3., work must first be carried out with the sounds of the consonants. For target behaviours 4.1.3.3. and 4.1.3.4., three words are given. While two of them begin end with the same sound, one begins ends with a different sound. The individual must be expected to discriminate which two begin end with the same sound. For target behaviour 4.1.3.9., the examples “taş aş” may be given for stating the remainder by dropping the first sound, and “taş ta” for stating the remainder by dropping the last sound. For target behaviour 4.1.3.10., while the examples “aç taç; ev dev; çim içim” may be given for forming a new word by adding a sound to the beginning of the word, the examples “su sus; bu bul; dev deve; gez gezi” may be given for forming a new word by adding a sound to the end of the word. Furthermore, in this target behaviour, so that the word expected to be formed is also a

Section	Goals	Target Behaviours	Explanations
			meaningful word, the sound to be added must be given together with the word. For target behaviour 4.1.3.11., progress must be made in the form of changing the first sounds first, then the last sounds and then the middle sounds. As examples, “baş taş; baş bal; baş beş” may be given. Furthermore, in this target behaviour, so that the word expected to be formed is also a meaningful word, the sound requested to be changed and the sound to be put in its place must be given together.
Section 4.1. Early Literacy	4.1.4. States the written word shown.	4.1.4.1. Matches the picture-with-print given with the written word. 4.1.4.2. Matches the picture given with the written word. 4.1.4.3. Shows the requested written word among the written words given. 4.1.4.4. States the written word shown.	In teaching goal 4.1.4., words the individual frequently encounters must be selected. What is expected of the individual for this goal is not to read the word but to recognise the word on the basis of its shape. For target behaviour 4.1.4.1., two sets relating to a topic (for example fruits, clothes, etc.), one consisting of picture/print and one of print only, are prepared. The number of cards in these sets must be arranged according to the individual's cognitive characteristics. The individual must be asked to match the print with the appropriate picture-with-print word.
Section	Goals	Target Behaviours	Explanations
Section 4.1. Early Literacy	4.1.5. Discriminates the features of print.	4.1.5.1. Shows the left-to-right direction of print. 4.1.5.2. Shows the downward flow direction of the lines in the print. 4.1.5.3. States how many words there are in a sentence given in writing and containing 2-5 words. 4.1.5.4. Shows letters among other letter-like shapes. 4.1.5.5. States how many letters there are in a word given in writing and containing 2-6 letters. 4.1.5.6. Shows a capital letter within the print. 4.1.5.7. Shows a small letter within the print. 4.1.5.8. States how many sentences there are in a short text given in writing and containing 2-4 sentences. 4.1.5.9. Shows the basic punctuation marks within the print. 4.1.5.10. Shows the word that is the same as the word shown among the words presented in writing. 4.1.5.11. Shows the letters that are the same as each other within a word. 4.1.5.12. Shows the word said among the written forms of words of different lengths.	For goal 4.1.5., it is important that individuals frequently encounter written materials and are able to access them. In all activities, and particularly during book reading activities, print awareness must be developed by emphasising the features of print (for example, the left-to-right direction of print may 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. Furthermore, the shapes of punctuation marks may be emphasised by saying “Look, there is a huge question mark here!”). For target behaviour 4.1.5.3., following with the finger from time to time on written materials and showing the written form of the word said with the finger is important for individuals to develop the concept of the word. For target behaviour 4.1.5.4., the evaluation must be carried out by presenting 3-4 visuals, one of which is a letter and the others shapes resembling a letter (?, <, ±, ∞, j, l, etc.). For target behaviour 4.1.5.10., the individual must be asked to discriminate the word that is the same by presenting the target word (for example kömür) together with 2-3 words whose spelling is similar but different (kemer, köruk, küme, etc.) and an identical copy of the target word. For target behaviour 4.1.5.12., a word with a long (for example sandalye) or short (for example su) pronunciation is said to the individual and he/she is

Section	Goals	Target Behaviours	Explanations
			asked which of the 2-3 words shown to him/her this word could be. As an example, two cards with the words “sandalye” and “su” written on them are shown to the individual and, by giving the individual a direction in the form of “Which one do you think has sandalye written on it?”, it is evaluated whether the individual is aware that the written form of a word with a long pronunciation must also be long.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Initial Reading and Writing	4.2.1. Discriminates the sound introduced.	4.2.1.1. Shows the visuals of the words beginning with the sound introduced. 4.2.1.2. States the sound with which the words beginning with the sound introduced begin. 4.2.1.3. Shows the visuals of the words ending with the sound introduced. 4.2.1.4. States the sound with which the words ending with the sound introduced end.	Target behaviours 4.2.1.1. and 4.2.1.3. may be performed 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 words said, and then those beginning/ending with the same sound (with the sound introduced) must be asked to be shown. 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. Words and their visuals consisting of at least four sets must be used for each application. For target behaviours 4.2.1.1. and 4.2.1.3., the sound introduced may be produced and a direction may be given in the form of “Show the one beginning with ...!” (discrimination), “Show the ones beginning with ...!” (matching). For discrimination, the direction must be “Which word does not begin with ...? Show it!”. These target behaviours may be arranged as selecting a word from among three visuals or four visuals according to the individual's cognitive level. For target behaviours 4.2.1.2. and 4.2.1.4., 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. Although the teaching order of the sound groups is determined in the instructional program, the sounds the individual is able to produce must be taken into account in the ordering of the sounds to be introduced.
Section	Goals	Target Behaviours	Explanations
Section 4.2. Initial Reading and Writing	4.2.2. Reads the sound introduced.	4.2.2.1. Reads the small letter of the sound introduced. 4.2.2.2. Reads the capital letter of the sound introduced.	Together with the work carried out for goal 4.2.2., care must be taken to ensure that the individual sits upright while reading and holds the book/notebook at a distance appropriate to his/her own viewing distance. For goal 4.2.2., while the sound is being introduced, a connection must certainly

Section	Goals	Target Behaviours	Explanations
			be established with what was done at the stage of discriminating the sound introduced.
Section 4.2. Initial Reading and Writing	4.2.3. Writes the sound introduced in upright basic letters.	4.2.3.1. Writes the small letter of the sound introduced in upright basic letters by looking at a model. 4.2.3.2. Writes the capital letter of the sound introduced in upright basic letters by looking at a model. 4.2.3.3. Writes the sound introduced when it is said.	For goal 4.2.3., care must be taken to ensure that the individual sits in such a way that he/she can write comfortably by leaning towards his/her notebook while writing and holds the notebook at a distance appropriate to his/her own viewing and writing distance. For target behaviours 4.2.3.1. and 4.2.3.2., modelling must be provided as many times as the individual needs regarding how the letter he/she is asked to write is written. As much as the individual writing the letter neatly between the lines, his/her writing it in accordance with the writing direction and rules of the letter is also important. For this reason, while modelling, the drawing of the letter must be verbalised each time. Then 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 between the lines, writes in the wrong direction or cannot get the starting and finishing places right, visual prompts such as making the line prominent for writing the letter, tracing over 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 incorrectly must not be dwelt upon. For target behaviour 4.2.3.3., if the individual cannot write the sound when it is said, the symbol of the sound said must be shown for a short time, then covered, and he/she must be asked to write it with the sound said again. After he/she has written it, the letter he/she has written must be compared with the model shown by uncovering it.
Section	Goals	Target Behaviours	Explanations
Section 4.2. Initial Reading and Writing	4.2.4. Reads the sound introduced within a syllable and a word.	4.2.4.1. Reads the syllables formed from the sounds introduced. 4.2.4.2. Reads the words consisting of syllables containing the sounds introduced. 4.2.4.3. Shows the pictures of the words he/she has read.	For target behaviour 4.2.4.1., while the syllables are being read, reading the sound introduced by lengthening it and combining it with the other sound is a strategy that makes decoding easier. For target behaviours 4.2.4.1. and 4.2.4.2., meaningful syllables and words must be formed as far as possible by combining the sound introduced with the sounds given previously, and must be read and written. For target behaviour 4.2.4.2., while the words are being read, the stages of divide into syllables-read-combine-read must be followed. For example, he/she

Section	Goals	Target Behaviours	Explanations
			must be asked to read a word formed from the syllables he/she knows (lale, ela, etc.). For target behaviour 4.2.4.3., matching the words read with their pictures is a preparation for the reading comprehension skill.
Section 4.2. Initial Reading and Writing	4.2.5. Writes the sound introduced within a syllable and a word in upright basic letters.	4.2.5.1. Writes the syllables formed from the sounds introduced by looking. 4.2.5.2. Writes the syllables formed from the sounds introduced when they are said. 4.2.5.3. Writes the words consisting of syllables containing the sounds introduced by looking. 4.2.5.4. Writes the words consisting of syllables containing the sounds introduced when they are said.	For target behaviours 4.2.5.2. and 4.2.5.4., writing when said is an important stage in the individual's decoding of sounds. This stage must not be skipped.
Section 4.2. Initial Reading and Writing	4.2.6. Reads the sound introduced within a sentence and a text.	4.2.6.1. Reads the sentences formed from the sounds introduced. 4.2.6.2. Reads the texts formed from the sounds introduced.	For goal 4.2.6., sentences and texts must be formed from words containing the sound introduced and the sounds given previously. In order for the sentences and texts to be meaningful, pictures may be used for words consisting of sounds the individual has not yet learned. For target behaviour 4.2.6.2., having the texts read repeatedly serves both the development of reading speed and reading comprehension.
Section 4.2. Initial Reading and Writing	4.2.7. Writes the sound introduced within a sentence in upright basic letters.	4.2.7.1. Writes the sentences containing the sounds introduced by looking. 4.2.7.2. Writes the sentences containing the sounds introduced when they are said.	During the teaching of goal 4.2.7., 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 4.2. Initial Reading and Writing	4.2.8. Writes neatly.	4.2.8.1. Writes by following the line. 4.2.8.2. Writes a sentence leaving appropriate spaces between words. 4.2.8.3. Writes a word leaving appropriate spaces between letters. 4.2.8.4. Writes a text leaving appropriate spaces between sentences.	For goal 4.2.8., notebook arrangements (indicating the lines in red, dividing a line into two and colouring it, etc.) may 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	Goals	Target Behaviours	Explanations
Section 4.2. Initial Reading and Writing	4.2.9. Answers the questions asked about the sentence and text containing the sound introduced.	4.2.9.1. Answers simple questions about the sentence after reading the sentences containing the sounds introduced. 4.2.9.2. Answers simple questions about the text after reading the texts containing the sounds introduced.	In target behaviour 4.2.9.1., the questions to be asked for sentence comprehension must be prepared according to each element of the sentences. For target behaviour 4.2.9.2., there being a picture describing the text and talking about the picture before the text is read makes comprehension easier. The questions must be formed about the actions, persons and objects occurring in the text and must be directed at the information unit occurring in the text.

Section	Goals	Target Behaviours	Explanations
			For the purpose of the sentences and texts being meaningful, pictures may be used for words consisting of sounds the individual has not yet learned.
Section	Goals	Target Behaviours	Explanations
Section 4.3. Functional Reading and Writing	4.3.1. Reads the word determined.	4.3.1.1. Reads the form of the word written in small letters. 4.3.1.2. Reads the form of the word whose initial letter is written in a capital letter. 4.3.1.3. Reads the form of the word written in capital letters. 4.3.1.4. Reads the form of the word written in a different font size and typeface. 4.3.1.5. Shows the word among other words whose spelling is not similar. 4.3.1.6. Shows the word among other words whose spelling is similar.	While goal 4.3.1. is being worked on, a separate instructional process must be planned for each target behaviour. It is important that the individual reach independence in all the target behaviours determined for each target word selected. Word reading work must be continued with games such as bingo. After every 10 words taught, a word list in which these words appear several times must be created and a progress monitoring evaluation must be carried out. With this evaluation to be carried out, the teacher must determine the words the individual reads incorrectly and, instead of moving on to the next target word, must return to teaching the words he/she reads incorrectly.
Section 4.3. Functional Reading and Writing	4.3.2. Matches the word determined with its visual.	4.3.2.1. Shows the visual belonging to the word taught among different visuals. 4.3.2.2. Shows the word whose visual is shown among various words.	In teaching goal 4.3.2., care must be taken to ensure that the visual selected for the target word is a visual the individual may encounter in his/her life and that describes the word in the most appropriate way. While this kind of work is being carried out, interaction must at the same time be established with the individual in a way that will develop the individual's vocabulary. In order for the individual to be able to read the words he/she has learned in the real setting, generalisation work must be carried out, cooperation must be established with families and information must be obtained from them.
Section 4.3. Functional Reading and Writing	4.3.3. Writes the word determined.	4.3.3.1. Writes the word when the word and the visual belonging to that word are shown. 4.3.3.2. Writes the word when the visual belonging to the word is shown and the word is said. 4.3.3.3. Writes the word when it is said.	For target behaviour 4.3.3.1., a start must be made with more prompts according to individuals' performance and these prompts must be withdrawn gradually. For individuals who have problems with holding a pencil and writing, the written form of the word must be given on a large sheet of paper and they must be asked to line the letters up beneath the word by matching the letters in the word from among letter cards, the word must be read again and the individual must be enabled to form the word in this way.
Section	Goals	Target Behaviours	Explanations
Section 4.3. Functional Reading and Writing	4.3.4. Reads the word determined within a sentence and a text.	4.3.4.1. Reads the word shown within a sentence. 4.3.4.2. Reads the word when it is shown within a text. 4.3.4.3. Reads the sentences consisting of the word taught and the words given previously.	For goal 4.3.4., structured stories must be used so that the individual can read the word and words he/she has read within a sentence and a text. At this stage, the individual must not be expected to read the whole of the sentence or the text. The purpose of teaching this target behaviour is only for the individual to

Section	Goals	Target Behaviours	Explanations
		4.3.4.4. Reads the texts consisting of the word taught and the words given previously.	recognise the word he/she has learned within a sentence or text and to make sense of it appropriately to the context. For target behaviours 4.3.4.3. and 4.3.4.4., care must be taken to ensure that the sentences formed have a certain integrity of meaning. Furthermore, in order to enable the individual to use writing as a means of communication in his/her life, it is also important that the sentences be sentences formed in this direction.
Section 4.3. Functional Reading and Writing	4.3.5. Answers the questions asked about the sentence and text containing the word taught.	4.3.5.1. Answers simple questions about the sentence after reading the sentences. 4.3.5.2. Answers simple questions about the text after reading the texts.	
Section 4.3. Functional Reading and Writing	4.3.6. Writes the sentence formed from the words taught.	4.3.6.1. Writes the sentences consisting of the word taught and the words given previously by looking. 4.3.6.2. Writes the sentences consisting of the word taught and the words given previously when they are said.	For goal 4.3.6., after the individual has acquired the skill of writing words, writing a sentence must be targeted. For the individual who has learned to write words, modelling must be carried out at this stage for the spelling rules necessary for the sentence writing stage, such as leaving appropriate spaces between words, putting a full stop at the end of the sentence and beginning the sentence with a capital letter.
Section 4.3. Functional Reading and Writing	4.3.7. Uses functional reading in daily life.	4.3.7.1. Goes to the place he/she wants to go to at school by reading the names of the places and rooms. 4.3.7.2. Follows the writing on the signs at school by reading it. 4.3.7.3. Follows the writing on information posters and signs in the environment by reading it. 4.3.7.4. Does shopping by reading the words on his/her list. 4.3.7.5. Orders food and drink by reading the menus in places such as restaurants, patisseries and cafés. 4.3.7.6. Goes to the desired place by reading the writing on means of transport. 4.3.7.7. Follows warnings, writing and signs relating to safety by reading them. 4.3.7.8. Follows warnings, writing and signs relating to health by reading them.	In goal 4.3.7., in order for the individual to be able to use the real-life applications he/she has learned in his/her life, families must be directed to take the individual into the real environment after the target behaviours have been taught so that they generalise them.

Section	Goals	Target Behaviours	Explanations
Section 4.4. Grammar	4.4.1. Discriminates letters and the phonological features of letters.	4.4.1.1. States the number of letters in a word. 4.4.1.2. States the letters in the alphabet in order. 4.4.1.3. Puts the words given into alphabetical order. 4.4.1.4. States that the alphabet consists of vowels and consonants.	For target behaviours 4.4.1.1., 4.4.1.2., 4.4.1.4., 4.4.1.6., 4.4.1.7., 4.4.1.8., 4.4.1.9., 4.4.1.11. and 4.4.1.12., mnemonics such as acronyms or acrostics must be used in order to make it easier for the individual to remember. Acronym: This is making a word from the initial letters of the information to be remembered (for example: fıstıkçı şahap). Acrostic: This is making a sentence

Section	Goals	Target Behaviours	Explanations
		4.4.1.5. States the vowels. 4.4.1.6. States the consonants. 4.4.1.7. Classifies the vowels as back and front vowels. 4.4.1.8. States the back vowels. 4.4.1.9. States the front vowels. 4.4.1.10. Classifies the consonants as voiceless consonants and voiced consonants. 4.4.1.11. States the voiceless consonants. 4.4.1.12. States the voiced consonants. 4.4.1.13. Determines the correctly spelled words from among the word pairs given.	from the initial letters of the words to be remembered.
Section 4.4. Grammar	4.4.2. Discriminates vowel harmonies.	4.4.2.1. States that the vowel harmonies in a word are major and minor vowel harmony. 4.4.2.2. States the features of major vowel harmony. 4.4.2.3. Shows the words conforming to major vowel harmony within a sentence. 4.4.2.4. Gives examples of words conforming to major vowel harmony. 4.4.2.5. States the features of minor vowel harmony. 4.4.2.6. Shows the words conforming to minor vowel harmony within a sentence. 4.4.2.7. Gives examples of words conforming to minor vowel harmony.	In order to be able to begin teaching goal 4.4.2., discriminating the phonological features of letters is a prerequisite.
Section 4.4. Grammar	4.4.3. Discriminates sound changes.	4.4.3.1. Classifies sound changes. 4.4.3.2. States the features of the requested sound changes. 4.4.3.3. Shows the requested sound change within a sentence. 4.4.3.4. States the sound change shown within a sentence.	In order to be able to begin teaching goal 4.4.3., discriminating the phonological features of letters is a prerequisite. For target behaviour 4.4.3.4., the individual must first be asked to read the sentence, then the sound change occurring within the sentence must be shown to the individual and the individual must be asked to state which sound change it is. For target behaviours 4.4.3.4. and 4.4.3.5., sound changes may be worked on using the individual's own sentences or the sentences he/she forms while talking about a picture.
Section 4.4. Grammar	4.4.4. Discriminates syllable features.	4.4.4.1. Writes a word given by dividing it into its syllables. 4.4.4.2. States the number of syllables in a word given. 4.4.4.3. Gives examples of one-, two-, three- and four-letter syllables.	

Section	Goals	Target Behaviours	Explanations
Section 4.4. Grammar	4.4.5. Discriminates the word types in a sentence.	4.4.5.1. Defines the requested word types. 4.4.5.2. Shows the requested word type within a sentence. 4.4.5.3. Writes the requested word type by using it within a sentence. 4.4.5.4. Fills in the blanks in the sentence with the appropriate word type. 4.4.5.5. Classifies word types.	For target behaviour 4.4.5.4., work must be carried out after at least two word types have been taught. While all word types are being taught, the word types must be ordered according to their level of difficulty and this order must be observed in their teaching.
Section 4.4. Grammar	4.4.6. Discriminates the elements of a sentence.	4.4.6.1. Classifies the elements of a sentence as basic elements and auxiliary elements. 4.4.6.2. States the basic elements of a sentence. 4.4.6.3. States the auxiliary elements of a sentence. 4.4.6.4. Defines the basic elements of a sentence. 4.4.6.5. Defines the auxiliary elements of a sentence. 4.4.6.6. Shows the requested basic element within a sentence. 4.4.6.7. Shows the requested auxiliary element within a sentence. 4.4.6.8. Constructs a sentence using the auxiliary element given. 4.4.6.9. Divides the sentence into its elements.	While goal 4.4.6. is being worked on, the types of subject, object and complement may be used on the basis of the individual's individual needs. For target behaviour 4.4.6.8., the individual must be asked to construct a sentence orally and in writing. As a direction, the direction "Write or say a sentence containing!" must be given.
Section 4.4. Grammar	4.4.7. Complies with the spelling rules in his/her writing.	4.4.7.1. Writes capital letters in accordance with the spelling rules. 4.4.7.2. Writes numbers in accordance with the spelling rules. 4.4.7.3. Writes compound words in accordance with the spelling rules. 4.4.7.4. Writes abbreviations in accordance with the spelling rules. 4.4.7.5. Writes the conjunctions "-de, -da, -ki, ne...ne" in accordance with the spelling rules. 4.4.7.6. Writes the question suffix "mi" in accordance with the spelling rules. 4.4.7.7. Writes reduplications and intensified words in accordance with the spelling rules.	
Section 4.4. Grammar	4.4.8. Complies with punctuation marks in his/her writing.	4.4.8.1. States the punctuation marks. 4.4.8.2. States the function of the punctuation marks. 4.4.8.3. Completes the blanks left in the text given with the appropriate punctuation marks. 4.4.8.4. Uses the appropriate punctuation marks while writing a text.	

Section	Goals	Target Behaviours	Explanations
Section 4.5. Reading Comprehension	4.5.1. Determines the elements in text structures.	4.5.1.1. Determines the main character/characters of the fictional text. 4.5.1.2. Determines the supporting characters of the fictional text. 4.5.1.3. Determines the place where the event in the fictional text takes place. 4.5.1.4. Determines the time when the event in the fictional text takes place. 4.5.1.5. Determines the main events in the fictional text. 4.5.1.6. Determines the parts in which description is made in the informative text. 4.5.1.7. Determines the parts containing a cause-effect relationship in the informative text. 4.5.1.8. Determines the parts in which comparison is made in the informative text. 4.5.1.9. Determines the parts in which sequencing is made in the informative text. 4.5.1.10. Determines the problem-solution parts in the informative text.	The fictional text contains genres such as the memoir, fable, story, tale and novel. The informative text contains genres such as the texts in course books (description, cause-effect, problem-solution, comparison, sequencing), articles and columns. For goal 4.5.1., text structure instruction must be carried out so that the individual can determine the elements of text structure. In text structure instruction, only one genre must be taught, and then another text genre must be moved on to. In text structure instruction; a) the parts of the text must be introduced in a diagram appropriate to the text genre, b) a text must be read and the text elements filled into the diagram, c) the process of placing them in the diagram must be repeated in different sessions on several texts of the same genre, d) then a text of the same genre must again be given and the individual must be guided in filling in the diagram. This process must be continued for several sessions with different texts of the same genre. This instruction must be continued until the individual becomes independent in the process of filling in the diagram, answers comprehension questions correctly, or narrates the text in order so as to contain all the important information units. *At the end of the sessions carried out, text comprehension questions must be asked to the individual. In text structure instruction, which genre the text whose structure is taught belongs to must also be made noticeable to the individual by giving texts of various genres.
Section	Goals	Target Behaviours	Explanations
Section 4.5. Reading Comprehension	4.5.2. Applies pre-reading text comprehension strategies.	4.5.2.1. Determines the purpose of reading before reading. 4.5.2.2. Makes predictions about the content of the text on the basis of the picture in the text. 4.5.2.3. 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 4.5.2., 4.5.3. and 4.5.4.). The process must be applied by reading the explanations written for these goals. * After the process has been applied, text comprehension questions must be asked to the individual. For target behaviour 4.5.2.1., it must be discussed with the individual for what purpose the text will be read (for example obtaining information about lions, producing a summary, answering questions, learning how a task is done, etc.). In this way the individual may be enabled to read purposefully. For target behaviours 4.5.2.2. and 4.5.2.3., on the basis of the visual and the title, the individual must be enabled to look over the text for 1-2 minutes about

Section	Goals	Target Behaviours	Explanations
			the text to be read and his/her predictions must be taken. Looking over must be done by reading the headings in the text, if any, and reading the opening sentences of the text. The predictions taken from the individual must be written down and, when reading of the text begins, must be compared with what is in the text.
Section 4.5. Reading Comprehension	4.5.3. Applies during-reading text comprehension strategies.	4.5.3.1. Separates the important information in the text from the unimportant information. 4.5.3.2. Makes a prediction about the content of the next paragraph after reading each paragraph. 4.5.3.3. Rereads the parts he/she does not understand by slowing down his/her reading.	For target behaviour 4.5.3.1., the important information varies according to the text genre. The important information units form the structure of the text. For example, the important information units of the story genre are place, time, character, problem, the attempts made to solve the problem, the outcome and the hero's response to the event. In order for the individual to be able to separate the important information from the unimportant information, he/she must have text structure awareness. Furthermore, the teacher must model how the important information is determined 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 4.5.3.2., the individual's predictions must be taken at each paragraph of the text before moving on to the next paragraph, and a comparison must be made with the previous predictions. In this way, a contribution may be made to the individual's combining what is in the text with his/her prior knowledge. For this reason, pre-reading, during-reading and post-reading strategies must be used together. In order to impart target behaviour 4.5.3.3. to the individual, modelling and guidance must be provided. At the same time, the teacher must explain why he/she is doing this.
Section	Goals	Target Behaviours	Explanations
Section 4.5. Reading Comprehension	4.5.4. Applies post-reading text comprehension strategies.	4.5.4.1. Discusses the text. 4.5.4.2. Makes a comparison between his/her own predictions and the content of the text. 4.5.4.3. Produces questions about the text. 4.5.4.4. Narrates the text orally. 4.5.4.5. Writes the summary of the text.	For target behaviour 4.5.4.2., the predictions made before and during reading must be compared with the content of the text after reading. For target behaviours 4.5.4.3., 4.5.4.4. and 4.5.4.5., the individual's knowing the text structure is a prerequisite. For target behaviour 4.5.4.4., while work directed at narrating the text is being carried out, cumulative narration must be made use of. 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 then he/she must be asked to narrate the first and second parts together. This work must be continued cumulatively for the rest of the text.

Section	Goals	Target Behaviours	Explanations
			* Text comprehension questions must be asked to the individual. In order to be able to help the individual narrate the text orally, work such as a text with the important information underlined, a diagram showing the important information units, and asking questions must be carried out. For target behaviour 4.5.4.5., in order to be able to help the individual summarise the text in writing, work such as a text with the important information underlined, a diagram showing the important information units, asking questions and structured summary forms must be carried out.
Section 4.5. Reading Comprehension	4.5.5. Uses visuals in order to understand what he/she reads.	4.5.5.1. Uses the graphs in the text. 4.5.5.2. Uses the tables in the text. 4.5.5.3. Uses the figures in the text.	For target behaviours 4.5.5.1., 4.5.5.2. and 4.5.5.3., texts with graphs, tables and figures must be used. How these reference sources are used in order to understand the text must be modelled. For example, the relevant part referring to the graph must be read, the graph must be looked over and the relevant part must be compared with the graph. * Text comprehension questions must be asked to the individual.
Section 4.5. Reading Comprehension	4.5.6. States the main idea and the topic of the text.	4.5.6.1. States the topic of the text. 4.5.6.2. States the supporting ideas that support the main idea. 4.5.6.3. States the main idea of the text.	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 of the text. While 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 table may be drawn and the supporting ideas 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 4.5. Reading Comprehension	4.5.7. Uses the words and word groups he/she has newly learned in the text appropriately to their meaning.	4.5.7.1. Marks the words whose meaning he/she does not know. 4.5.7.2. Predicts the meanings of the words/word groups whose meaning he/she does not know on the basis of the visual. 4.5.7.3. Predicts the meanings of the words/word groups whose meaning he/she does not know on the basis of the relevant paragraph. 4.5.7.4. Finds the meanings of the words/word groups whose meaning he/she does not know in the dictionary. 4.5.7.5. Uses the words/word groups he/she has newly learned appropriately to their meaning.	While unknown concepts, idioms, terms, words, etc. are being taught, different teaching methods may be used. One of these is "Direct Instruction". The words must be defined for individuals using simple explanations, examples, synonyms and antonyms. Another is "Diagrams". One of the graphic organisers most used particularly in word instruction is semantic networks, which help them understand the relationship between words. In this strategy, a particular word is written in the middle of the page/board; then other related words, expressions, features or examples relating to that word are written on the rest of the page and connected to the word in the centre. In this way, the meaning of the word is defined with its related features. For target behaviour 4.5.7.3., context clues, reading the sentence in which an unknown word occurs and the sentences coming before and after this sentence, is an important strategy in inferring the meaning of the word. In this strategy, the aim is to find in the sentence a clue that provides some information about the

Section	Goals	Target Behaviours	Explanations
			meaning of the word, such as an example, a contrast, a comparison or simile, a definition or a restatement that forms the meaning of the word. Individuals must be modelled as to how they can find the context clues given within the text. For target behaviour 4.5.7.5., 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 4.5. Reading Comprehension	4.6.1. Complies with the rules of listening.	4.6.1.1. Listens to the person speaking silently. 4.6.1.2. Establishes eye contact with the person speaking during listening. 4.6.1.3. Gives his/her attention to what the person speaking says. 4.6.1.4. Maintains his/her attention to what the person speaking says.	In target behaviour 4.6.1.4., the self-monitoring strategy may be used in order to maintain attention.
Section 4.5. Reading Comprehension	4.6.2. Shows the object, object picture, action and event picture described.	4.6.2.1. Shows the object described. 4.6.2.2. Shows the object picture described. 4.6.2.3. Shows the action picture described. 4.6.2.4. Shows the event picture described.	For goal 4.6.2., care must be taken to ensure that the common elements of the picture described and the pictures selected as negative examples do not resemble each other too closely. Instruction must begin with objects/object pictures that are in the individual's close environment and that he/she knows.

Section	Goals	Target Behaviours	Explanations
Section 4.6. Listening Comprehension	4.6.3. Carries out the directions given within the daily routine.	4.6.3.1. Carries out the directions given to him/her within the daily routine. 4.6.3.2. Carries out the directions given to the group within the daily routine.	For goal 4.6.3., care must be taken to ensure that the directions are given once. If individuals cannot do it, the directions must be simplified. For target behaviour 4.6.3.1., the work must begin with simple directions. Care must be taken to use concepts the individual knows in the directions selected (for example "Walk two steps forward! Then turn around! Take three steps by hopping!"). The number of words in the direction sentences and the number of directions must be determined according to individuals' performances.
Section 4.6. Listening Comprehension	4.6.4. Carries out directions requiring listening and following skills in the order in which they are said.	4.6.4.1. Carries out directions containing gross motor skills in the order in which they are said. 4.6.4.2. Carries out directions containing drawing skills in the order in which they are said.	For goal 4.6.4., according to the individual's performance, the directions must be increased starting from single directions towards multiple directions. The individual must know the concepts in the directions given. For target behaviour 4.6.4.1., directions such as "Hold the ball, move three steps forward, throw it into the box!" may be used. For target behaviour 4.6.4.2., directions containing 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	Goals	Target Behaviours	Explanations
Section 4.6. Listening Comprehension	4.6.5. Narrates various types of narrative whose pictures are shown after listening to them.	4.6.5.1. Narrates narratives of the fictional type after listening to them. 4.6.5.2. Narrates narratives of the informative type after listening to them.	For target behaviour 4.6.5.1., you may use sequential cards narrating an event or a single picture containing several events. For target behaviour 4.6.5.2., narratives of the informative type may be describing an entity or place, comparing two entities or places, explaining a problem, its cause and solution, or narrating the order of an activity carried out in order.
Section 4.6. Listening Comprehension	4.6.6. Answers the relevant questions after listening to various types of narrative whose pictures are shown.	4.6.6.1. Answers the relevant questions after listening to narratives of the fictional type. 4.6.6.2. Answers the relevant questions after listening to narratives of the informative type.	In teaching goal 4.6.6., individuals without expressive language skills must be asked to answer the questions by showing on the picture. For target behaviour 4.6.6.1., fictional text genres include the memoir, story, fable, tale, etc. For target behaviour 4.6.6.2., the informative genres may be in the structures of description, sequencing, cause-effect, problem-solution and comparison.
Section 4.6. Listening Comprehension	4.6.7. States the differences between the sentences and texts he/she listens to.	4.6.7.1. States the differences between the two sentences he/she listens to. 4.6.7.2. States the differences between the two short texts of 3-4 sentences he/she listens to.	For target behaviour 4.6.7.1., one difference must be determined between the two sentences (for example "Annem bana hırka örüyor." and "Annem bana kazak örüyor.")). For target behaviour 4.6.7.2., elements such as the characters, actions and features in the texts may be varied. The number of differences must be arranged according to individual performance.
Section 4.6. Listening Comprehension	4.6.8. Uses pre-listening strategies.	4.6.8.1. Determines the purpose of listening. 4.6.8.2. Makes a prediction about the text he/she will listen to on the basis of the visuals. 4.6.8.3. Makes a prediction about the text he/she will listen to on the basis of the title.	For target behaviour 4.6.8.1, it must be discussed with the individual for what purpose the text will be listened to (for example obtaining information about lions, learning how a task is done, etc.). In this way the individual must be enabled to listen purposefully. For target behaviours 4.6.8.2. and 4.6.8.3., the individual's predictions about the text to be listened to must be taken on the basis of the visual and the title. A pause must be taken by narrating or reading part of the text listened to. The degree to which the predictions developed are consistent with what has been listened to must be discussed.
Section	Goals	Target Behaviours	Explanations
Section 4.6. Listening Comprehension	4.6.9. Uses during-listening strategies.	4.6.9.1. Responds appropriately to the non-verbal messages of the person speaking. 4.6.9.2. States the important information units by following the clues relating to the structure of the information presented. 4.6.9.3. Answers the questions asked about the information emphasised by paying attention to the verbal	For target behaviour 4.6.9.1., responding appropriately may be understood from behaviours such as the individual responding to the teacher, raising his/her hand and taking notes. For target behaviour 4.6.9.2., connective expressions (first, then, compared with, firstly, etc.) and attention expressions (this is important, now we are going to learn something else) must be used in the narratives. The individual must be

Section	Goals	Target Behaviours	Explanations
		emphases. 4.6.9.4. Makes a prediction about the development of the events on the basis of what he/she listens to. 4.6.9.5. Makes a prediction about the outcome of the events on the basis of what he/she listens to. 4.6.9.6. Predicts the meaning of the words he/she does not know in the narratives he/she listens to. 4.6.9.7. Takes notes of the main points of the narrative he/she listens to.	asked to listen by following these clues. For target behaviour 4.6.9.4., a pause must be taken by narrating or reading part of the text listened to. The individual must be asked to make predictions about what comes afterwards. Then reading and narrating the text must be continued and the degree to which the predictions the individual has made are consistent with what he/she has listened to must be discussed. For target behaviour 4.6.9.6., 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 the words about which he/she cannot make a prediction in the dictionary.
Section 4.6. Listening Comprehension	4.6.10. Uses post-listening strategies.	4.6.10.1. States the topic of the narrative he/she has listened to. 4.6.10.2. States his/her views about what he/she has listened to. 4.6.10.3. Narrates the summary of what he/she has listened to.	For goal 4.6.10., if the individual takes notes during listening, performing the target behaviours by making use of his/her notes/diagrams must be taught. If he/she does not take notes, the teacher must enable the individual to reach these target behaviours through questions.

Section	Goals	Target Behaviours	Explanations
Section 4.7. Written Expression	4.7.1. Writes by forming sentences.	4.7.2.1. Writes simple sentences with rules narrating the event when a picture card containing an event is given. 4.7.2.2. Writes one or more sentences narrating each card when picture cards narrating activities following a particular order of application are given. 4.7.2.3. Writes one or two sentences narrating each card when picture cards containing a simple single-event story are given. 4.7.2.4. Writes the features of the place/entity, etc. given in the picture in simple sentences when a picture card of a place/entity, etc. is given. 4.7.2.5. Writes one or two sentences narrating each card when picture cards narrating cause and effect given in sequence are given. 4.7.2.6. Writes one or two sentences narrating each card when picture cards narrating the problem, solution and outcome are given.	For target behaviour 4.7.2.1., a picture must first be shown and talked about, then the individual must be asked to write sentences narrating the picture, and the sentence must be corrected by including interactive dialogues together with the individual. Sentence examples for the target behaviours from 4.7.2.2. to 4.7.2.6. are given below in order: 4.7.2.2. "Ekmek ortadan kesilir. İçine yağ sürülür. İçine peynir konur." 4.7.2.3. "Ayşe elmaları gördü. Ayşe ağaca çıktı. Elmaları topladı. Annesine götürdü. Annesi Ayşe'nin başını okşadı." 4.7.2.4. (A picture of a cow is given). "İnek ot yer. İnek bize süt verir." 4.7.2.5. "Ali çok acıkmıştı. Ali bütün kurabiyeleri bitirdi." 4.7.2.6. "Sevgi elini kesti. Yara bandı yapıştırdı. Eli artık kanamıyor."
Section	Goals	Target Behaviours	Explanations
Section 4.7. Written Expression	4.7.3. Plans the text before writing.	4.7.3.1. Selects a topic. 4.7.3.2. Determines the purpose of writing. 4.7.3.3. Determines the readership.	For target behaviour 4.7.3.1., the selection of the topic plays an important role in the individual developing a positive attitude towards writing and completing the writing process successfully. The individual must be allowed to select the topic.

Section	Goals	Target Behaviours	Explanations
			Saying only “Select a topic!” to individuals is not a good direction. Individuals must be guided as to what they will pay attention to in selecting a topic. While individuals are being made to select a topic, the purpose of writing must be made noticeable to the individual.
Section 4.7. Written Expression	4.7.4. Forms a draft relating to the text he/she will write.	4.7.4.1. Determines the ideas he/she will write. 4.7.4.2. Groups the ideas according to the structure of the text he/she will write.	For target behaviour 4.7.4.1., the ideas to be written must be determined through brainstorming. The ideas emerging through brainstorming must be written one beneath the other on a sheet of paper. For target behaviour 4.7.4.2., the ideas produced as a result of brainstorming are grouped, labelled according to the features of each group and put in order according to the structure of the text to be written.
Section 4.7. Written Expression	4.7.5. Writes the text.	4.7.5.1. Orders the ideas by looking at his/her draft. 4.7.5.2. Starts, develops and ends the event. 4.7.5.3. Uses introductory, transitional and connective expressions in order to ensure coherence in the text. 4.7.5.4. Writes sentences in accordance with syntax. 4.7.5.5. Writes in accordance with the elements in the structure of the text. 4.7.5.6. Writes a title relating to the topic for the text.	For target behaviour 4.7.5.3., words such as “fakat”, “önce”, “sonra”, “kıyasla”, “ilk olarak”, “bununla birlikte” may be given as examples of connective expressions. For target behaviour 4.7.5.4., syntax is formed by the elements of subject, complement and predicate together with the derivational and inflectional suffixes added to the word (the same feature is also observed in inverted sentences).
Section 4.7. Written Expression	4.7.6. Corrects the text he/she has written.	4.7.6.1. Adds the missing ideas to the text. 4.7.6.2. Removes the ideas that spoil the coherence in the text. 4.7.6.3. Changes the place of the ideas that spoil the coherence in the text. 4.7.6.4. Finds the writing errors. 4.7.6.5. Corrects the writing errors.	For target behaviour 4.7.6.4., writing errors include spelling, meaning, syntax, etc. errors. In order for him/her to be able to find the writing errors, texts written with errors must be given to the individual and how they are corrected must be modelled.
Section 4.7. Written Expression	4.7.7. Shares the text he/she has written.	4.7.7.1. Reads the text to the readership he/she has targeted. 4.7.7.2. Shares the text in accordance with the purpose of writing.	For target behaviour 4.7.7.2., the sharing of the text may be done in the form of putting it up on the board, making it into a book, sharing it electronically or sending it by post.
Section 4.7. Written Expression	4.7.8. Writes texts of various genres.	4.7.8.1. Writes fictional texts. 4.7.8.2. Writes informative texts.	Informative texts are the texts found in course books that describe an entity or place, compare two entities or places, narrate the order of an event, or narrate the cause and solution of a problem. Fictional texts, on the other hand, are texts such as the fable, story and memoir.

5. Name of the Module	EARLY MATHEMATICS With the Early Mathematics module, the aim is to enable individuals with autism spectrum disorder to learn the most
5. Aim of the Module	basic skills of mathematics in the preschool period, to increase their level of readiness for primary education and to enable them to succeed in advanced mathematics skills.
5. Sections in the Module	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relations, Early Addition and Subtraction, Geometry, Measurement, Data Explanations Goals Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 5.1. Object Attributes and Readiness for Measurement	5.1.1. Matches objects/object pictures according to their measurable attributes.	5.1.1.1. Matches quantities that are of the same amount. 5.1.1.2. Matches objects/object pictures that are of the same size. 5.1.1.3. Matches objects/object pictures that are of the same length. 5.1.1.4. Matches objects/object pictures that are of the same thickness. 5.1.1.5. Matches objects/object pictures that are of the same width. 5.1.1.6. Matches objects that are of the same weight.	In teaching all target behaviours, work must be carried out first with objects and then with object pictures.
Section 5.1. Object Attributes and Readiness for Measurement	5.1.2. Groups objects/object pictures according to their measurable attributes.	5.1.2.1. Groups quantities according to their amount. 5.1.2.2. Groups objects/object pictures according to their sizes. 5.1.2.3. Groups objects/object pictures according to their lengths.	In teaching all target behaviours, work must be carried out first with objects and then with object pictures. In ordering work, the words expressing the attributes must be emphasised. Care must be taken to ensure that individuals perform the grouping actions using words directed at the target word, such as long-short, narrow-wide, big-small and light-heavy.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Object Attributes and Readiness for Measurement	5.1.3. Compares objects/object pictures according to their measurable attributes.	5.1.3.1. States the one that is fewer between two quantities. 5.1.3.2. States the one that is more between two quantities. 5.1.3.3. States the one that is big between two objects/object pictures. 5.1.3.4. States the one that is small between two objects/object pictures. 5.1.3.5. States the one that is long between two objects/object pictures. 5.1.3.6. States the one that is short between two objects/object pictures. 5.1.3.7. States the one that is thick between two objects/object pictures. 5.1.3.8. States the one that is thin between two objects/object pictures. 5.1.3.9. States the one that is wide between two objects/object pictures. 5.1.3.10. States the one that is narrow between two objects/object pictures. 5.1.3.11. States the one that is heavy between two objects/object pictures. 5.1.3.12. States the one that is light between two	In teaching all target behaviours, work must be carried out first with objects and then with object pictures. In ordering work, the words expressing the attributes must be emphasised. Care must be taken to ensure that individuals perform the comparison actions using words directed at the target word, such as long-short, narrow-wide, big-small and light-heavy. In teaching all target behaviours, the individual must be expected to state. However, in an individual who does not possess stating skills, the behaviour of showing must be worked on.

Section	Goals	Target Behaviours	Explanations
		objects/object pictures. 5.1.3.13. States the one that is full between two objects/object pictures. 5.1.3.14. States the one that is empty between two objects/object pictures.	
Section 5.1. Object Attributes and Readiness for Measurement	5.1.4. Orders objects/object pictures according to their measurable attributes.	5.1.4.1. Orders more than two quantities according to their amounts. 5.1.4.2. Orders more than two objects/object pictures according to their sizes. 5.1.4.3. Orders more than two objects/object pictures according to their lengths. 5.1.4.4. Orders more than two objects/object pictures according to their thicknesses. 5.1.4.5. Orders more than two objects/object pictures according to their widths. 5.1.4.6. Orders more than two objects/object pictures by using them according to their weights.	In teaching all target behaviours, work must be carried out first with objects and then with object pictures. In teaching all target behaviours, the expressions “more, most, according to” must be used. The individual must also be asked to order using these words. In ordering work, the words expressing the attributes must be emphasised. Care must be taken to ensure that individuals perform the ordering actions using words directed at the target word, such as long-short, narrow-wide and empty-full.

Section	Goals	Target Behaviours	Explanations
Section 5.2. Spatial Relations	5.2.1. States the position of the object in space.	5.2.1.1. States that an object is inside another object. 5.2.1.2. States that an object is outside another object. 5.2.1.3. States that an object is on top of another object. 5.2.1.4. States that an object is under another object. 5.2.1.5. States that an object is far from another object. 5.2.1.6. States that an object is near another object. 5.2.1.7. States that an object is in front of another object. 5.2.1.8. States that an object is behind another object. 5.2.1.9. States that an object is to the right of another object. 5.2.1.10. States that an object is to the left of another object. 5.2.1.11. States that an object is beside another object. 5.2.1.12. States that an object is between the other two objects. 5.2.1.13. States that an object is higher than another object. 5.2.1.14. States that an object is lower than another object. 5.2.1.15. States that the object shown/stated in a series of objects is at the beginning. 5.2.1.16. States that the object shown/stated in a series of objects is in the middle. 5.2.1.17. States that the object shown/stated in a series of	In teaching all target behaviours, work must be carried out first with objects and then with object pictures. In teaching all target behaviours, the individual must be expected to state. However, in an individual who does not possess stating skills, the behaviour of showing must be worked on. In teaching all target behaviours, the individual must be expected to state. However, in an individual who does not possess stating skills, the behaviour of showing must be worked on.

Section	Goals	Target Behaviours	Explanations
		objects is at the end.	
Section 5.2. Spatial Relations	5.2.2. Orders objects/object pictures according to their positions.	5.2.2.1. Orders objects/object pictures according to their distances. 5.2.2.2. Orders objects/object pictures according to their nearness. 5.2.2.3. Orders objects/object pictures according to their heights. 5.2.2.4. Orders objects/object pictures according to their lowness.	In teaching all target behaviours, the expressions “more” and “most” must be used. The individual must also be asked to order using these words.

Section	Goals	Target Behaviours	Explanations
Section 5.3. Numbers	5.3.1. Counts rhythmically.	5.3.1.1. Counts rhythmically forwards by ones from 1 to 10. 5.3.1.2. Counts rhythmically backwards by ones starting from 10. 5.3.1.3. Counts rhythmically forwards by ones up to 10 starting from a number given between 1-10. 5.3.1.4. Counts rhythmically backwards by ones starting from a number given between 1-10.	In rhythmic counting work, instructional practices containing rhythm, such as clapping hands, snapping fingers and shaking maracas, must be included.
Section 5.3. Numbers	5.3.2. Counts objects/object pictures, sounds and movements.	5.3.2.1. Counts 1-10 objects/object pictures lined up side by side one by one. 5.3.2.2. Counts 1-10 objects/object pictures lined up in a mixed order one by one. 5.3.2.3. States the number of a particular sound repeated 1-10 times (such as a drum sound, a bell stroke, a clap). 5.3.2.4. States the number of a particular movement repeated 1-10 times (such as jumping, a step).	Counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing out the object pictures as they are counted, and following a vertical or horizontal order must be taught to individuals in counting objects/object pictures.
Section	Goals	Target Behaviours	Explanations
Section 5.3. Numbers	5.3.3. Expresses the quantity corresponding to a number up to 10 as items.	5.3.3.1. States how many objects there are without counting* 1-4 objects/object pictures. 5.3.3.2. States how many objects there are by counting a group of objects. 5.3.3.3. States how many objects there are by counting the objects in the picture. 5.3.3.4. Separates the requested number of objects from within a group of objects by counting. 5.3.3.5. States that the number of objects/object pictures does not change when 1-5 objects/object pictures are positioned differently. 5.3.3.6. States that the number of objects is zero when	* The expression “without counting” means the individual stating instantly how many objects there are without resorting to the counting skill. After this skill has been acquired, stating how many objects there are without counting 5-10 objects/object pictures must be worked on. Dominoes, dice and dice-like number cubes on 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 (subitising). Target behaviour 5.3.3.5. is directed at the principle of conservation of number. While counting objects and object pictures, it is emphasised that the last number stated expresses the quantity of objects.

Section	Goals	Target Behaviours	Explanations
		there are no objects.	In teaching the digits, a start must be made with 1 and the digit zero must be taught last. Attention must be paid to the writing direction of the digits.
Section 5.3. Numbers	5.3.4. Reads and writes the digits.	5.3.4.1. Reads the digits. 5.3.4.2. Shows the requested digit among the other digits. 5.3.4.3. Writes the digits by looking at a model. 5.3.4.4. Writes a digit said between 0-9.	
Section 5.3. Numbers	5.3.5. Expresses numbers with symbols.	5.3.5.1. Writes the number of a group of objects up to 10 with a digit. 5.3.5.2. Draws as many shapes/pictures as that number in order to express a number between 1-10.	
Section 5.3. Numbers	5.3.6. Orders the numbers from 1 to 10.	5.3.6.1. Writes the numbers from 1 to 10 in order. 5.3.6.2. Writes the number coming after a number given between 1-10. 5.3.6.3. Writes the number coming before a number given between 1-10. 5.3.6.4. Writes the missing number from the ordered numbers given from 1 to 10. 5.3.6.5. Orders the numbers from 1 to 10 given in a mixed order. 5.3.6.6. Completes the number/numbers left missing in a number series given from 1 to 10 with the numbers given. 5.3.6.7. Writes the number/numbers left missing in a number series given from 1 to 10.	In teaching target behaviours 5.3.6.2, 5.3.6.3., 5.3.6.4. and 5.3.6.7., the individual must be expected both to state and to write.
Section 5.3. Numbers	5.3.7. Makes a comparison between the numbers of objects of the groups by matching two groups of objects one to one.	5.3.7.1. States that they are equal by matching two groups of objects of the same number between 1-10 one to one. 5.3.7.2. States that one group of objects is fewer than the other with the help of one-to-one matching of two groups of objects of different numbers between 1-10. 5.3.7.3. States that one group of objects is more than the other with the help of one-to-one matching of two groups of objects of different numbers between 1-10.	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 work with two groups of objects. During the matching work, individuals must be enabled to express the result of comparing two groups of objects and object pictures as “4 kalem, 2 kalemden fazladır.” or “1 çiçek, 3 çiçekten azdır.” In the matching work, the expressions one more/two more, one fewer/two fewer must be worked on so that the difference between the two groups of objects is one or two.
Section 5.3. Numbers	5.3.8. Compares two numbers between 1-10.	5.3.8.1. States that the two numbers are equal by comparing two numbers between 1-10. 5.3.8.2. States the larger one by comparing two numbers between 1-10. 5.3.8.3. States the smaller one by comparing two numbers between 1-10.	

Section	Goals	Target Behaviours	Explanations
Section 5.4. Part-Whole Relations	5.4.1. Establishes the part-whole relationship.	5.4.1.1. Shows the object/picture that is whole. 5.4.1.2. Shows the object/picture that is half. 5.4.1.3. Shows the object/picture that is a quarter. 5.4.1.4. Divides a whole into two equal parts. 5.4.1.5. Forms a whole by combining two halves. 5.4.1.6. States that one of the two equal parts of a whole is a half. 5.4.1.7. States that two halves form a whole. 5.4.1.8. States that a whole consists of two halves. 5.4.1.9. Divides a whole into four equal parts. 5.4.1.10. Forms a whole by combining 4 quarters. 5.4.1.11. States that one of the 4 equal parts of a whole is a quarter. 5.4.1.12. States that a whole consists of 4 quarters. 5.4.1.13. Forms a half from two quarters. 5.4.1.14. States that two quarters form a half.	This goal and all its target behaviours must be worked on by relating them to the goals and target behaviours relating to the part-whole relationship in the Support for Learning Module.

Section	Goals	Target Behaviours	Explanations
Section 5.5. Early Addition and Subtraction	5.5.1. Carries out addition operations with numbers whose sum does not exceed 10.	5.5.1.1. Adds as many objects as the number stated to a group of objects. 5.5.1.2. States that the number of the group to which he/she has added objects has increased/grown. 5.5.1.3. Carries out addition operations whose sum does not exceed 10 by modelling them with real objects. 5.5.1.4. Carries out addition operations whose sum does not exceed 10 mentally. 5.5.1.5. Solves verbal problems requiring an addition operation whose sum does not exceed 10 by modelling them with objects/object pictures. 5.5.1.6. Solves verbal problems requiring an addition operation whose sum does not exceed 10 by adding mentally.	The meanings of the addition operation as bringing together objects of the same kind, adding, growing and increasing must be made noticeable by carrying out modelling work. While target behaviour 5.5.1.4. is being worked on, the reading of the operation must be given to the individual. For example, expressions in the form of "What do 2 and 3 more make?", "If we add 2 and 3 together, what does it make?", "If we add 3 to 2, what does it make?" must be used. In imparting these target behaviours, examples from daily life must be given while adding and solving problems. During problem solving, key words relating to the addition operation such as "increased", "grew", "adding" and "total" must be used. Addition strategies such as completing to 3, completing to 5 and completing to 10 must be taught.

Section	Goals	Target Behaviours	Explanations
Section 5.5. Early Addition and Subtraction	5.5.2. Carries out subtraction operations.	5.5.2.1. States the name of an object removed from a group of objects consisting of at least three different objects. 5.5.2.2. Separates as many objects as the number stated from a group containing the same objects. 5.5.2.3. States that the number of the group from which he/she has removed objects has decreased/diminished. 5.5.2.4. Carries out the subtraction operation by modelling	During problem solving, key words relating to the subtraction operation such as "decreased", "was taken out", "what is left behind", "remaining" and "was left" must be used. After target behaviour 5.5.2.3. has been worked on, the situations in which the number of objects does not change with adding and removing as many objects as the number stated from the same group of objects must also be worked on.

Section	Goals	Target Behaviours	Explanations
		it with real objects corresponding to the numbers between 1-10. 5.5.2.5. Carries out the subtraction operation mentally with numbers between 1-10. 5.5.2.6. Solves verbal problems requiring a subtraction operation with numbers between 1-10 by modelling them with objects/object pictures. 5.5.2.7. Solves verbal problems requiring subtraction with numbers between 1-10 by subtracting mentally.	

Section	Goals	Target Behaviours	Explanations
Section 5.6. Geometry	5.6.1. Discriminates geometric shapes.	5.6.1.1. Matches geometric shapes. 5.6.1.2. Shows the requested geometric shape among geometric shapes. 5.6.1.3. States the name of the geometric shape shown.	In this goal, the geometric shapes square, circle, triangle and rectangle have priority. Activities directed at establishing a relationship between real objects/object pictures and geometric shapes must be carried out.

Section	Goals	Target Behaviours	Explanations
Section 5.7. Measurement	5.7.1. Carries out measurement with non-standard measuring instruments.	5.7.1.1. Selects the appropriate non-standard measuring instrument to measure a length. 5.7.1.2. Selects the appropriate non-standard measuring instrument to measure a weight. 5.7.1.3. Selects the appropriate non-standard measuring instrument to measure the amount of a liquid. 5.7.1.4. Measures the length stated with non-standard measuring instruments. 5.7.1.5. Measures the weight stated with non-standard measuring instruments. 5.7.1.6. Measures the amount of liquid stated with non-standard measuring instruments. 5.7.1.7. Estimates a length in terms of non-standard units. 5.7.1.8. Estimates a weight in terms of non-standard units. 5.7.1.9. Estimates the amount of a liquid in terms of non-standard units. 5.7.1.10. Compares the measurement results with the results he/she has estimated.	While measuring, care must be taken to take a starting point and to place the units in the same direction, so that no gap is left between them and they do not overlap. Materials such as string, a pencil, Lego, a book, a stone, a glass and a spoon, and natural measuring instruments such as the step, foot, fathom, span, finger and palm must be used as non-standard measuring instruments. During instruction, it must be emphasised that the length, weight and volume of these instruments are taken as the basis.

Section	Goals	Target Behaviours	Explanations
Section 5.7. Measurement	5.7.2. Discriminates that time is a measurable attribute.	5.7.2.1. States the short- and long-duration events during the day. 5.7.2.2. Groups events/event pictures having different durations.	The individual must be enabled to use the concepts "short" and "long" while qualifying the time taken in events. Examples such as going to school by bicycle, eating dinner and brushing teeth

Section	Goals	Target Behaviours	Explanations
		5.7.2.3. Compares two different events/event pictures according to whether they are short or long. 5.7.2.4. Orders events/event pictures having different durations.	must be given for events/event pictures having different durations. A comparison must be made in the form of "Eating dinner takes longer than brushing teeth."
Section 5.7. Measurement	5.7.3. Uses concepts indicating time appropriately to the context in speech.	5.7.3.1. Uses the concepts expressing the parts of a day (morning, noon, evening, night, daytime, etc.) appropriately to the context* in speech. 5.7.3.2. Uses the concepts "yesterday", "today" and "tomorrow" appropriately to the context in speech. 5.7.3.3. Uses expressions indicating time (before, now, after, in a moment, etc.) appropriately to the context* in speech.	* With the expression "appropriately to the context", it is meant that words indicating time must be used with their equivalent in real life. For example, the use "Gece okula giderim." or "Dün okula gideceğim." is not appropriate to the context.
Section 5.7. Measurement	5.8.1. Reads simple tables having at most two data groups.	5.8.1.1. Reads simple tables formed using symbols. 5.8.1.2. Reads simple tables formed using digits. 5.8.1.3. Answers the questions asked about simple tables having at most two data groups.	In table reading work, tables individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. Symbols (a star, a smiley face, etc.) must be used. The data must be limited to the numbers 1-10.

Section	Goals	Target Behaviours	Explanations
Section 5.8. Data	5.8.2. Forms simple tables having at most two data groups.	5.8.2.1. Fills in picture behaviour/activity tables using symbols. 5.8.2.2. Fills in picture behaviour/activity tables using digits. 5.8.2.3. Answers the questions asked about the simple tables having at most two data groups he/she has formed.	In table forming work, tables individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. Pictures such as a star and a smiley face must be used as symbols. The data must be limited to the numbers 1-10.

6. Name of the Module	MATHEMATICS
6. Aim of the Module	With the Mathematics module, the aim is to enable individuals with autism spectrum disorder to learn the most basic skills of mathematics during the school period and to succeed in advanced mathematics skills.
6. Sections in the Module	Numbers and Operations, Geometry, Measurement, Data Processing This module has been created on the basis of the MoNE Mathematics Course Instructional Program. 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 Level 1, Level 2, Level 3, Le-

Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.1. Counts rhythmically.	Level 1 6.1.1.1. Counts rhythmically forwards by ones from 0 to 100. 6.1.1.2. Counts rhythmically forwards by ones starting from a number given between 1-20. 6.1.1.3. Counts rhythmically forwards by tens from 0 to 100. 6.1.1.4. Counts rhythmically forwards by fives from 0 to 100. 6.1.1.5. Counts rhythmically forwards by twos up to 20. 6.1.1.6. Counts rhythmically backwards by ones starting from 20. 6.1.1.7. Counts rhythmically backwards by twos starting from 20. Level 2 6.1.1.8. Counts rhythmically backwards by twos from 100. 6.1.1.9. Counts rhythmically forwards by threes from 0 to 30. 6.1.1.10. Counts rhythmically backwards by threes from 30 to 1. 6.1.1.11. Counts rhythmically forwards by fours from 0 to 40. 6.1.1.12. Counts rhythmically backwards by fours from 40 to 0. 6.1.1.13. Counts rhythmically forwards by threes starting from a number given between 1-30. 6.1.1.14. Counts rhythmically backwards by threes starting from a number given between 1-30. 6.1.1.15. Counts rhythmically forwards by fours starting from a number given between 1-40. 6.1.1.16. Counts rhythmically backwards by fours starting from a number given between 1-40. Level 3 6.1.1.17. Counts rhythmically forwards by sixes from 0 to 60. 6.1.1.18. Counts rhythmically forwards by sevens from 0 to 70. 6.1.1.19. Counts rhythmically forwards by eights from 0 to 80. 6.1.1.20. Counts rhythmically forwards by nines from 0 to 90. 6.1.1.21. Counts rhythmically forwards by hundreds from 100 to 1000.	In all rhythmic counting work, instructional practices containing rhythm and physical movement, such as clapping hands, snapping fingers and shaking maracas, must be included. For target behaviour 6.1.1.5., rhythmic counting forwards by twos must be extended up to 100. In counting work, a number line, number strips and hundred charts must be used. In all rhythmic counting work, instructional practices containing rhythm and physical movement, such as clapping hands, snapping fingers and shaking maracas, must be included. For target behaviour 6.1.1.5., rhythmic counting forwards by twos must be extended up to 100. In counting work, a number line, number strips and hundred charts must be used.

Section	Goals	Target Behaviours	Explanations
		6.1.1.22. Counts rhythmically backwards by hundreds from 1000. 6.1.1.23. Counts rhythmically forwards by tens starting from a number given between 1-1000. 6.1.1.24. Counts rhythmically forwards by hundreds starting from a number given between 1-1000. Level 4 6.1.1.25. Counts rhythmically by thousands up to 10,000.	
Section 6.1. Numbers and Operations	6.1.2. Counts objects/object pictures.	Level 1 6.1.2.1. Counts a number of objects/object pictures between 1-20 lined up side by side one by one. 6.1.2.2. Counts a number of objects/object pictures between 1-20 lined up in a mixed order one by one. Level 2 6.1.2.3. Counts the objects/object pictures in a group whose number of objects is up to 100 one by one. 6.1.2.4. Counts the objects/object pictures in a group whose number of objects is up to 100 in tens. 6.1.2.5. Counts the objects/object pictures in a group whose number of objects is up to 100 in fives. 6.1.2.6. Counts the objects/object pictures in a group whose number of objects is up to 100 in twos. 6.1.2.7. Counts the objects/object pictures in a group whose number of objects is up to 30 in threes. 6.1.2.8. Counts the objects/object pictures in a group whose number of objects is up to 40 in fours.	The teaching of goal 6.1.2. counting objects/object pictures and goal 6.1.3. expressing the quantity corresponding to a number up to 100 as items must be carried out together. Particularly at Level 1, individuals must be enabled to grasp that the last number they state while counting the objects in groups of a particular number of objects is the number of objects in the group of objects. In target behaviours 6.1.2.1. and 6.1.2.2., counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing out the object pictures as they are counted, and following a vertical or horizontal order while counting must be taught to individuals in counting objects/object pictures. In imparting target behaviours 6.1.2.4., 6.1.2.5., 6.1.2.6., 6.1.2.7. and 6.1.2.8., the individual must first group the objects/object pictures himself/herself; then work must be carried out with objects/object pictures given in grouped form. In all rhythmic counting work, instructional practices containing rhythm and physical movement, such as clapping hands, snapping fingers and shaking maracas, must be included. For target behaviour 6.1.2.5., rhythmic counting forwards by twos must be extended up to 100. In counting work, a number line, number strips and hundred charts must be used.
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.3. Expresses the quantity corresponding to a number up to 100 as items.	Level 1 6.1.3.1. States how many objects there are by counting a group of objects between 1-20. 6.1.3.2. States how many objects there are by counting a group of objects between 1-20 in the picture. 6.1.3.3. Separates the requested number of objects from	While goal 6.1.3. is being worked on; a. The difference between the digit and the number must be emphasised. b. It must be emphasised that the last number stated in counting objects and object pictures expresses the quantity of objects.

Section	Goals	Target Behaviours	Explanations
		within a group of objects between 1-20 by counting. Level 2 6.1.3.4. States how many objects there are by counting a group of objects between 20-100 in the picture.	
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.4. Reads and writes natural numbers.	Level 1 6.1.4.1. States that a quantity consisting of 10 entities of the same kind is one ten-pack. 6.1.4.2. States that a quantity consisting of 12 entities of the same kind is one dozen. 6.1.4.3. Separates a group of objects/object pictures between 10-20 (10 and 20 included) into its tens and ones. 6.1.4.4. States how many tens and how many ones a group of objects/object pictures between 10-20 consists of. 6.1.4.5. Writes the number corresponding to the group of objects between 10-20 that he/she has separated into its tens and ones. 6.1.4.6. Reads the number corresponding to the group of objects between 10-20 that he/she has separated into its tens and ones. 6.1.4.7. Reads the numbers between 1-20. 6.1.4.8. Writes a number said between 1-20 with digits. Level 2 6.1.4.9. Separates a quantity whose number of objects is less than 100 into its tens and ones using a model. 6.1.4.10. States how many tens and how many ones the quantity he/she has separated into groups of tens and ones consists of. 6.1.4.11. Writes the number corresponding to a quantity between 20-100 that he/she has separated into its tens and ones. 6.1.4.12. Reads the number corresponding to a quantity between 20-100 that he/she has separated into its tens and ones. 6.1.4.13. Reads two-digit natural numbers. 6.1.4.14. Writes two-digit natural numbers said with digits. Level 3 6.1.4.15. Separates a quantity whose number of objects is 100-1000 into its hundreds, tens and ones using a model. 6.1.4.16. States how many hundreds, how many tens and how many ones the quantity he/she has separated into its hundreds, tens and ones consists 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 case that the individual has a need relating to the digits, digit reading and writing work must first be carried out. In digit instruction, the digits must be worked on by relating them to number. While goal 6.1.4. is being worked on, base-ten blocks and base-ten block visuals must be used as models.

Section	Goals	Target Behaviours	Explanations
		6.1.4.17. Writes the number corresponding to a quantity between 100-1000 that he/she has separated into its hundreds, tens and ones. 6.1.4.18. Reads the number corresponding to a quantity between 100-1000 that he/she has separated into its hundreds, tens and ones. 6.1.4.19. Reads three-digit natural numbers. 6.1.4.20. Writes three-digit natural numbers said with digits. Level 4 6.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 6.1.4.22. Writes 4-, 5- and 6-digit natural numbers said with digits.	
Section 6.1. Numbers and Operations	6.1.5. Writes the place and place values of natural numbers.	Level 2 6.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 6.1.5.2. Writes the place values of natural numbers smaller than 100. Level 3 6.1.5.3. Writes the place names of three-digit numbers on models. 6.1.5.4. Writes the place values of three-digit numbers on models. Level 4 6.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 6.1.5.6. Writes the place values of 4-, 5- and 6-digit natural numbers. 6.1.5.7. Separates 4-, 5- and 6-digit numbers into their period groups. 6.1.5.8. Decomposes 4-, 5- and 6-digit numbers.	For goal 6.1.5., base-ten blocks and base-ten block visuals must be used as models. In teaching target behaviours 6.1.5.1., 6.1.5.2., 6.1.5.3., 6.1.5.4., 6.1.5.5. and 6.1.5.6., the individual must be expected both to state and to write.
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.6. Orders natural numbers.	Level 1 6.1.6.1. Writes the numbers from 1 to 20 in order. 6.1.6.2. Writes the number coming after a number given between 1-20. 6.1.6.3. Writes the number coming before a number given between 1-20. 6.1.6.4. Orders the numbers from 1 to 20 given in a mixed order according to the counting order.	While goal 6.1.6. is being worked on, the grasping of the consecutiveness relationship between numbers must be ensured by using the expressions "before", "after" and "between". In teaching target behaviours 6.1.6.2. and 6.1.6.3., the individual must be expected both to state and to write. In teaching target behaviours 6.1.6.5., 6.1.6.6., 6.1.6.7. and 6.1.6.9., the

Section	Goals	Target Behaviours	Explanations
		6.1.6.5. Writes the number/numbers left missing in a number series given from 1 to 20. Level 2 6.1.6.6. Writes the number coming after a number given between 1-100. 6.1.6.7. Writes the number coming before a number given between 1-100. 6.1.6.8. Orders at most 4 natural numbers given in a mixed order between 1-100 according to the counting order. 6.1.6.9. Writes the numbers left missing in a number series formed with natural numbers smaller than 100.	individual must be expected both to state and to write.
Section 6.1. Numbers and Operations	6.1.7. Makes a comparison between the numbers of objects of the groups by matching two groups of objects one to one.	Level 1 6.1.7.1. States that they are equal by matching two groups of objects of the same number between 1-20 one to one. 6.1.7.2. States that one group of objects is fewer than the other by matching two groups of objects of different numbers between 1-20 one to one. 6.1.7.3. States that one group of objects is more than the other by matching two groups of objects of different numbers between 1-20.	In teaching 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 work with two groups of objects. During the matching work, individuals must be enabled to express the result of comparing two groups of objects and object pictures as “12 kalem, 5 kalemden fazladır.” or “8 çiçek, 11 çiçekten azdır.”
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.8. Compares natural numbers.	Level 1 6.1.8.1. States that the two numbers are equal by comparing two numbers between 10-20. 6.1.8.2. States the larger one by comparing two numbers between 10-20. 6.1.8.3. States the smaller one by comparing two numbers between 10-20. Level 2 6.1.8.4. States the larger/largest one by comparing at most four natural numbers smaller than 100. 6.1.8.5. States the smaller/smallest one by comparing at most four natural numbers smaller than 100. 6.1.8.6. Orders at most four natural numbers smaller than 100 from largest to smallest/smallest to largest. Level 3 6.1.8.7. States the larger/largest one by comparing at most five natural numbers smaller than 1000. 6.1.8.8. States the smaller/smallest one by comparing at most five natural numbers smaller than 1000.	While target behaviours 6.1.8.1., 6.1.8.2. and 6.1.8.3. are being worked on, the comparison of numbers between 1-20 may also be included. While target behaviour 6.1.8.6. is being worked on, the greater than-less than symbols must not be used in number orderings; ordering must be carried out using a comma between the numbers. While target behaviour 6.1.8.10. is being worked on, ordering work using symbols must first be carried out with four-digit natural numbers, then with five-digit and six-digit natural numbers. Finally, ordering work must be carried out by giving four-, five- and six-digit numbers in a mixed order.

Section	Goals	Target Behaviours	Explanations
		6.1.8.9. Orders at most five natural numbers smaller than 1000 from largest to smallest/smallest to largest using the symbols ">" and "<". Level 4 6.1.8.10. Orders natural numbers of at most six digits using the greater/less than symbol.	
Section 6.1. Numbers and Operations	6.1.9. Uses numbers for the purpose of indicating order.	Level 1 6.1.9.1. States the order of the objects/object pictures within an ordered series. 6.1.9.2. Shows the object/object picture whose order is stated within an ordered series. 6.1.9.3. Reads the number indicating order. 6.1.9.4. Writes the number indicating order.	While goal 6.1.9. is being worked on; a. An ordered series must consist of 1-20 objects/object pictures. b. Visuals ordered within a context (a car race, a running race, etc.) must be used as a number series.
Section 6.1. Numbers and Operations	6.1.10. Forms an increasing/decreasing number pattern according to a particular rule.	Level 2 6.1.10.1. States the rule of a number pattern in which the difference between them is constant. 6.1.10.2. Writes the item left missing in a number pattern in which the difference between them is constant. Level 3 6.1.10.3. Continues a number pattern in which the difference between them is constant for at most 4 steps. 6.1.10.4. Forms a single-rule number pattern increasing or decreasing according to a particular rule. Level 4 6.1.10.5. Forms a double-rule number pattern increasing or decreasing according to a particular rule. 6.1.10.6. States the rules of the number pattern he/she has formed according to a double rule.	Before the number patterns in goal 6.1.10. are worked on, the pattern goals 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 work relating to number patterns is 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 them. 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 6.1.10.1. and 6.1.10.2. are being worked on, at least 3 items must be given from the beginning so that the rule can be found in the patterns. For example, 5, 10, 15, ..., 25, ..., 35. For target behaviour 6.1.10.2., number patterns in which at most two items are not given must be used. In teaching this target behaviour, the individual must be expected both to state and to write.
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.	Level 2 6.1.11.1. States which ten a natural number smaller than 100 is close to. 6.1.11.2. Rounds a natural number smaller than 100 to the ten it is close to. Level 3 6.1.11.3. States the ten/hundred a three-digit natural number is close to. 6.1.11.4. Rounds a three-digit natural number to the ten/hundred it is close to. Level 4 6.1.11.5. States the ten/hundred/thousand a four-digit natural number is close to.	

Section	Goals	Target Behaviours	Explanations
		6.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand it is close to.	
Section 6.1. Numbers and Operations	6.1.12. Discriminates natural numbers according to whether they are odd or even.	Level 3 6.1.12.1. States that the number of objects is odd or even by grouping objects/object pictures. 6.1.12.2. States that the numbers given are odd or even. 6.1.12.3. States that the sum of two odd natural numbers is even. 6.1.12.4. States that the sum of two even natural numbers is even. 6.1.12.5. States that the sum of an odd and an even natural number is odd.	The addition operation carried out within the framework of target behaviours 6.1.12.3., 6.1.12.4. and 6.1.12.5. must be examined with models (objects, ten blocks, etc.).
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.13. Carries out addition operations with natural numbers.	Level 1 6.1.13.1. States that the number of the group has increased/grown by adding as many objects as the number stated to a group of objects. 6.1.13.2. Carries out addition operations whose sum does not exceed 20 by modelling them with real objects/object pictures. 6.1.13.3. Carries out the addition operation shown with objects/object pictures whose sum does not exceed 20 by converting it into numbers. 6.1.13.4. Uses the equals symbol. 6.1.13.5. Uses the addition operation symbol (+). 6.1.13.6. Carries out addition operations with numbers whose sum does not exceed 20. 6.1.13.7. Carries out the addition operation with three single-digit numbers whose sum does not exceed 20. 6.1.13.8. States that the sum does not change when the places of the addends change in the addition operation. 6.1.13.9. Writes the addend that is not given in the addition operation carried out with numbers whose sum does not exceed 20. 6.1.13.10. Carries out the addition operation mentally with numbers whose sum does not exceed 20. Level 2 6.1.13.11. Carries out the addition operation without carrying with two numbers whose sums do not exceed 100.	Within the scope of goal 6.1.13.; a. At the first level, addition operations must be carried out first side by side and then one beneath the other. In the addition operation carried out one beneath the other, it must be emphasised that the operation line carries a similar meaning to the equals sign. b. After sufficient work has been carried out on addition operations whose sum does not exceed 10, work must be carried out on addition operations whose sum does not exceed 20. c. Addition work with/without carrying must be carried out by enabling the individual to form the addition operation himself/herself (with symbols). While goal 6.1.13. is being worked on, the meanings of the addition operation as bringing together objects of the same kind (that can be added), adding, increasing and growing must be made noticeable through modelling work and conceptual understanding must be emphasised with daily life situations. Target behaviours 6.1.13.4., 6.1.13.5. and 6.1.13.6. must be addressed together in instruction. At this stage, the individual must be enabled to read aloud the addition operation 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 6.1.13.4. and 6.1.13.5., work must be carried out in the dimensions of showing, stating and writing the relevant symbol.

Section	Goals	Target Behaviours	Explanations
		6.1.13.12. Carries out the addition operation with carrying with two numbers whose sums do not exceed 100. 6.1.13.13. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 100. 6.1.13.14. Estimates the sum of two numbers whose sums do not exceed 100. 6.1.13.15. Compares his/her estimate of the sum of two numbers whose sums do not exceed 100 with the result of the operation. 6.1.13.16. Carries out the addition operation mentally with two numbers whose sums do not exceed 100. Level 3 6.1.13.17. Carries out the addition operation without carrying with two numbers whose sums do not exceed 1000. 6.1.13.18. Carries out the addition operation with carrying with two numbers whose sums do not exceed 1000. 6.1.13.19. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 1000. 6.1.13.20. Estimates the sum of two numbers whose sums do not exceed 1000. 6.1.13.21. Compares his/her estimate of the sum of two numbers whose sums do not exceed 1000 with the result of the operation. 6.1.13.22. Adds mentally two numbers whose sums do not exceed 1000. Level 4 6.1.13.23. Carries out the addition operation with/without carrying with numbers of at most four digits. 6.1.13.24. Estimates the sum of two numbers whose sums are of at most four digits. 6.1.13.25. Compares his/her estimate of the sum of two numbers whose sums are of at most four digits with the result of the operation. 6.1.13.26. Adds mentally numbers of at most four digits with multiples of 100.	Within the scope of target behaviour 6.1.13.6., addition with 0 must be included. The individual must be enabled to understand and justify the difference of adding with 0 from adding with other numbers. Within the scope of target behaviour 6.1.13.9., the subtraction operation must not be carried out; the result must be reached by adding on. In teaching this target behaviour, the individual must be expected both to state and to write. While target behaviour 6.1.13.10. is being worked on, addition strategies such as completing to 10, number pairs (such as 4+4), adding on, and one more/two more must be taught. Within the scope of target behaviour 6.1.13.12., the meaning of carrying in the addition operation must be explained by modelling it with real objects, base-ten blocks and base-ten block visuals, etc. Within the scope of target behaviour 6.1.13.13., while the addend that is not given is being found, the strategy of counting on, counting back or the subtraction operation must be used. For target behaviours 6.1.13.19 and 6.1.13.22., the individual must be enabled to use estimation strategies (rounding, number pairs (such as 50+50), place values, adding on and decomposing numbers). For target behaviour 6.1.13.22., mental addition operations must be carried out with two two-digit numbers whose sums do not exceed 100, a three-digit and a single-digit number, and two numbers that are multiples of 100 and 10.
Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.14. Solves problems requiring the addition operation.	Level 1 6.1.14.1. Solves problems requiring one addition operation with numbers whose sum does not exceed 20. 6.1.14.2. Poses problems requiring one addition operation	Within the scope of goal 6.1.14.; a. In the problem-solving process, the problem must be visualised with diagrams or with individuals' own drawings.

Section	Goals	Target Behaviours	Explanations
		with numbers whose sum does not exceed 20, appropriate to what is given. Level 2 6.1.14.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 6.1.14.4. Poses problems requiring two operations with numbers whose sum does not exceed 100, appropriate to what is given. Level 3 6.1.14.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000. 6.1.14.6. Poses problems requiring at most two operations, appropriate to what is given. Level 4 6.1.14.7. Solves problems requiring at most four operations with numbers of at most four digits. 6.1.14.8. Poses problems requiring three operations, appropriate to what is given.	b. In the problem-solving process, individuals must be modelled at the stages 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 6.1. Numbers and Operations	6.1.15. Carries out subtraction operations with natural numbers.	Level 1 6.1.15.1. States that the number of the group has decreased/diminished by removing as many objects as the number stated from a group of objects. 6.1.15.2. Carries out subtraction operations with numbers up to 20 by modelling them with real objects/object pictures. 6.1.15.3. Carries out the subtraction operation shown with objects/object pictures between 0-20 by converting it into numbers. 6.1.15.4. Uses the subtraction operation symbol (-). 6.1.15.5. Carries out the subtraction operation with numbers up to 20. 6.1.15.6. Carries out the subtraction operation mentally with numbers up to 20. Level 2 6.1.15.7. Carries out the subtraction operation without regrouping tens with numbers up to 100. 6.1.15.8. Carries out the subtraction operation by regrouping tens with numbers up to 100. 6.1.15.9. Finds the minuend that is not given in the subtraction operation carried out with numbers up to 20.	Within the scope of goal 6.1.15.; a. At the first level, subtraction operations must be carried out first side by side and then one beneath the other. In the subtraction operation carried out one beneath the other, it must be emphasised that the operation line carries a similar meaning to the equals sign. b. After sufficient work has been carried out on subtraction operations up to 10, work must be carried out on subtraction operations up to 20. c. Subtraction work without regrouping tens and by regrouping tens must be carried out by enabling the individual to form the subtraction operation himself/herself (with symbols). d. It must be emphasised that the subtraction operation is “finding the unknown addend”. Target behaviours 6.1.15.3. and 6.1.15.4. must be addressed together in instruction. At this stage, the individual must be enabled to read aloud the subtraction operation he/she has carried out (for $5-3=2$, “5 minus 3 is equal to 2.”). Furthermore, the meanings of the terms “minuend”, “subtrahend” and “difference” must be emphasised. Within the scope of target behaviour 6.1.15.5., subtraction operations in which 0

Section	Goals	Target Behaviours	Explanations
		6.1.15.10. Finds the subtrahend that is not given in the subtraction operation carried out with numbers up to 20. 6.1.15.11. Estimates the result of the subtraction operation carried out with two numbers up to 100. 6.1.15.12. Compares his/her estimate of the result of the subtraction operation carried out with two numbers up to 100 with the result of the operation. 6.1.15.13. Subtracts mentally two numbers that are multiples of 10 within 100. Level 3 6.1.15.14. Carries out the subtraction operation without regrouping tens with numbers of at most three digits. 6.1.15.15. Carries out the subtraction operation by regrouping tens with numbers of at most three digits. 6.1.15.16. Finds the minuend that is not given in the subtraction operation carried out with numbers up to 100. 6.1.15.17. Finds the subtrahend that is not given in the subtraction operation carried out with numbers up to 100. 6.1.15.18. Estimates the result of the subtraction operation carried out with three-digit numbers. 6.1.15.19. Compares his/her estimate of the result of the subtraction operation carried out with three-digit numbers with the result of the operation. 6.1.15.20. Subtracts mentally a two-digit number that is a multiple of 10 from a two-digit number. 6.1.15.21. 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 6.1.15.22. Carries out the subtraction operation without regrouping tens with two numbers of at most four digits. 6.1.15.23. Carries out the subtraction operation by regrouping tens with two numbers of at most four digits. 6.1.15.24. Finds the minuend that is not given in the subtraction operation carried out with numbers of at most four digits. 6.1.15.25. Finds the subtrahend that is not given in the subtraction operation carried out with numbers up to 100. 6.1.15.26. Estimates the result of the subtraction operation carried out with numbers of at most four digits. 6.1.15.27. Compares his/her estimate of the result of the subtraction operation carried out with numbers of at most four digits with the result of the operation.	is the subtrahend and the difference and the meaning of zero in the operation must be included. For target behaviour 6.1.15.5., while mental subtraction operations are being worked on, strategies such as adding on, decomposing numbers, one fewer/two fewer, counting back towards a number, number pairs and completing to 10 must be taught.

Section	Goals	Target Behaviours	Explanations
		6.1.15.28. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number. 6.1.15.29. Subtracts mentally three-digit numbers that are multiples of 100.	
Section 6.1. Numbers and Operations	6.1.16. Solves problems requiring the subtraction operation.	Level 1 6.1.16.1. Solves problems requiring one subtraction operation with numbers between 1-20. 6.1.16.2. Poses problems requiring one subtraction operation with numbers between 1-20, appropriate to what is given. Level 2 6.1.16.3. Solves problems of at most two operations requiring the addition and subtraction operation with numbers between 0-100. 6.1.16.4. Poses problems of at most two operations requiring the addition and subtraction operation with numbers between 0-100, appropriate to what is given. Level 3 6.1.16.5. Solves problems of at most three operations requiring the addition and subtraction operation with numbers between 0-1000. 6.1.16.6. Poses problems of at most two operations requiring the addition and subtraction operation with numbers between 0-1000, appropriate to what is given. Level 4 6.1.16.7. Solves problems of at most four operations requiring the addition and subtraction operation with numbers of at most four digits. 6.1.16.8. Poses problems of at most three operations requiring the addition and subtraction operation with numbers of at most four digits, appropriate to what is given.	Within the scope of goal 6.1.16.; 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 modelled at the stages 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 6.1. Numbers and Operations	6.1.17. Carries out multiplication operations with natural numbers.	Level 2 6.1.17.1. Models the multiplication operation with numbers up to 20 as repeated addition with real objects/object pictures. 6.1.17.2. States that the multiplication operation is repeated addition. 6.1.17.3. Converts the multiplication operation shown with	For goal 6.1.17., it must be emphasised that the product does not change when the place of the factors changes. While target behaviour 6.1.17.1. is being worked on, the groups must be formed in twos, threes, fours, fives and tens. While working in twos the total number of objects must be 20, while working in threes 30, while working in fours 40, while working in fives 50 and while working in tens 100.

Section	Goals	Target Behaviours	Explanations
		objects/object pictures into numbers. 6.1.17.4. Uses the multiplication operation symbol (x). 6.1.17.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 6.1.17.6. Forms the multiplication table up to 5 (5 included). Level 3 6.1.17.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 6.1.17.8. Forms the multiplication table. 6.1.17.9. Multiplies numbers up to 100 by numbers up to 10 without carrying. 6.1.17.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 6.1.17.11. Multiplies a two-digit number by a two-digit number. 6.1.17.12. Multiplies a three-digit number by a single-digit number. 6.1.17.13. Carries out the multiplication operation by the short method with the numbers 10 and 100 up to 1000. 6.1.17.14. States how the result changes when one of the factors is increased or decreased in the multiplication operation. Level 4 6.1.17.15. Multiplies two-digit numbers by three-digit numbers. 6.1.17.16. States that changing the place of the factors in the multiplication operation carried out with three natural numbers does not change the result. 6.1.17.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 by the short method. 6.1.17.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 by the short method. 6.1.17.19. Multiplies numbers of at most three digits by 10, 100 and 1000 mentally. 6.1.17.20. Estimates the product of a natural number of at most two digits and a single-digit natural number. 6.1.17.21. Compares his/her estimate of the product of a natural number of at most two digits and a single-digit natural number with the result of the operation.	While target behaviour 6.1.17.2. is being worked on, real objects must be included. For target behaviours 6.1.17.1. and 6.1.17.2., multiplication operation work must be included first side by side and then one beneath the other. While the multiplication operation is being imparted, individuals must be enabled to express the times meaning of the multiplication operation. While the times meaning is being worked on, for example in the operation $4 \times 2 = 8$ it may be expressed in the form "2 times 4 is equal to 8.", "4 times 2 is equal to 8." Furthermore, repeated addition must be related to the times meaning. Target behaviours 6.1.17.3. and 6.1.17.4. must be worked on together. For target behaviour 6.1.17.3., the individual must be enabled to read aloud the multiplication operation he/she has carried out (for $2 \times 2 = 4$, "2 times 2 is equal to 4.") and it must be emphasised that each number multiplied in the multiplication operation is a factor and the result is the product. The individual must be enabled to understand the difference of the multiplication operation by 1 from multiplying by other numbers and to justify it with the repeated addition meaning of multiplication. Similarly, the difference of multiplying by 0 from multiplying by other numbers must be given by making use of the addition-multiplication relationship (for example $0 + 0 + 0 = 0$, $3 \times 0 = 0$). While target behaviour 6.1.17.14. 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 6.1. Numbers and Operations	6.1.18. Solves problems relating to multiplication.	Level 2 6.1.18.1. Solves problems requiring one multiplication	Within the scope of goal 6.1.18.;

Section	Goals	Target Behaviours	Explanations
		operation with numbers between 1-100. Level 3 6.1.18.2. Solves problems requiring two operations, one of which is the multiplication operation, with numbers between 1-100. 6.1.18.3. Poses problems requiring the multiplication operation. Level 4 6.1.18.4. Solves problems requiring at most three operations, one of which is the multiplication operation, with numbers of at most three digits. 6.1.18.5. Poses problems requiring at most two operations, one of which is the multiplication operation, with numbers of at most three digits.	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 modelled at the stages 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 6.1. Numbers and Operations	6.1.19. Carries out division operations with natural numbers.	Level 2 6.1.19.1. Models the division operation with numbers up to 20 by grouping/sharing out real objects/object pictures. 6.1.19.2. Models the division operation with numbers up to 20 as successive subtraction by grouping/sharing out real objects/object pictures. 6.1.19.3. Converts the division operation without a remainder shown with objects/object pictures between 0-20 into numbers. 6.1.19.4. Uses the division operation symbol ($\div$). 6.1.19.5. States the role of 1 in the division operation. Level 3 6.1.19.6. Divides numbers up to 100 by numbers up to 10 without a remainder. 6.1.19.7. Divides numbers up to 100 by numbers up to 10 with a remainder. 6.1.19.8. Divides a natural number whose ones digit is zero by 10 by the short method with numbers up to 100. Level 4 6.1.19.9. Divides three-digit natural numbers by natural numbers of at most two digits. 6.1.19.10. Divides a number of at most four digits by a single-digit number. 6.1.19.11. Divides natural numbers of at most five digits whose last three digits are zero by 10, 100 and 1000 mentally. 6.1.19.12. Estimates the result of a division operation. 6.1.19.13. Compares his/her estimate of the result of a	For target behaviour 6.1.19.1., work relating the division operation to the actions of separating into equal groups or sharing out must be carried out. The numbers of objects and object pictures must be limited to at most 20. The operations must be planned so that they are divided without a remainder by at most 5. While target behaviour 6.1.19.2. is being worked on, the modelling of the division operation with numbers up to 20 as successive subtraction by grouping/sharing out real objects/object pictures must also be included. Target behaviours 6.1.19.3 and 6.1.19.4. must be addressed together in instruction. At this stage, the individual must be enabled to read aloud the division operation 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, divisor, quotient and division line in a division operation given must be emphasised. At Level 3, the individual must be enabled to relate the dividend, divisor, quotient and remainder in the division operation conceptually with appropriate problem situations. Furthermore, it must be shown with modelling and operations that the dividend in the division operation is equal to the sum of the product of the divisor and quotient with the remainder. For target behaviours 6.1.19.6. and 6.1.19.7., in addition to modelling carried out with concrete objects, models such as the number line and base ten must also be used. Furthermore, in teaching target behaviour 6.1.19.7., it must be stated that when

Section	Goals	Target Behaviours	Explanations
		division operation with the result of the operation. 6.1.19.14. States the relationship between multiplication and division. 6.1.19.15. Determines the value that is not given in one of two mathematical expressions between which there is an equality relationship and states that the equality is satisfied. 6.1.19.16. Explains the operations that need to be carried out for two mathematical expressions between which there is no equality relationship to be equal.	the remainder in the division operation is smaller than the divisor the operation is not continued.
Section 6.1. Numbers and Operations	6.1.20. Solves problems requiring the division operation.	Level 2 6.1.20.1. Solves problems requiring the division operation by dividing by 2, 3, 4, at most 5, using numbers between 1-20. Level 3 6.1.20.2. Solves problems requiring two operations, one of which is division, with numbers up to 100. 6.1.20.3. Poses problems requiring the division operation with numbers up to 100. Level 4 6.1.20.4. Solves problems requiring at most three operations, one of which is division, with numbers of at most four digits. 6.1.20.5. Poses problems requiring two operations, one of which is division, with numbers of at most four digits.	Within the scope of goal 6.1.20.; 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 modelled at the stages 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 6.1. Numbers and Operations	6.1.21. Uses fraction notation by relating the whole, half and quarter models.	Level 1 6.1.21.1. Shows the object/object picture that is whole. 6.1.21.2. Shows the object/object picture that is half. 6.1.21.3. States that one of the two equal parts of a whole is a half. 6.1.21.4. Relates the whole and the half. Level 2 6.1.21.5. Shows the object/object picture that is a quarter. 6.1.21.6. States that one of the four equal parts of a whole is a quarter. 6.1.21.7. States that one of the two equal parts of a half is a quarter. 6.1.21.8. Relates the quarter and the half. 6.1.21.9. States that a whole consists of one half and two quarters. Level 3 6.1.21.10. Shows the whole, half and quarter models in	Within the scope of goal 6.1.21.; 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). Fraction notation must not be entered into in target behaviours 6.1.21.1., 6.1.21.2. and 6.1.21.3. Furthermore, for target behaviour 6.1.21.3., work on dividing a whole into two equal parts must be carried out. While target behaviour 6.1.21.5. is being worked on, work on dividing a whole into four equal parts must be carried out. In target behaviour 6.1.21.8., work relating the quarter and the half must be carried out using models (for example a half consisting of two quarters). Furthermore, for this target behaviour, dividing a half into two equal parts must

Section	Goals	Target Behaviours	Explanations
		fraction form. 6.1.21.11. States the fraction expressing the half, the quarter and the whole. 6.1.21.12. States the part-whole meaning of the fraction.	be worked on. While target behaviour 6.1.21.10. 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, denominator and fraction line must be explained on the examples used. While target behaviour 6.1.21.12. is being worked on, the part-whole relationship between the numerator and the denominator must be established. Expressions emphasising the part-whole relationship must be used in reading fraction notations (for example the fraction $\frac{1}{4}$ must be read in the form "one quarter").
Section 6.1. Numbers and Operations	6.1.22. Shows, compares and orders unit fractions.	Level 3 6.1.22.1. Shows each of the equal parts of a whole in fraction form. 6.1.22.2. States that each of the equal parts of a whole is a unit fraction. 6.1.22.3. States the unit fractions of fractions whose denominator is 10, 100. 6.1.22.4. States by modelling as much of a quantity as the unit fraction stated. Level 4 6.1.22.5. Compares unit fractions according to the greater-smaller relationship. 6.1.22.6. Orders unit fractions according to the greater-smaller relationship.	Within the scope of goal 6.1.22., work on dividing a whole into equal parts must be included. For target behaviours 6.1.22.5. and 6.1.22.6., work must be carried out on fractions whose denominator is at most 20
Section 6.1. Numbers and Operations	6.1.23. Discriminates and models improper and mixed fractions.	Level 3 6.1.23.1. Shows fractions whose numerator is greater than their denominator. Level 4 6.1.23.2. States by modelling the proper, improper and mixed fraction.	For target behaviour 6.1.23.1., work must be carried out on paper, fraction blocks, pattern blocks and the number line.
Section 6.1. Numbers and Operations	6.1.24. Models and states as much of a quantity as the proper fraction stated.	Level 3 6.1.24.1. States by modelling fractions whose numerator is smaller than their denominator. Level 4 6.1.24.2. States by modelling as much of a quantity as the proper fraction stated.	For target behaviour 6.1.24.1., 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 6.1.24.2., the number line, the area model, etc. must be used. Furthermore, in modelling as much of a quantity as the proper fraction stated, the number of the quantity must be of at most three digits. The multiplication operation of a natural number and a fraction must not be entered into.

Section	Goals	Target Behaviours	Explanations
Section 6.1. Numbers and Operations	6.1.25. Compares fractions.	Level 3 6.1.25.1. Shows a fraction given on the number line. Level 4 6.1.25.2. Compares at most three fractions whose denominators are equal according to the greater-smaller relationship.	At Level 4, in addition to length and area models, work must also be carried out on the number line. For goal 6.1.25., fractions must be compared in terms of greater-smaller according to the magnitudes they represent. Work on stating which one is greater and which one is smaller, and stating the greatest and smallest number, must be carried out. The greater/less than symbols must be used in the comparison. Work on comparing a fraction given with zero, a half and a whole on the number line must be included.
Section 6.1. Numbers and Operations	6.1.26. Carries out addition and subtraction operations with fractions whose denominators are equal.	Level 4 6.1.26.1. Carries out the addition and subtraction operation with fractions whose denominators are equal. 6.1.26.2. Solves problems requiring the addition and subtraction operation with fractions whose denominators are equal.	While goal 6.1.26. is being worked on, the action of adding the numerators among themselves while the denominator is constant in the addition and subtraction operation must be justified.

Section	Goals	Target Behaviours	Explanations
Section 6.2. Geometry	6.2.1. Discriminates geometric shapes and solids.	Level 1 6.2.1.1. Names geometric shapes by classifying them according to their numbers of corners and sides. 6.2.1.2. Models the triangle, square, rectangle, disc and circle. 6.2.1.3. Relates simple objects used in daily life to geometric shapes by classifying them according to their features. Level 2 6.2.1.4. States the similarities and differences of the triangle, square, rectangle, disc and circle. 6.2.1.5. Discriminates geometric solids on models. 6.2.1.6. States the name of the geometric solid shown. Level 3 6.2.1.7. States the faces, corners and edges of geometric solids. 6.2.1.8. States the similarities and differences of the cube, square prism and rectangular prism. 6.2.1.9. Draws a square, rectangle and triangle using a ruler. 6.2.1.10. Shows the diagonals on the square and rectangle. 6.2.1.11. States that shapes are named according to their numbers of sides. Level 4 6.2.1.12. Names the sides and corners of the triangle,	For target behaviour 6.2.1.1., the concepts “side” and “corner” must first be defined. The side and corner features of the circle, square, rectangle and triangle must be examined. While target behaviour 6.2.1.1. is being worked on, work must be carried out by modelling on shapes with at most four sides and the circle. Work on classifying the shapes must be carried out first, then defining, and then naming. For target behaviour 6.2.1.2., modelling work must be carried out using instruments such as a geoboard, string, elastic and sticks. The objects to be used for target behaviour 6.2.1.3. must be selected from geometric solids (prism, sphere, etc.). Without naming the geometric solids, the features to be used for classifying objects such as a box, a unit cube, a plastic bottle, a camping tent and ping-pong balls (round, cornered, having a rectangle on it, etc.) must be listed and classifications must be made accordingly. Work relating them to geometric shapes must be carried out by having the faces of objects in the shape of geometric solids from daily life examined. While target behaviours 6.2.1.5. and 6.2.1.6. are being worked on, work must be carried out on the square prism, rectangular prism, triangular prism, cylinder, sphere and cube as geometric solids. It must be emphasised in instruction that the formal features of geometric solids and shapes do not change when their direction, position or size changes.

Section	Goals	Target Behaviours	Explanations
		square and rectangle. 6.2.1.13. States the side features of the square and rectangle. 6.2.1.14. Classifies triangles according to their side lengths. 6.2.1.15. Forms the cube whose net is given.	In addition to the geometric solids addressed at Level 2, work must also be carried out on the cone at Level 3. For target behaviour 6.2.1.7., the concepts "face", "corner" and "edge" must first be explained to the individual by showing them on models. In teaching the target behaviour, the individual must be expected to state. However, in an individual who does not possess stating skills, the behaviour of showing must be worked on. For target behaviour 6.2.1.8., geometric shapes must be compared in terms of their corner, face and edge features. For target behaviour 6.2.1.10., it must be emphasised that the triangle has no diagonal. For target behaviour 6.2.1.12., the quadrilateral, pentagon, hexagon and octagon must be introduced. For target behaviour 6.2.1.14., for example, work on naming the sides and corners of a triangle in the form side A, corner A must be carried out.
Section 6.2. Geometry	6.2.2. Expresses spatial relations.	Level 1 6.2.2.1. States spatial (state, place, direction) relations. Level 2 6.2.2.2. Uses mathematical language to indicate place, direction and movement. 6.2.2.3. Discriminates the symmetrical shapes around him/her. 6.2.2.4. Draws a line of symmetry so as to divide the symmetrical shape given into two equal parts. Level 3 6.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 6.2.2.6. Completes the symmetrical shape one part of which is given by drawing it according to the horizontal or vertical line of symmetry. Level 4 6.2.2.7. Draws a line of symmetry on shapes whose mirror symmetry is given. 6.2.2.8. Draws the symmetry of the shape given with respect to the line.	For target behaviour 6.2.2.1., the place or direction of an object with respect 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. Work directed at their use in daily life situations must be carried out. For target behaviour 6.2.2.2., work must be carried out on spatial plans such as a simple sketch, map or school plan. While target behaviour 6.2.2.4. 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. The fact that there may be more than one line of symmetry must be worked on at a higher level.

Section	Goals	Target Behaviours	Explanations
Section 6.2. Geometry	6.2.3. Forms geometric patterns.	Level 1 6.2.3.1. Forms a pattern having at most three items with geometric solids or shapes. 6.2.3.2. States the rule in a pattern consisting of geometric shapes or objects resembling a geometric solid. 6.2.3.3. Completes the pattern by determining the items left missing in the pattern. Level 2 6.2.3.4. Completes the pattern by determining the items left missing in a repeating geometric pattern. 6.2.3.5. Forms new patterns having the same relationship with different materials by using the relationship in a geometric pattern. Level 3 6.2.3.6. Draws a design having a particular pattern on dotted or squared paper using shape models.	For target behaviour 6.2.3.4., work must be carried out on patterns with at most four items.
Section 6.2. Geometry	6.2.4. Discriminates the basic concepts in geometry.	Level 3 6.2.4.1. Names the point by showing it with a symbol. 6.2.4.2. States the line, the ray and the angle. 6.2.4.3. Forms line segments in vertical and oblique positions with line models. Level 4 6.2.4.4. States the plane. 6.2.4.5. Shows the angle with symbols by naming it. 6.2.4.6. Determines angles as acute, right, obtuse and straight angles by measuring them with standard angle measuring instruments. 6.2.4.7. Forms the angle whose measure is given using standard angle measuring instruments.	While target behaviour 6.2.4.2. is being worked on, examples from the environment must be given. In teaching the target behaviour, the individual must be expected to state. However, in an individual who does not possess stating skills, the behaviour of showing must be worked on. In teaching target behaviour 6.2.4.4., the individual must be expected to state. However, in an individual who does not possess stating skills, the behaviour of showing must be worked on. For target behaviours 6.2.4.6. and 6.2.4.7., it must be made noticeable, with the help of instruments serving to measure angles (protractor, set square, etc.), that the angle is formed by rotating a ray around its starting point.

Section	Goals	Target Behaviours	Explanations
Section 6.3. Measurement	6.3.1. Measures length.	Level 1 6.3.1.1. Compares objects in terms of their lengths. 6.3.1.2. Orders objects in terms of their lengths. 6.3.1.3. Selects the appropriate non-standard measuring instrument to measure a length. 6.3.1.4. Carries out measurement with the appropriate non-standard measuring instrument to measure a length. 6.3.1.5. Solves problems in which non-standard length units are used. Level 2 6.3.1.6. Carries out repeated measurements with the parts of a non-standard unit divided into two and four (for	IMPORTANT: In the Measurement section, in the relevant four operations and problem solutions, the limitations taken into account in the Numbers and Operations section according to level must be kept within. While comparison work is being carried out, expressions such as “longer” and “shorter” must be used. Objects and object pictures not exceeding five objects must be ordered. For target behaviour 6.3.1.7., it is limited to the metre and centimetre. While standard instruments are being used to measure lengths, measurements must be carried out in terms of the metre and centimetre.

Section	Goals	Target Behaviours	Explanations
		example with a pencil, then with half of it). 6.3.1.7. States the standard units of length measurement. 6.3.1.8. States the places of use of the standard units of length measurement. 6.3.1.9. States the result by carrying out measurement with the standard units of length measurement. 6.3.1.10. Estimates lengths with the standard units of measurement. 6.3.1.11. Compares the length he/she has estimated with the measurement result. 6.3.1.12. Forms length models with standard or non-standard units of length measurement. 6.3.1.13. Solves problems in which standard length units are used. Level 3 6.3.1.14. Forms a non-standard measure for one metre, half a metre, 10 cm and 5 cm. 6.3.1.15. Carries out measurement using the non-standard measuring instruments he/she has formed for one metre, half a metre, 10 cm and 5 cm. 6.3.1.16. Relates the standard units of length measurement and writes them in terms of one another. 6.3.1.17. Solves problems requiring at most two operations relating to the metre and centimetre, which are standard units of measurement. Level 4 6.3.1.18. States that the smallest unit of standard length measurement is the millimetre. 6.3.1.19. States the places of use of the millimetre, the smallest unit of standard length measurement. 6.3.1.20. Relates the standard units of length measurement. 6.3.1.21. Makes estimates according to an appropriate unit for lengths he/she can measure directly. 6.3.1.22. Solves problems in which standard units of measurement are used.	For target behaviour 6.3.1.11., models in which the repetition of the unit can also be seen must be formed, for example using coloured strips. The number line must be introduced with its basic features, used in the activities and related to the ruler.
Section	Goals	Target Behaviours	Explanations
Section 6.3. Measurement	6.3.2. Measures perimeters.	Level 3 6.3.2.1. Shows the perimeters of objects. 6.3.2.2. Measures the perimeter of shapes by making use of non-standard and standard units. 6.3.2.3. Calculates the perimeter of shapes.	Within the scope of target behaviour 6.3.2., a geoboard, dotted or squared paper must be used in perimeter calculations. Within the scope of goal 6.3.2., the perimeters of squares, rectangles or shapes formed from combinations of these given on a geoboard, on dotted or squared

Section	Goals	Target Behaviours	Explanations
		6.3.2.4. Solves problems relating to the perimeters of shapes. Level 4 6.3.2.5. Relates the perimeters and the side lengths of the square and rectangle. 6.3.2.6. Forms different geometric shapes having the same perimeter. 6.3.2.7. Solves problems relating to calculating the perimeters of shapes. 6.3.2.8. Poses problems relating to calculating the perimeters of shapes.	paper must be calculated. The circumference of the circle must not be included. Within the scope of target behaviour 6.3.2.1., work must first be carried out with non-standard units. For target behaviour 6.3.2.5. a. The relationships of the perimeter and the 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 is given. b. It must be discovered that the perimeter of a square is four times the length of one of its sides. c. In this kind of work, work in which squared or dotted paper is to be used (by relating it to the number of units) must be included.
Section 6.3. Measurement	6.3.3. Measures areas.	Level 3 6.3.3.1. Measures the area of shapes by covering them with appropriate non-standard material. 6.3.3.2. Estimates a particular area with non-standard units of area measurement. Level 4 6.3.3.3. States that the areas of shapes are the number of unit squares covering that area. 6.3.3.4. Relates the area of the square and rectangle to the addition and multiplication operations.	In target behaviour 6.3.3.1.; a. Material such as coloured paper or plastic of equal size may be used as covering material. Particular care must be taken to ensure 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. Work directed at individuals stating the number of units by counting must be included. d. Work directed at 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 6.3.3.4.; a. The areas of the square and rectangle must be calculated by counting the unit squares. b. Area calculation work must be carried out by counting and carrying out repeated addition and multiplication operations. c. While this work is being carried out, the row-column relationship must be made use of.

Section	Goals	Target Behaviours	Explanations
Section 6.3. Measurement	6.3.4. Discriminates the concepts relating to money.	Level 1 6.3.4.1. Discriminates coins and notes of the value of 1, 5, 10, 25, 50 kuruş and 1, 5, 10, 20, 50 TL. Level 2 6.3.4.2. Relates the kuruş and the lira. 6.3.4.3. Compares amounts of money of different amounts in terms of greater-smaller so that the value does not exceed 100 lira. 6.3.4.4. Solves problems relating to money. Level 3 6.3.4.5. Relates the kuruş and the lira. 6.3.4.6. Solves problems relating to money.	For target behaviour 6.3.4.2., operations are carried out so that the value does not exceed 100 lira. In target behaviour 6.3.4.2.; a. It must be exemplified 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 6.3.4.5., examples in the form of 325 kuruş, 3 lira 25 kuruş must be included. Decimal notation must not be included.
Section 6.3. Measurement	6.3.5. Discriminates the concepts relating to time.	Level 1 6.3.5.1. Reads full hours. 6.3.5.2. Reads half hours. 6.3.5.3. Indicates the day, week and month on the calendar. 6.3.5.4. Makes temporal orderings by taking particular events and situations as reference. Level 2 6.3.5.5. Reads quarter hours. 6.3.5.6. Relates the units of time measurement. 6.3.5.7. Solves problems relating to the units of time measurement. Level 3 6.3.5.8. States the time in terms of minutes and hours. 6.3.5.9. Relates the units of time measurement. 6.3.5.10. Compares the durations of events. 6.3.5.11. Solves problems in which the units of time measurement are used. Level 4 6.3.5.12. Relates the units of time measurement. 6.3.5.13. Solves problems in which the units of time measurement are used. 6.3.5.14. Poses problems in which the units of time measurement are used.	For target behaviour 6.3.5.4., 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, day-week, day-week-month, month-season, season-year. For Level 3, the units of time measurement are year-week, year-day, minute-second. For Level 4, the units of time measurement are hour-minute, minute-second, year-month-week, month-week-day. For target behaviours 6.3.5.6. and 6.3.5.9., conversion operations between the units of time measurement must not be entered into. In teaching target behaviour 6.3.5.8., stating, reading and writing the time in terms of minutes and hours must be aimed at. For target behaviour 6.3.5.12. 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 topic of the leap year must also be touched upon.
Section	Goals	Target Behaviours	Explanations
Section 6.3. Measurement	6.3.6. Discriminates the concepts relating to weighing.	Level 1 6.3.6.1. Compares objects in terms of their masses. 6.3.6.2. Orders objects in terms of their masses. Level 2 6.3.6.3. Compares objects by weighing them in terms of kilograms using standard instruments. 6.3.6.4. Solves problems relating to the unit of mass measurement. Level 3	For target behaviour 6.3.6.1., two objects are compared first. The comparison results are enabled to be expressed using expressions such as “heavier”, “lighter”, “heaviest” and “lightest”. At least three objects are ordered according to their masses and the relationship between them is interpreted. Expressions such as “heaviest” and “lightest” are used. For target behaviour 6.3.6.1., expressions such as “heavier”, “lighter”, “heaviest”

Section	Goals	Target Behaviours	Explanations
		6.3.6.5. Measures objects in terms of grams/kilograms. 6.3.6.6. Estimates the mass of an object. 6.3.6.7. Checks the accuracy of the mass he/she has estimated by carrying out measurement. 6.3.6.8. Solves problems relating to the kilogram/gram. Level 4 6.3.6.9. Expresses half and quarter kilograms in terms of grams. 6.3.6.10. Uses the kilogram and gram together while measuring mass. 6.3.6.11. States the places where the tonne and the milligram are used. 6.3.6.12. Relates the units tonne-kilogram, kilogram-gram, gram-milligram. 6.3.6.13. Converts tonne-kilogram, kilogram-gram, gram-milligram into one another. 6.3.6.14. Solves problems relating to the tonne, kilogram, gram and milligram. 6.3.6.15. Poses problems relating to the tonne, kilogram, gram and milligram.	and "lightest" must be used. In target behaviour 6.3.6.8., problems requiring conversion must not be included. For target behaviour 6.3.6.11., the notation of the tonne and the milligram using abbreviations must be included. For target behaviour 6.3.6.12., conversions not requiring decimal notation must be carried out.
Section	Goals	Target Behaviours	Explanations
Section 6.3. Measurement	6.3.7. Measures liquids.	Level 1 6.3.7.1. Measures liquids using non-standard units. 6.3.7.2. Compares the amount of liquid in at least three identical containers. 6.3.7.3. Orders the amount of liquid in at least three identical containers. Level 2 6.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 6.3.7.5. Solves problems relating to non-standard units of liquid measurement. Level 3 6.3.7.6. Carries out measurements with the units litre or half litre by explaining the necessity of standard liquid measuring instruments and units. 6.3.7.7. Estimates the amount of liquid in a container with the units litre and half litre. 6.3.7.8. Checks the accuracy of the amount of liquid he/she has estimated by carrying out measurement. 6.3.7.9. Solves problems relating to the litre. Level 4	For target behaviour 6.3.7.2., while comparison work is being carried out, expressions such as "Full/empty", "more/less" and "half full" must be used.

Section	Goals	Target Behaviours	Explanations
		6.3.7.10. States the areas of use of the millilitre. 6.3.7.11. Converts the litre and the millilitre into one another by relating them. 6.3.7.12. Uses the litre and the millilitre together to indicate amount. 6.3.7.13. Estimates the amount of liquid in a container with the units litre/millilitre. 6.3.7.14. Checks the amount of liquid he/she has estimated by carrying out measurement. 6.3.7.15. Solves problems relating to the litre and millilitre. 6.3.7.16. Poses problems relating to the litre and millilitre.	

Section	Goals	Target Behaviours	Explanations
Section 6.4. Data Processing	6.4.1. Makes comments and estimates by examining simple tables and graphs.	Level 1 6.4.1.1. Reads simple tables formed using symbols and digits. 6.4.1.2. Reads simple tables having at most two data groups. Level 2 6.4.1.3. Answers the questions asked about the simple tables having at most two data groups he/she has formed. Level 3 6.4.1.4. Makes conversions from the graph to a tally/frequency table by explaining the information shown in the shape and object graph. 6.4.1.5. Reads simple tables having at most three data groups. Level 4 6.4.1.6. Makes comments and estimates by examining the bar graph.	For goal 6.4.1., in reading tables, the comparison of different parts of the data must be ensured. Table reading must also include interpreting the table. For target behaviours 6.4.1.1. and 6.4.1.2., in table reading work, tables individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. Objects and object pictures must be used first. *Symbols (a star, a smiley face, etc.) must be preferred. For target behaviours 6.4.1.1. and 6.4.1.2., the data must be limited to the numbers 1-20.

Section	Goals	Target Behaviours	Explanations
Section 6.4. Data Processing	6.4.2. Forms a tally, frequency table, object, shape and bar graph.	Level 1 6.4.2.1. Fills in picture behaviour/activity tables using symbols. 6.4.2.2. Fills in picture behaviour/activity tables using digits. Level 2 6.4.2.3. Collects data by asking questions about any problem or topic, classifies it and organises it in the form of a tree diagram, tally or frequency table. 6.4.2.4. Answers the questions asked about the tree diagram, tally and frequency table having at most two data	For goal 6.4.2. level 1 a. In table forming work, tables individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. b. Objects and object pictures must be used first.*Symbols (a star, a smiley 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 6.4.2.1. and 6.4.2.2., two or more features must be used. For target behaviour 6.4.2.6., while forming the graph, care must be taken to ensure that the data can be organised into at most four categories, that one object is used for each datum, and that the objects come side by side or one

Section	Goals	Target Behaviours	Explanations
		groups he/she has formed. 6.4.2.5. Collects data by asking questions about any problem or topic, classifies it and forms an object and shape graph. 6.4.2.6. Answers the questions asked about the object and shape graph having at most two data groups he/she has formed. Level 4 6.4.2.7. Forms a bar graph appropriate to the data he/she has collected by asking questions about any problem or topic. 6.4.2.8. Uses different representations in order to present the data he/she has obtained. 6.4.2.9. Makes estimates according to the bar graph, table and other graphs.	above the other. For target behaviour 6.4.2.9., the object or shape graph must be made use of. Tally and frequency tables may also be used.
Section 6.4. Data Processing	6.4.3. Solves problems relating to daily life using the information shown with the bar graph, table and other graphs.	Level 3 6.4.3.1. Solves problems requiring the addition/subtraction operation using the graphs given. 6.4.3.2. Forms a graph using the information given in the problem. 6.4.3.3. Solves problems requiring the addition/subtraction operation using the graphs he/she has formed. 6.4.3.4. Solves problems requiring the addition/subtraction operations by making use of graphs. Level 4 6.4.3.5. Uses the bar graph, table and other graphs in problem solving.	For goal 6.4.3., individuals must answer questions such as "How much more?" and "How much less?" in the problems. The graphs must belong to at most four data groups.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	6.1.1. Counts rhythmically.	6.1.1.1. Counts rhythmically forwards by ones from 0 to 100. 6.1.1.2. Counts rhythmically forwards by ones starting from a number given between 1-20. 6.1.1.3. Counts rhythmically forwards by tens from 0 to 100. 6.1.1.4. Counts rhythmically forwards by fives from 0 to 100. 6.1.1.5. Counts rhythmically forwards by twos up to 20. 6.1.1.6. Counts rhythmically backwards by ones starting from	6.1.1.8. Counts rhythmically backwards by twos from 100. 6.1.1.9. Counts rhythmically forwards by threes from 0 to 30. 6.1.1.10. Counts rhythmically backwards by threes from 30 to 0. 6.1.1.11. Counts rhythmically forwards by fours from 0 to 40. 6.1.1.12. Counts rhythmically backwards by fours from 40 to 0. 6.1.1.13. Counts rhythmically forwards by threes starting from a number given between 1-30.	6.1.1.17. Counts rhythmically forwards by sixes from 0 to 60. 6.1.1.18. Counts rhythmically forwards by sevens from 0 to 70. 6.1.1.19. Counts rhythmically forwards by eights from 0 to 80. 6.1.1.20. Counts rhythmically forwards by nines from 0 to 90. 6.1.1.21. Counts rhythmically forwards by hundreds from 100 to 1000. 6.1.1.22. Counts rhythmically backwards by hundreds from 1000.	6.1.1.25. Counts rhythmically by thousands up to 10,000.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		20. 6.1.1.7. Counts rhythmically backwards by twos starting from 20.	6.1.1.14. Counts rhythmically backwards by threes starting from a number given between 1-30. 6.1.1.15. Counts rhythmically forwards by fours starting from a number given between 1-40. 6.1.1.16. Counts rhythmically backwards by fours starting from a number given between 1-40.	6.1.1.23. Counts rhythmically forwards by tens starting from a number given between 1-1000. 6.1.1.24. Counts rhythmically forwards by hundreds starting from a number given between 1-1000.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	6.1.2. Counts objects/object pictures.	6.1.2.1. Counts a number of objects/object pictures between 1-20 lined up side by side one by one. 6.1.2.2. Counts a number of objects/object pictures between 1-20 lined up in a mixed order one by one.	6.1.2.3. Counts the objects/object pictures in a group whose number of objects is up to 100 one by one. 6.1.2.4. Counts the objects/object pictures in a group whose number of objects is up to 100 in tens. 6.1.2.5. Counts the objects/object pictures in a group whose number of objects is up to 100 in fives. 6.1.2.6. Counts the objects/object pictures in a group whose number of objects is up to 100 in twos. 6.1.2.7. Counts the objects/object pictures in a group whose number of objects is up to 30 in threes. 6.1.2.8. Counts the objects/object pictures in a group whose number of objects is up to 40 in fours.		
	6.1.3. Expresses the quantity corresponding to a number up to 100 as items.	6.1.3.1. States how many objects there are by counting a group of objects between 1-20. 6.1.3.2. States how many objects there are by counting a group of objects between 1-20 in the picture.	6.1.3.4. States how many objects there are by counting a group of objects between 20-100 in the picture.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
		6.1.3.3. Separates the requested number of objects from within a group of objects between 1-20 by			

Section	Goals	Level 1	Level 2	Level 3	Level 4
		counting.			
Section 1. Numbers and Operations	6.1.4. Reads and writes natural numbers.	6.1.4.1. States that a quantity consisting of 10 entities of the same kind is one ten-pack. 6.1.4.2. States that a quantity consisting of 12 entities of the same kind is one dozen. 6.1.4.3. Separates a group of objects/object pictures between 10-20 (10 and 20 included) into its tens and ones. 6.1.4.4. States how many tens and how many ones a group of objects/object pictures between 10-20 consists of. 6.1.4.5. Writes the number corresponding to the group of objects between 10-20 that he/she has separated into its tens and ones. 6.1.4.6. Reads the number corresponding to the group of objects between 10-20 that he/she has separated into its tens and ones. 6.1.4.7. Reads the numbers between 1-20. 6.1.4.8. Writes a number said between 1-20 with digits.	6.1.4.9. Separates a quantity whose number of objects is less than 100 into its tens and ones using a model. 6.1.4.10. States how many tens and how many ones the quantity he/she has separated into groups of tens and ones consists of. 6.1.4.11. Writes the number corresponding to a quantity between 20-100 that he/she has separated into its tens and ones. 6.1.4.12. Reads the number corresponding to a quantity between 20-100 that he/she has separated into its tens and ones. 6.1.4.13. Reads two-digit natural numbers. 6.1.4.14. Writes two-digit natural numbers said with digits.	6.1.4.15. Separates a quantity whose number of objects is 100-1000 into its hundreds, tens and ones using a model. 6.1.4.16. States how many hundreds, how many tens and how many ones the quantity he/she has separated into its hundreds, tens and ones consists of. 6.1.4.17. Writes the number corresponding to a quantity between 100-1000 that he/she has separated into its hundreds, tens and ones. 6.1.4.18. Reads the number corresponding to a quantity between 100-1000 that he/she has separated into its hundreds, tens and ones. 6.1.4.19. Reads three-digit natural numbers. 6.1.4.20. Writes three-digit natural numbers said with digits.	6.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 6.1.4.22. Writes 4-, 5- and 6-digit natural numbers said with digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.1.5. Writes the place and place values of natural numbers.		6.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 6.1.5.2. Writes the place values of natural numbers smaller than 100.	6.1.5.3. Writes the place names of three-digit numbers on models. 6.1.5.4. Writes the place values of three-digit numbers on models.	6.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 6.1.5.6. Writes the place values of 4-, 5- and 6-digit natural numbers. 6.1.5.7. Separates 4-, 5- and 6-digit numbers into their period groups. 6.1.5.8. Decomposes 4-, 5- and 6-digit numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	6.1.6. Orders natural numbers.	6.1.6.1. Writes the numbers from 1 to 20 in order. 6.1.6.2. Writes the number coming after a number given between 1-20. 6.1.6.3. Writes the number coming before a number given between 1-20. 6.1.6.4. Orders the numbers from 1 to 20 given in a mixed order according to the counting order. 6.1.6.5. Writes the number/numbers left missing in a number series given from 1 to 20.	6.1.6.6. Writes the number coming after a number given between 1-100. 6.1.6.7. Writes the number coming before a number given between 1-100. 6.1.6.8. Orders at most 4 natural numbers given in a mixed order between 1-100 according to the counting order. 6.1.6.9. Writes the numbers left missing in a number series formed with natural numbers smaller than 100.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	6.1.7. Makes a comparison between the numbers of objects of the groups by matching two groups of objects one to one.	6.1.7.1. States that they are equal by matching two groups of objects of the same number between 1-20 one to one. 6.1.7.2. States that one group of objects is fewer than the other by matching two groups of objects of different numbers between 1-20 one to one. 6.1.7.3. States that one group of objects is more than the other by matching two groups of objects of different numbers between 1-20.			
	6.1.8. Compares natural numbers.	6.1.8.1. States that the two numbers are equal by comparing two numbers between 10-20. 6.1.8.2. States the larger one by comparing two numbers between 10-20. 6.1.8.3. States the smaller one by comparing two numbers between 10-20.	6.1.8.4. States the larger/largest one by comparing at most four natural numbers smaller than 100. 6.1.8.5. States the smaller/smallest one by comparing at most four natural numbers smaller than 100. 6.1.8.6. Orders at most four natural numbers smaller than 100 from largest to smallest/smallest to largest.	6.1.8.7. States the larger/largest one by comparing at most five natural numbers smaller than 1000. 6.1.8.8. States the smaller/smallest one by comparing at most five natural numbers smaller than 1000. 6.1.8.9. Orders at most five natural numbers smaller than 1000 from largest to smallest/smallest to largest using the symbols ">" and "<".	6.1.8.10. Orders natural numbers of at most six digits using the greater/less than symbol.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.1.9. Uses numbers for the purpose of indicating order.	6.1.9.1. States the order of the objects/object pictures within an ordered series. 6.1.9.2. Shows the object/object picture whose order is stated within an ordered series. 6.1.9.3. Reads the number indicating order. 6.1.9.4. Writes the number indicating order.			
Section 1. Numbers and Operations	6.1.10. Forms an increasing/decreasing number pattern according to a particular rule.		6.1.10.1. States the rule of a number pattern in which the difference between them is constant. 6.1.10.2. Writes the item left missing in a number pattern in which the difference between them is constant.	6.1.10.3. Continues a number pattern in which the difference between them is constant for at most 4 steps. 6.1.10.4. Forms a single-rule number pattern increasing or decreasing according to a particular rule.	6.1.10.5. Forms a double-rule number pattern increasing or decreasing according to a particular rule. 6.1.10.6. States the rules of the number pattern he/she has formed according to a double rule.
	6.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.		6.1.11.1. States the ten a natural number smaller than 100 is close to. 6.1.11.2. Rounds a natural number smaller than 100 to the ten it is close to.	6.1.11.3. States the ten/hundred a three-digit natural number is close to. 6.1.11.4. Rounds a three-digit natural number to the ten/hundred it is close to.	6.1.11.5. States the ten/hundred/thousand a four-digit natural number is close to. 6.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand it is close to.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	6.1.12. Discriminates natural numbers according to whether they are odd or even.			6.1.12.1. States that the number of objects is odd or even by grouping objects/object pictures. 6.1.12.2. States that the numbers given are odd or even. 6.1.12.3. States that the sum of two odd natural numbers is even. 6.1.12.4. States that the sum of two even natural numbers is even. 6.1.12.5. States that the sum of an odd and an even natural number is odd.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.1.13. Expresses numbers with Roman numerals.			6.1.13.1. Reads Roman numerals up to 20. 6.1.13.2. Writes numbers up to 20 with Roman numerals.	
	6.1.14. Carries out addition operations with natural numbers.	6.1.14.1. States that the number of the group has increased/grown by adding as many objects as the number stated to a group of objects.	6.1.14.11. Carries out the addition operation without carrying with two numbers whose sums do not exceed 100. 6.1.14.12. Carries out the addition operation with carrying with two numbers whose sums do not exceed 100.	6.1.14.17. Carries out the addition operation without carrying with two numbers whose sums do not exceed 1000.	6.1.14.23. Carries out the addition operation 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		6.1.14.2. Carries out addition operations whose sum does not exceed 20 by modelling them with real objects/object pictures. 6.1.14.3. Carries out the addition operation shown with objects/object pictures whose sum does not exceed 20 by converting it into numbers. 6.1.14.4. Uses the equals symbol. 6.1.14.5. Uses the addition operation symbol (+). 6.1.14.6. Carries out addition operations with numbers whose sum does not exceed 20. 6.1.14.7. Carries out the addition operation with three single-digit numbers whose sum does not exceed 20. 6.1.14.8. States that the sum does not change when the places of the addends change in the addition operation. 6.1.14.9. Writes the addend that is not given in the addition operation carried out with numbers whose sum does not exceed 20.	6.1.14.13. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 100. 6.1.14.14. Estimates the sum of two numbers whose sums do not exceed 100. 6.1.14.15. Compares his/her estimate of the sum of two numbers whose sums do not exceed 100 with the result of the operation. 6.1.14.16. Carries out the addition operation mentally with two numbers whose sums do not exceed 100.	6.1.14.18. Carries out the addition operation with carrying with two numbers whose sums do not exceed 1000. 6.1.14.19. Finds the addend that is not given in the sum of two numbers whose sums do not exceed 1000. 6.1.14.20. Estimates the sum of two numbers whose sums do not exceed 1000. 6.1.14.21. Compares his/her estimate of the sum of two numbers whose sums do not exceed 1000 with the result of the operation. 6.1.14.22. Adds mentally two numbers whose sums do not exceed 1000.	6.1.14.24. Estimates the sum of two numbers whose sums are of at most four digits. 6.1.14.25. Compares his/her estimate of the sum of two numbers whose sums are of at most four digits with the result of the operation. 6.1.14.26. Adds mentally numbers of at most four digits with multiples of 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		6.1.14.10. Carries out the addition operation mentally with numbers whose sum does not exceed 20.			
	6.1.15. Solves problems requiring the addition operation.	6.1.15.1. Solves problems requiring one addition operation with numbers whose sum does not exceed 20. 6.1.15.2. Poses problems requiring one addition operation with numbers whose sum does not exceed 20, appropriate to what is given.	6.1.15.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 6.1.15.4. Poses problems requiring two operations with numbers whose sum does not exceed 100, appropriate to what is given.	6.1.15.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000. 6.1.15.6. Poses problems requiring at most two operations, appropriate to what is given.	6.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 6.1.15.8. Poses problems requiring three operations, appropriate to what is given.
Section 1. Numbers and Operations	6.1.16. Carries out subtraction operations with natural numbers.	6.1.16.1. States that the number of the group has decreased/diminished by removing as many objects as the number stated from a group of objects. 6.1.16.2. Carries out subtraction operations with numbers up to 20 by modelling them with real objects/object pictures. 6.1.16.3. Carries out the subtraction operation shown with objects/object pictures between 0-20 by converting it into numbers. 6.1.16.4. Uses the subtraction operation symbol (-).	6.1.16.7. Carries out the subtraction operation without regrouping tens with numbers up to 100. 6.1.16.8. Carries out the subtraction operation by regrouping tens with numbers up to 100. 6.1.16.9. Finds the minuend that is not given in the subtraction operation carried out with numbers up to 20. 6.1.16.10. Finds the subtrahend that is not given in the subtraction operation carried out with numbers up to 20.	6.1.16.14. Carries out the subtraction operation without regrouping tens with numbers of at most three digits. 6.1.16.15. Carries out the subtraction operation by regrouping tens with numbers of at most three digits. 6.1.16.16. Finds the minuend that is not given in the subtraction operation carried out with numbers up to 100. 6.1.16.17. Finds the subtrahend that is not given in the subtraction operation carried out with numbers up to 100.	6.1.16.22. Carries out the subtraction operation without regrouping tens with two numbers of at most four digits. 6.1.16.23. Carries out the subtraction operation by regrouping tens with two numbers of at most four digits. 6.1.16.24. Finds the minuend that is not given in the subtraction operation carried out with numbers of at most four digits. 6.1.16.25. Finds the subtrahend that is not given in the subtraction operation carried out with numbers up to 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations		6.1.16.5. Carries out the subtraction operation with numbers up to 20. 6.1.16.6. Carries out the subtraction operation mentally with numbers up to 20.	6.1.16.11. Estimates the result of the subtraction operation carried out with two numbers up to 100. 6.1.16.12. Compares his/her estimate of the result of the subtraction operation carried out with two numbers up to 100 with the result of the operation. 6.1.16.13. Subtracts mentally two numbers that are multiples of 10 within 100.	6.1.16.18. Estimates the result of the subtraction operation carried out with three-digit numbers. 6.1.16.19. Compares his/her estimate of the result of the subtraction operation carried out with three-digit numbers with the result of the operation. 6.1.16.20. Subtracts mentally a two-digit number that is a multiple of 10 from a two-digit number.	6.1.16.26. Estimates the result of the subtraction operation carried out with numbers of at most four digits. 6.1.16.27. Compares his/her estimate of the result of the subtraction operation carried out with numbers of at most four digits with the result of the operation. 6.1.16.28. Subtracts mentally a two-digit number that is a multiple

Section	Goals	Level 1	Level 2	Level 3	Level 4
				6.1.16.21. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100.	of 10 from a three-digit number. 6.1.16.29. Subtracts mentally three-digit numbers that are multiples of 100.
	6.1.17. Solves problems requiring the subtraction operation.	6.1.17.1. Solves problems requiring one subtraction operation with numbers between 1-20. 6.1.17.2. Poses problems requiring one subtraction operation with numbers between 1-20, appropriate to what is given.	6.1.17.3. Solves problems of at most two operations requiring the addition and subtraction operation with numbers between 0-100. 6.1.17.4. Poses problems of at most two operations requiring the addition and subtraction operation with numbers between 0-100, appropriate to what is given.	6.1.17.5. Solves problems of at most three operations requiring the addition and subtraction operation with numbers between 0-1000. 6.1.17.6. Poses problems of at most two operations requiring the addition and subtraction operation with numbers between 0-1000, appropriate to what is given.	6.1.17.7. Solves problems of at most four operations requiring the addition and subtraction operation with numbers of at most four digits. 6.1.17.8. Poses problems of at most three operations requiring the addition and subtraction operation with numbers of at most four digits, appropriate to what is given.
	6.1.18. Carries out multiplication operations with natural numbers.		6.1.18.1. Models the multiplication operation with numbers up to 20 as repeated addition with real objects/object pictures.	6.1.18.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 6.1.18.8. Forms the multiplication table.	6.1.18.15. Multiplies two-digit numbers by three-digit numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations			6.1.18.2. States that the multiplication operation is repeated addition. 6.1.18.3. Converts the multiplication operation shown with objects/object pictures into numbers. 6.1.18.4. Uses the multiplication operation symbol (x). 6.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 6.1.18.6. Forms the multiplication table up to 5 (5 included).	6.1.18.9. Multiplies numbers up to 100 by numbers up to 10 without carrying. 6.1.18.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 6.1.18.11. Multiplies a two-digit number by a two-digit number. 6.1.18.12. Multiplies a three-digit number by a single-digit number. 6.1.18.13. Carries out the multiplication operation by the short method with the numbers 10 and 100 up to 1000. 6.1.18.14. States how the result changes when one of the factors is increased or decreased in the multiplication operation.	6.1.18.16. States that changing the place of the factors in the multiplication operation carried out with three natural numbers does not change the result. 6.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 by the short method. 6.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 by the short method. 6.1.18.19. Multiplies numbers of at most three digits by 10, 100 and 1000 mentally. 6.1.18.20. Estimates the product of a natural number of at most two digits and a single-digit natural number. 6.1.18.21. Compares his/her

Section	Goals	Level 1	Level 2	Level 3	Level 4
					estimate of the product of a natural number of at most two digits and a single-digit natural number with the result of the operation.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.1.19. Solves problems relating to multiplication.		6.1.19.1. Solves problems requiring one multiplication operation with numbers between 1-100.	6.1.19.2. Solves problems requiring two operations, one of which is the multiplication operation, with numbers between 1-100. 6.1.19.3. Poses problems requiring the multiplication operation.	6.1.19.4. Solves problems requiring at most three operations, one of which is the multiplication operation, with numbers of at most three digits. 6.1.19.5. Poses problems requiring at most two operations, one of which is the multiplication operation, with numbers of at most three digits.
Section 1. Numbers and Operations	6.1.20. Carries out division operations with natural numbers.		6.1.20.1. Models the division operation with numbers up to 20 by grouping/sharing out real objects/object pictures. 6.1.20.2. Models the division operation with numbers up to 20 as successive subtraction by grouping/sharing out real objects/object pictures. 6.1.20.3. Converts the division operation without a remainder shown with objects/object pictures between 0-20 into numbers. 6.1.20.4. Uses the division operation symbol (+).	6.1.20.6. Divides numbers up to 100 by numbers up to 10 without a remainder. 6.1.20.7. Divides numbers up to 100 by numbers up to 10 with a remainder. 6.1.20.8. Divides a natural number whose ones digit is zero by 10 by the short method with numbers up to 100.	6.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 6.1.20.10. Divides a number of at most four digits by a single-digit number. 6.1.20.11. Divides natural numbers of at most five digits whose last three digits are zero by 10, 100 and 1000 mentally. 6.1.20.12. Estimates the result of a division operation. 6.1.20.13. 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
			6.1.20.5. States the role of 1 in the division operation.		6.1.20.14. States the relationship between multiplication and division. 6.1.20.15. Determines the value that is not given in one of two mathematical expressions between which there is an equality relationship and states that the

Section	Goals	Level 1	Level 2	Level 3	Level 4
					equality is satisfied. 6.1.20.16. 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	6.1.21. Solves problems requiring the division operation.		6.1.21.1. Solves problems requiring the division operation by dividing by 2, 3, 4, at most 5, using numbers between 1-20.	6.1.21.2. Solves problems requiring two operations, one of which is division, with numbers up to 100. 6.1.21.3. Poses problems requiring the division operation with numbers up to 100.	6.1.21.4. Solves problems requiring at most three operations, one of which is division, with numbers of at most four digits. 6.1.21.5. Poses problems requiring two operations, one of which is division, with numbers of at most four digits.
	6.1.22. Uses fraction notation by relating the whole, half and quarter models.	6.1.22.1. Shows the object/object picture that is whole. 6.1.22.2. Shows the object/object picture that is half. 6.1.22.3. States that one of the two equal parts of a whole is a half.	6.1.22.5. Shows the object/object picture that is a quarter. 6.1.22.6. States that one of the four equal parts of a whole is a quarter. 6.1.22.7. States that one of the two equal parts of a half is a quarter.	6.1.22.10. Shows the whole, half and quarter models in fraction form. 6.1.22.11. States the fraction expressing the half, the quarter and the whole. 6.1.22.12. States the part-whole meaning of the fraction.	6.1.22.13. Reads a fraction.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		6.1.22.4. Relates the whole and the half.	6.1.22.8. Relates the quarter and the half. 6.1.22.9. States that a whole consists of one half and two quarters.		
Section 1. Numbers and Operations	6.1.23. Shows, compares and orders unit fractions.			6.1.23.1. Shows each of the equal parts of a whole in fraction form. 6.1.23.2. States that each of the equal parts of a whole is a unit fraction. 6.1.23.3. States the unit fractions of fractions whose denominator is 10, 100. 6.1.23.4. States by modelling as much of a quantity as the unit fraction stated.	6.1.23.5. Compares unit fractions according to the greater-smaller relationship. 6.1.23.6. Orders unit fractions according to the greater-smaller relationship.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.1.24. Discriminates and models improper and mixed fractions.			6.1.24.1. Shows fractions whose numerator is greater than their denominator.	6.1.24.2. States by modelling the proper, improper and mixed fraction.
	6.1.25. Models and states as much of a quantity as the proper fraction stated.			6.1.25.1. States by modelling fractions whose numerator is smaller than their denominator.	6.1.25.2. States by modelling as much of a quantity as the proper fraction stated.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.1.26. Compares fractions.			6.1.26.1. Shows a fraction given on the number line.	6.1.26.2. Compares at most three fractions whose denominators are equal according to the greater-smaller relationship.
Section 1. Numbers and Operations	6.1.27. Carries out addition and subtraction operations with fractions whose denominators are equal.				6.1.27.1. Carries out the addition and subtraction operation with fractions whose denominators are equal. 6.1.27.2. Solves problems requiring the addition and subtraction operation with fractions whose denominators are equal.
Section 2. Geometry	6.2.1. Discriminates geometric shapes and solids.	6.2.1.1. Names geometric shapes by classifying them according to their numbers of corners and sides. 6.2.1.2. Models the triangle, square, rectangle, disc and circle. 6.2.1.3. Relates simple objects used in daily life to geometric shapes by classifying them according to their features.	6.2.1.4. States the similarities and differences of the triangle, square, rectangle, disc and circle. 6.2.1.5. Discriminates geometric solids on models. 6.2.1.6. States the name of the geometric solid shown.	6.2.1.7. States the faces, corners and edges of geometric solids. 6.2.1.8. States the similarities and differences of the cube, square prism and rectangular prism. 6.2.1.9. Draws a square, rectangle and triangle using a ruler. 6.2.1.10. Shows the diagonals on the square and rectangle. 6.2.1.11. States that shapes are named according to their numbers of sides.	6.2.1.12. Names the sides and corners of the triangle, square and rectangle. 6.2.1.13. States the side features of the square and rectangle. 6.2.1.14. Classifies triangles according to their side lengths. 6.2.1.15. Forms the cube whose net is given.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.2.2. Expresses spatial relations.	6.2.2.1. States spatial (state, place, direction) relations.	6.2.2.2. Uses mathematical language to indicate place, direction and movement. 6.2.2.3. Discriminates the symmetrical shapes around him/her.	6.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 6.2.2.6. Completes the symmetrical shape one part of which is given by drawing it according to the	6.2.2.7. Draws a line of symmetry on shapes whose mirror symmetry is given. 6.2.2.8. Draws the symmetry of the shape given with respect to the line.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			6.2.2.4. Draws a line of symmetry so as to divide the symmetrical shape given into two equal parts.	horizontal or vertical line of symmetry.	
Section 2. Geometry	6.2.3. Forms geometric patterns.	6.2.3.1. Forms a pattern having at most three items with geometric solids or shapes. 6.2.3.2. States the rule in a pattern consisting of geometric shapes or objects resembling a geometric solid. 6.2.3.3. Completes the pattern by determining the items left missing in the pattern.	6.2.3.4. Completes the pattern by determining the items left missing in a repeating geometric pattern. 6.2.3.5. Forms new patterns having the same relationship with different materials by using the relationship in a geometric pattern.	6.2.3.6. Draws a design having a particular pattern on dotted or squared paper using shape models.	
	6.2.4. Discriminates the basic concepts in geometry.			6.2.4.1. Names the point by showing it with a symbol. 6.2.4.2. States the line, the ray and the angle. 6.2.4.3. Forms line segments in vertical and oblique positions with line models.	6.2.4.4. States the plane. 6.2.4.5. Shows the angle with symbols by naming it.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 2. Geometry					6.2.4.6. Determines angles as acute, right, obtuse and straight angles by measuring them with standard angle measuring instruments. 6.2.4.7. Forms the angle whose measure is given using standard angle measuring instruments.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement	6.3.1. Measures length.	6.3.1.1. Compares objects in terms of their lengths. 6.3.1.2. Orders objects in terms of their lengths. 6.3.1.3. Selects the appropriate non-standard measuring instrument to measure a length. 6.3.1.4. Carries out measurement	6.3.1.6. 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). 6.3.1.7. States the standard units of length measurement. 6.3.1.8. States the places of use of	6.3.1.14. Forms a non-standard measure for one metre, half a metre, 10 cm and 5 cm. 6.3.1.15. Carries out measurement using the non-standard measuring instruments he/she has formed for one metre, half a metre, 10 cm and 5 cm.	6.3.1.18. States that the smallest unit of standard length measurement is the millimetre. 6.3.1.19. States the places of use of the millimetre, the smallest unit of standard length measurement. 6.3.1.20. Relates the standard units of length measurement.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		with the appropriate non-standard measuring instrument to measure a length. 6.3.1.5. Solves problems in which non-standard length units are used.	the standard units of length measurement. 6.3.1.9. States the result by carrying out measurement with the standard units of length measurement. 6.3.1.10. Estimates lengths with the standard units of measurement. 6.3.1.11. Compares the length he/she has estimated with the measurement result. 6.3.1.12. Forms length models with standard or non-standard units of length measurement.	6.3.1.16. Relates the standard units of length measurement and writes them in terms of one another. 6.3.1.17. Solves problems requiring at most two operations relating to the metre and centimetre, which are standard units of measurement.	6.3.1.21. Makes estimates according to an appropriate unit for lengths he/she can measure directly and checks his/her estimate by carrying out measurement. 6.3.1.22. Solves problems in which standard units of measurement are used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			6.3.1.13. Solves problems in which standard length units are used.		
Section 3. Measurement	6.3.2. Measures perimeters.			6.3.2.1. Shows the perimeters of objects. 6.3.2.2. Measures the perimeter of shapes by making use of non-standard and standard units. 6.3.2.3. Calculates the perimeter of shapes. 6.3.2.4. Solves problems relating to the perimeters of shapes.	6.3.2.5. Relates the perimeters and the side lengths of the square and rectangle. 6.3.2.6. Forms different geometric shapes having the same perimeter. 6.3.2.7. Solves problems relating to calculating the perimeters of shapes. 6.3.2.8. Poses problems relating to calculating the perimeters of shapes.
	6.3.3. Measures areas.			6.3.3.1. Measures the area of shapes by covering them with appropriate non-standard material. 6.3.3.2. Estimates a particular area with non-standard units of area measurement.	6.3.3.3. States that the areas of shapes are the number of unit squares covering that area. 6.3.3.4. Relates the area of the square and rectangle to the addition and multiplication operations.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.3.4. Discriminates the concepts relating to money.	6.3.4.1. Discriminates coins and notes of the value of 1, 5, 10, 25,	6.3.4.2. Relates the kuruş and the lira.	6.3.4.5. Relates the kuruş and the lira.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
		50 kuruş and 1, 5, 10, 20, 50 TL.	6.3.4.3. Compares amounts of money of different amounts in terms of greater-smaller so that the value does not exceed 100 lira. 6.3.4.4. Solves problems relating to money.	6.3.4.6. Solves problems relating to money. 6.3.4.7. Poses problems relating to money.	
Section 3. Measurement	6.3.5. Discriminates the concepts relating to time.	6.3.5.1. Reads full hours. 6.3.5.2. Reads half hours. 6.3.5.3. Indicates the day, week and month on the calendar. 6.3.5.4. Makes temporal orderings by taking particular events and situations as reference.	6.3.5.5. Reads quarter hours. 6.3.5.6. Relates the units of time measurement. 6.3.5.7. Solves problems relating to the units of time measurement.	6.3.5.8. States the time in terms of minutes and hours. 6.3.5.9. Relates the units of time measurement. 6.3.5.10. Compares the durations of events. 6.3.5.11. Solves problems in which the units of time measurement are used.	6.3.5.12. Relates the units of time measurement. 6.3.5.13. Solves problems in which the units of time measurement are used. 6.3.5.14. Poses problems in which the units of time measurement are used.
	6.3.6. Discriminates the concepts relating to weighing.	6.3.6.1. Compares objects in terms of their masses. 6.3.6.2. Orders objects in terms of their masses.	6.3.6.3. Compares objects by weighing them in terms of kilograms using standard instruments. 6.3.6.4. Solves problems relating to the unit of mass measurement.	6.3.6.5. Measures objects in terms of grams/kilograms. 6.3.6.6. Estimates the mass of an object. 6.3.6.7. Checks the accuracy of the mass he/she has estimated by carrying out measurement. 6.3.6.8. Solves problems relating to the kilogram/gram.	6.3.6.9. Expresses half and quarter kilograms in terms of grams. 6.3.6.10. Uses the kilogram and gram together while measuring mass. 6.3.6.11. States the places where the tonne and the milligram are used. 6.3.6.12. Relates the units tonne-kilogram, kilogram-gram, gram-milligram.

Section	Goals	Level 1	Level 2	Level 3	Level 4
					6.3.6.13. Converts tonne-kilogram, kilogram-gram, gram-milligram into one another. 6.3.6.14. Solves problems relating to the tonne, kilogram, gram and milligram. 6.3.6.15. Poses problems relating to the tonne, kilogram, gram and milligram.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement	6.3.7. Measures liquids.	6.3.7.1. Measures liquids using non-standard units. 6.3.7.2. Compares the amount of liquid in at least three identical containers. 6.3.7.3. Orders the amount of liquid in at least three identical containers.	6.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 6.3.7.5. Solves problems relating to non-standard units of liquid measurement.	6.3.7.6. Carries out measurements with the units litre or half litre by explaining the necessity of standard liquid measuring instruments and units. 6.3.7.7. Estimates the amount of liquid in a container with the units litre and half litre. 6.3.7.8. Checks the accuracy of the amount of liquid he/she has estimated by carrying out measurement. 6.3.7.9. Solves problems relating to the litre.	6.3.7.10. States the areas of use of the millilitre. 6.3.7.11. Converts the litre and the millilitre into one another by relating them. 6.3.7.12. Uses the litre and the millilitre together to indicate amount. 6.3.7.13. Estimates the amount of liquid in a container with the units litre/millilitre. 6.3.7.14. Checks the amount of liquid he/she has estimated by carrying out measurement. 6.3.7.15. Solves problems relating to the litre and millilitre. 6.3.7.16. Poses problems relating to the litre and millilitre.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	6.4.1. Makes comments and estimates by examining simple tables and graphs.	6.4.1.1. Reads simple tables formed using symbols and digits. 6.4.1.2. Reads simple tables having at most two data groups.	6.4.1.3. Answers the questions asked about the simple tables having at most two data groups he/she has formed.	6.4.1.4. Makes conversions from the graph to a tally/frequency table by explaining the information shown in the shape and object graph. 6.4.1.5. Reads simple tables having at most three data groups.	6.4.1.6. Makes comments and estimates by examining the bar graph.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 4. Data Processing	6.4.2. Forms a tally, frequency table, object, shape and bar graph.	6.4.2.1. Fills in picture behaviour/activity tables using symbols. 6.4.2.2. Fills in picture behaviour/activity tables using digits.	6.4.2.3. Collects data by asking questions about any problem or topic, classifies it and organises it in the form of a tree diagram, tally or frequency table. 6.4.2.4. Answers the questions asked about the tree diagram, tally and frequency table having at most two data groups he/she has formed. 6.4.2.5. Collects data by asking questions about any problem or topic, classifies it and forms an		6.4.2.7. Forms a bar graph appropriate to the data he/she has collected by asking questions about any problem or topic. 6.4.2.8. Uses different representations in order to present the data he/she has obtained. 6.4.2.9. Makes estimates according to the bar graph, table and other graphs.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			object and shape graph. 6.4.2.6. Answers the questions asked about the object and shape graph having at most two data groups he/she has formed.		
Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 4. Data Processing	6.4.3. Solves problems relating to daily life using the information shown with the bar graph, table and other graphs.			6.4.3.1. Solves problems requiring the addition/subtraction operation using the graphs given. 6.4.3.2. Forms a graph using the information given in the problem. 6.4.3.3. Solves problems requiring the addition/subtraction operation using the graphs he/she has formed. 6.4.3.4. Solves problems requiring the addition/subtraction operations by making use of graphs.	6.4.3.5. Uses the bar graph, table and other graphs in problem solving.

7. Name of the Module	INDIVIDUAL AND ENVIRONMENT
7. Aim of the Module	With the Individual and Environment Module, the aim is for individuals with autism spectrum disorder to acquire basic knowledge about themselves and their environment.
7. Sections in the Module	Family and Life at Home, Life at the Education Centre, Our Body and Healthy Life, Safe Living, Life in the Social Environment, Life in Nature, Life in Our Country Explanations Goals Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 6.4. Data Processing	7.1.1. Shares his/her identity and personal information.	7.1.1.1. States his/her first name, surname and age. 7.1.1.2. Shows the card on which his/her parents' telephone numbers are written. 7.1.1.3. States his/her parents' telephone numbers. 7.1.1.4. Shows the card on which his/her home address is written. 7.1.1.5. States the full address of his/her home. 7.1.1.6. States the name of his/her school.	

Section	Goals	Target Behaviours	Explanations
Section 7.1. Family and Life at Home	7.1.2. Discriminates family members and their duties.	7.1.2.1. Shows the members of his/her family on visual materials. 7.1.2.2. States the names of the members of his/her family. 7.1.2.3. Shows the member of his/her family whose duty is stated on visual materials. 7.1.2.4. States the duties of the members of his/her family.	In teaching target behaviour 7.1.2.4., it must be emphasised that the duties of family members are shared and that roles are equal in the distribution of duties.
Section 7.1. Family and Life at Home	7.1.3. Discriminates the parts of the home, the items in it and their functions.	7.1.3.1. Shows the parts of the home on visual materials. 7.1.3.2. States the parts of the home. 7.1.3.3. Shows the items found in the parts of the home on visual materials. 7.1.3.4. States the items found in the parts of the home. 7.1.3.5. Shows the function of the part of the home on visual materials. 7.1.3.6. States the functions of the parts of the home.	
Section 7.1. Family and Life at Home	7.1.4. Discriminates the rules in home life.	7.1.4.1. Shows the rules in home life on visual materials. 7.1.4.2. States the rules in home life. 7.1.4.3. Complies with the rules in home life.	For goal 7.1.4., interviews must be conducted with families in determining the rules in home life, and feedback must be obtained from families' observations at home during the evaluation process. For goal 7.1.4., during work directed at the rules that must be complied with at home, work directed at discriminating the rules that must be complied with at home and in the different social settings in which the individual is present must also be carried out.

Section	Goals	Target Behaviours	Explanations
Section 7.2. Life at the Education Centre	7.2.1. Discriminates the personnel at the education centre.	7.2.1.1. Shows the personnel at the education centre on visual materials. 7.2.1.2. States the names of the personnel at the education centre. 7.2.1.3. States/shows the duties of the personnel at the	In teaching goal 7.2.1., persons such as the teacher, principal, secretary, bus driver, cook, cleaner and auxiliary personnel working at the education centre must be included.

Section	Goals	Target Behaviours	Explanations
		education centre.	
Section 7.2. Life at the Education Centre	7.2.2. Discriminates the parts of the education centre and the functions of the parts.	7.2.2.1. Shows the parts of the education centre in the real setting/on visual materials. 7.2.2.2. States the names of the parts of the education centre. 7.2.2.3. States the functions of the parts of the education centre.	While instruction is being carried out in target behaviour 7.2.2.3., only the functions of the parts the individual makes use of must be included.
Section 7.2. Life at the Education Centre	7.2.3. Discriminates the rules at the education centre.	7.2.3.1. Shows the rules that must be complied with at the education centre on visual materials. 7.2.3.2. States what the rules that must be complied with at the education centre are. 7.2.3.3. Complies with the rules at the education centre.	
Section 7.2. Life at the Education Centre	mined. Goals	While the target behaviours in Section 3 are being worked on, the content of the instruction must be determined by taking into account the individual's age and the curriculum at the school he/she attends	Explanations

Section	Goals	Target Behaviours	Explanations
Section 7.3. Our Body and Healthy Life	7.3.1. Discriminates the parts of the body and their functions.	7.3.1.1. Shows the parts of the body. 7.3.1.2. States the names of the parts of the body. 7.3.1.3. Shows the part of the body whose name is stated on his/her own body. 7.3.1.4. Shows the functions of the parts of the body on visual materials. 7.3.1.5. States the functions of the parts of the body.	While the target behaviours in goal 7.3.1. are being worked on, work on showing/stating the body pieces found in the parts of the body must be carried out. For example, showing/stating the body pieces found in the arm, one of the parts of the body, such as the shoulder, elbow and hand.
Section 7.3. Our Body and Healthy Life	7.3.2. Discriminates the sense organs and their functions.	7.3.2.1. Shows the sense organs. 7.3.2.2. States the names of the sense organs. 7.3.2.3. States that the organs whose names are stated are sense organs. 7.3.2.4. Shows the sense organs whose names are stated on himself/herself. 7.3.2.5. Shows the functions of the sense organs on visual materials. 7.3.2.6. States the functions of the sense organs.	
Section	Goals	Target Behaviours	Explanations
Section 7.3. Our Body and Healthy Life	7.3.3. Discriminates his/her private areas.	7.3.3.1. Shows the private areas on visual materials. 7.3.3.2. States that the areas shown on the visual material are private areas.	In work directed at goal 7.3.3., the instruction must be structured by emphasising that the private areas must not be touched by others. For goal 7.3.3, the visual material used must be a picture of a person drawn

Section	Goals	Target Behaviours	Explanations
			with the silhouette technique (the image of an object appearing only with its outlines and in a single colour).
Section 7.3. Our Body and Healthy Life	7.3.4. Discriminates the internal organs and their functions.	7.3.4.1. Shows the internal organs on visual materials. 7.3.4.2. States the names of the internal organs. 7.3.4.3. States that the organs whose names are stated are internal organs. 7.3.4.4. Shows the place of the internal organs on his/her body/on a model. 7.3.4.5. Shows the functions of the internal organs on visual materials. 7.3.4.6. States the functions of the internal organs.	For goal 7.3.4, which internal organs will be worked on must be determined on the basis of the general education curriculum at the school the individual attends.
Section 7.3. Our Body and Healthy Life	7.3.5. Discriminates foodstuffs that are beneficial and harmful to health.	7.3.5.1. Shows the foods that are beneficial and harmful to his/her health. 7.3.5.2. States the foods that are beneficial and harmful to his/her health. 7.3.5.3. Gives examples of foods that are beneficial and harmful to his/her health.	Before moving on to teaching the target behaviours in goal 7.3.5., work on showing/stating foodstuffs must be carried out. After the teaching of goal 7.3.5., the beneficial foods that can be consumed instead of harmful foods must be included. For example, drinking ayran instead of cola, etc.
Section 7.3. Our Body and Healthy Life	7.3.6. Discriminates what needs to be done for a healthy life.	7.3.6.1. Shows what needs to be done for a healthy life on visual materials. 7.3.6.2. States what needs to be done for a healthy life.	For goal 7.3.6., whether the individual uses this knowledge in real life must be followed up with weekly charts in cooperation with the family. For example, charts containing daily menus may be prepared and the individual may be asked to mark on the chart what he/she has eaten during the day.
Section 7.3. Our Body and Healthy Life	7.3.7. Discriminates what needs to be done against illnesses.	7.3.7.1. Shows what needs to be done to be protected from illnesses on visual materials. 7.3.7.2. States what needs to be done to be protected from illnesses. 7.3.7.3. Shows what needs to be done when one falls ill on visual materials. 7.3.7.4. States what needs to be done when one falls ill.	
Section 7.3. Our Body and Healthy Life	7.4.1. Discriminates the persons in the circle of safety.	7.4.1.1. Shows the persons in the circle of safety on visual materials. 7.4.1.2. States the persons in the circle of safety.	For goal 7.4.1., in forming the circle of safety, the persons from whom the individual can receive help in necessary situations must be determined by interviewing the family or the caregivers. The individual must be taught that he/she must receive help only from the persons in the circle of safety.

For this section, topics such as relatives, neighbours, occupations and vehicles to be taught must be determined by taking into account the individual's performance and the environment he/she lives in, and the materials to be used must be decided. For example, in teaching occupations, for an individual in the preschool period, occupations the individual encounters in his/her daily life, such as doctor, teacher and police officer, must be addressed.

Section	Goals	Target Behaviours	Explanations
Section 7.4. Safe Living	7.4.2. Discriminates what needs to be done to be protected from inappropriate touching.	7.4.2.1. Shows inappropriate touching on visual materials. 7.4.2.2. States inappropriate touching. 7.4.2.3. Shows what needs to be done in cases of inappropriate touching on visual materials. 7.4.2.4. States what needs to be done in cases of inappropriate touching.	In work directed at goal 7.4.2., the instruction must be structured by emphasising that the private areas must not be touched by others. The inappropriate touching meant to be indicated in goal 7.4.2. is; - Touching other than the touching by health personnel that is a requirement of the examination, - Touching other than the touching by the persons in the circle of safety that is necessary for the individual to perform the actions of dressing, toileting and eating. In teaching target behaviours 7.4.2.3. and 7.4.2.4., work on showing/stating that the individual must say “no”, shout, go to a safe area and report this situation must be included.
Section 7.4. Safe Living	7.4.3. Discriminates simple accidents and injuries and what needs to be done against these situations.	7.4.3.1. Shows the situations that may cause simple accidents on visual materials. 7.4.3.2. States the situations that may cause simple accidents. 7.4.3.3. Shows what he/she needs to do to be protected from simple accidents on visual materials. 7.4.3.4. States what he/she needs to do to be protected from simple accidents. 7.4.3.5. Shows the first aid steps that need to be taken in the face of simple accidents and injuries on visual materials. 7.4.3.6. States the first aid steps that need to be taken in the face of simple accidents and injuries.	In goal 7.4.3., simple accidents and injuries arising from the use of flammable, caustic, piercing and cutting substances; electrical and gas household appliances; and chemical substances, and from walking on a slippery floor are referred to. In teaching goal 7.4.3., it must be taken into consideration that the definitions of correct-incorrect responses, the instructional steps and the teaching methods need to be differentiated for each situation that may lead to an accident and injury.
Section 7.4. Safe Living	7.5.1. Discriminates the persons in his/her close environment.	7.5.1.1. Shows the close relative whose degree of kinship is stated on visual material. 7.5.1.2. States the degree of closeness of the close relative shown. 7.5.1.3. States the name of his/her close relative shown.	

Section	Goals	Target Behaviours	Explanations
Section 7.5. Life in the Social Environment	7.5.2. Discriminates occupations.	7.5.2.1. Shows occupations on visual materials. 7.5.2.2. States the name of the occupation shown. 7.5.2.3. Shows the occupational worker whose duty is stated on visual materials. 7.5.2.4. States the duty of the occupational worker shown. 7.5.2.5. Shows the institution where the occupational	

Section	Goals	Target Behaviours	Explanations
		worker works on visual materials. 7.5.2.6. States the institution where the occupational worker works.	
Section 7.5. Life in the Social Environment	7.5.3. Discriminates vehicles according to their types.	7.5.3.1. Shows vehicles on visual materials. 7.5.3.2. States the names of vehicles. 7.5.3.3. States the names of the types of vehicle. 7.5.3.4. Shows vehicles according to their types. 7.5.3.5. States vehicles according to their types.	
Section 7.5. Life in the Social Environment	7.5.4. Discriminates the traffic rules.	7.5.4.1. Shows the colour of the traffic light whose function is stated. 7.5.4.2. States the functions of the colours on the traffic lights. 7.5.4.3. Shows the basic traffic sign whose function is stated. 7.5.4.4. States the function of the basic traffic sign shown. 7.5.4.5. Shows the crossings that pedestrians must use when crossing the road on visual materials. 7.5.4.6. States the crossings that pedestrians must use when crossing the road. 7.5.4.7. States what pedestrians must do when crossing the road on visual materials. 7.5.4.8. States what pedestrians must do when crossing the road.	In the instructional process, simulated settings must be made use of first.
Section 7.5. Life in the Social Environment	7.5.5. Discriminates shopping places.	7.5.5.1. Shows shopping places on visual materials. 7.5.5.2. States the names of shopping places. 7.5.5.3. Shows the shopping places whose function is stated. 7.5.5.4. States the functions of shopping places.	
Section 7.5. Life in the Social Environment	7.5.6. Discriminates the means of communication.	7.5.6.1. Shows the means of communication on visual materials. 7.5.6.2. States the names of the means of communication. 7.5.6.3. Gives examples of the means of communication.	

Section	Goals	Target Behaviours	Explanations
Section 7.6. Life in Nature	7.6.1. Discriminates living and non-living entities according to their features.	7.6.1.1. Shows living and non-living entities. 7.6.1.2. States that the entity shown is living or non-living. 7.6.1.3. Gives examples of living and non-living entities. 7.6.1.4. Shows the common features of living and non-living entities on visuals. 7.6.1.5. States the common features of living and	

Section	Goals	Target Behaviours	Explanations
		non-living entities. 7.6.1.6. States the differences between living and non-living entities.	
Section 7.6. Life in Nature	7.6.2. Discriminates celestial bodies.	7.6.2.1. Shows celestial bodies on visual materials. 7.6.2.2. States the name of the celestial body shown.	For goal 7.6.2., which celestial bodies will be worked on must be determined on the basis of the general education curriculum at the school the individual attends.
Section 7.6. Life in Nature	7.6.3. Discriminates the parts of the day and what is done in the parts of the day.	7.6.3.1. Shows the parts of the day on visual materials. 7.6.3.2. States the names of the parts of the day.	
Section 7.6. Life in Nature	7.6.4. States the days.	7.6.4.1. States the names of the days in order. 7.6.4.2. States the days that are weekdays. 7.6.4.3. States the days that are at the weekend.	After the teaching of the target behaviours in goal 7.6.4., work on stating what comes before and after a day given must be included.
Section 7.6. Life in Nature	7.6.5. Discriminates the seasons according to their features.	7.6.5.1. Shows the visual bearing the features belonging to the seasons. 7.6.5.2. States the names of the seasons in order. 7.6.5.3. States the features of the seasons.	While goal 7.6.5. is being worked on, the instruction must be structured by giving greater weight to the current season. While target behaviour 7.6.5.3. is being worked on, the instruction must be structured by taking into account what is done according to the seasons, the changes in clothing, the changes in the weather and the changes in plants.
Section 7.6. Life in Nature	7.6.6. States the months.	7.6.6.1. States the names of the months in order. 7.6.6.2. States the names of the months belonging to the seasons.	After the teaching of the target behaviours in goal 7.6.6., work on stating what comes before and after a month given must be included.
Section 7.6. Life in Nature	7.6.7. States the elements of the parts of the year.	7.6.7.1. States that there are four seasons in a year. 7.6.7.2. States that the seasons are formed by the earth revolving around the sun. 7.6.7.3. States that there are twelve months in a year. 7.6.7.4. States that there are fifty-two weeks in a year. 7.6.7.5. States that there are three hundred and sixty-five days in a year. 7.6.7.6. States that there are four weeks in a month. 7.6.7.7. States that there are thirty days in a month. 7.6.7.8. States that there are seven days in a week. 7.6.7.9. States that a day is twenty-four hours. 7.6.7.10. States that night and day are formed by the earth rotating on its own axis.	
Section	Goals	Target Behaviours	Explanations
Section 7.6. Life in Nature	7.6.8. Uses the concepts of time correctly in his/her daily life.	7.6.8.1. Shows the date of the current day as month, year and day on the calendar. 7.6.8.2. States the date of the current day as month, year and day.	For goal 7.6.8., a time strip must be prepared and the concept of time must be worked on using the strip. The time strip must contain visuals, but the use of distracting visuals must be avoided (for example, the concept of yesterday-today-tomorrow may be worked on by placing pictures of "My

Section	Goals	Target Behaviours	Explanations
		7.6.8.3. Uses the concepts “yesterday”, “today” and “tomorrow”.	babyhood” and “My childhood”).
Section 7.6. Life in Nature	7.6.9. Explains natural events.	7.6.9.1. Shows natural events on visual materials. 7.6.9.2. States the names of natural events. 7.6.9.3. States how natural events are formed. 7.6.9.4. Shows the weather on visual materials. 7.6.9.5. States the weather conditions. 7.6.9.6. Shows the symbol of the weather on visual materials. 7.6.9.7. States the weather whose symbol is shown.	For goal 7.6.9., the region in which the individual lives must be taken into account. The instruction must be structured by starting with the teaching of the natural event most frequently encountered in the region in which he/she lives.
Section 7.6. Life in Nature	7.6.10. Discriminates natural disasters.	7.6.10.1. Shows natural disasters on visual materials. 7.6.10.2. States the names of natural disasters.	For goal 7.6.10., the region in which the individual lives must be taken into account. The instruction must be structured by starting with the teaching of the natural disasters most likely to be encountered in the region in which he/she lives.

Section	Goals	Target Behaviours	Explanations
Section 7.7. Life in Our Country	7.7.1. Discriminates basic information about our country.	7.7.1.1. States the name of our country. 7.7.1.2. States that the founder of our country is Atatürk. 7.7.1.3. Shows Türkiye on visual materials. 7.7.1.4. States that the country shown is Türkiye. 7.7.1.5. States the capital of our country. 7.7.1.6. Shows the Turkish Flag. 7.7.1.7. States that the flag shown is the Turkish Flag. 7.7.1.8. States the name of the Turkish National Anthem. 7.7.1.9. States that the anthem whose name is stated is the Turkish National Anthem.	
Section 7.7. Life in Our Country	7.7.2. Recognises the different region types in our country according to climate, vegetation, landform and population distribution.	7.7.2.1. Recognises the different region types in our country according to their climate characteristics. 7.7.2.2. Recognises the different region types in our country according to their vegetation characteristics. 7.7.2.3. Recognises the different region types in our country according to their landforms. 7.7.2.4. Recognises the different region types in our country according to population distribution.	For goal 7.7.2., it is recommended that instruction be carried out starting from the region in which the individual lives. In teaching goal 7.7.2., work may be carried out on visual materials for individuals who do not possess expressive language skills.
Section	Goals	Target Behaviours	Explanations
Section 7.7. Life in Our Country	7.7.3. States the climate, vegetation, landform and population characteristics seen in our country.	7.7.3.1. States the basic characteristics of the climates experienced in our country. 7.7.3.2. States the basic characteristics of the types of	For goal 7.7.3., it is recommended that instruction be carried out starting from the region in which the individual lives.

Section	Goals	Target Behaviours	Explanations
		vegetation found in our country. 7.7.3.3. States the basic characteristics of the landforms seen in our country. 7.7.3.4. States the population distribution characteristics in our country.	In teaching goal 7.7.3., work may be carried out on visual materials for individuals who do not possess expressive language skills.
Section 7.7. Life in Our Country	7.7.4. States basic information relating to settlement units.	7.7.4.1. States the names of settlement units. 7.7.4.2. States those who govern the settlement units.	
Section 7.7. Life in Our Country	7.7.5. Discriminates basic information relating to Atatürk.	7.7.5.1. Shows Atatürk on visual materials. 7.7.5.2. States that the person in the picture shown is Atatürk. 7.7.5.3. States Atatürk's personal information. 7.7.5.4. States what Atatürk did for our country.	For target behaviour 7.7.5.3., the individual is expected to state information such as his date of birth/death, the place where he was born/died and where his tomb is. While target behaviour 7.7.5.4. is being worked on, information such as that Atatürk saved our country from the enemy, founded our republic and brought many innovations to our country must be emphasised.
Section 7.7. Life in Our Country	7.7.6. Discriminates basic information relating to national and religious holidays.	7.7.6.1. States the names of the national holidays. 7.7.6.2. Shows what is done on the national holidays on visual materials. 7.7.6.3. States what is done on the national holidays. 7.7.6.4. States the characteristics of the national holidays. 7.7.6.5. States the names of the religious holidays. 7.7.6.6. Shows what needs to be done on the religious holidays on visual materials. 7.7.6.7. States what is done on the religious holidays. 7.7.6.8. States the characteristics of the religious holidays.	In target behaviours 7.7.6.4. and 7.7.6.8., the meanings the holidays contain must be emphasised. For example, when asked "What are the characteristics of the 29 October Republic Day?", the individual is expected to say "On this day the republic was proclaimed."

8. Name of the Module	SELF-CARE SKILLS
8. Aim of the Module	With the Self-Care Skills Module, the aim is for individuals with autism spectrum disorder to perform self-care skills.
8. Sections in the Module	Personal Care and Hygiene Skills, Toilet Control and Toileting Skills, Dressing and Undressing Skills, Eating and Drinking Skills Explanations

Section	Goals	Target Behaviours	Explanations
Section 8.1. Personal Care and Hygiene Skills	8.1.1. Performs personal care and hygiene skills.	8.1.1.1. Washes his/her hands. 8.1.1.2. Washes his/her face. 8.1.1.3. Washes his/her feet. 8.1.1.4. Brushes his/her teeth. 8.1.1.5. Cleans his/her nose. 8.1.1.6. Combs his/her hair. 8.1.1.7. Washes his/her hair. 8.1.1.8. Takes a bath. 8.1.1.9. Cuts his/her fingernails. 8.1.1.10. Cuts his/her toenails. 8.1.1.11. Shaves his beard. 8.1.1.12. Changes a sanitary pad. 8.1.1.13. Uses deodorant/perfume. 8.1.1.14. Removes his/her body hair.	In goal 8.1.1., steps directed at lathering must be added to the skill analyses to be carried out for skills requiring washing. While the target behaviours in goal 8.1.1. are being worked on, awareness work on the situations in which the individual will need to perform these skills must also be carried out simultaneously. For example, awareness that he/she needs to brush his/her teeth after eating must also be increased. For the tooth brushing skill in target behaviour 8.1.1.4., instruction may also be carried out with an electric toothbrush. Target behaviours such as changing a sanitary pad (8.1.1.12), taking a bath (8.1.1.8.) and removing body hair (8.1.1.14) must be carried out through family training with the knowledge and consent of the family. For the teaching of these target behaviours, the caregiver/caregivers from the circle of safety must be determined and work must be carried out in cooperation only with this person/these persons. Priority must be given to selecting the person/persons determined from the circle of safety from among those of the same sex.

Section	Goals	Target Behaviours	Explanations
Section 8.2. Toilet Control and Toileting Skills	8.2.1. Achieves toilet control.	8.2.1.1. Expresses that he/she needs the toilet with gestures-facial expressions, physical movements and alternative communication tools. 8.2.1.2. States that he/she needs the toilet.	Before beginning the teaching of the target behaviours in goal 8.2.1., the individual's state of readiness must be evaluated with the family. Whether he/she is ready for this training must be determined by taking into account the individual's health condition and the results of the daytime and night-time dryness record. In the toilet training of individuals with physical disabilities, cooperation must be established with doctors and physiotherapists. For all individuals, the teaching of toileting skills must begin with the traditional method first. However, intensive toilet training may also be used for individuals who cannot show the desired performance in traditional toilet training.
Section 8.2. Toilet Control and Toileting Skills	8.2.2. Performs the toileting skill.	8.2.2.1. Uses the toilet with the help of the persons in the circle of safety. 8.2.2.2. Uses the toilet. 8.2.2.3. Cleans his/her body after using the toilet. 8.2.2.4. Cleans the toilet after using the toilet.	

Section	Goals	Target Behaviours	Explanations
Section 8.3. Dressing and Undressing Skills	8.3.1. Takes off his/her clothes.	8.3.1.1. Takes off his/her socks. 8.3.1.2. Takes off his/her trousers.	While the skills of taking off and putting on trousers/a skirt are being worked on, instruction must begin with elasticated trousers/skirts and then work must be

Section	Goals	Target Behaviours	Explanations
		8.3.1.3. Takes off his/her jumper. 8.3.1.4. Takes off his/her T-shirt. 8.3.1.5. Takes off her skirt. 8.3.1.6. Takes off his/her cardigan. 8.3.1.7. Takes off his/her jacket. 8.3.1.8. Takes off his/her waistcoat. 8.3.1.9. Takes off his/her sweater. 8.3.1.10. Takes off his/her anorak/overcoat/winter coat. 8.3.1.11. Takes off his/her shoes/ankle boots/boots. 8.3.1.12. Takes off his/her hat. 8.3.1.13. Takes off his/her gloves. 8.3.1.14. Takes off his/her scarf. 8.3.1.15. Takes off his/her vest. 8.3.1.16. Takes off his/her underwear. 8.3.1.17. Takes off her tights. 8.3.1.18. Takes off her dress.	carried out with trousers/skirts with a zip and buttons. Since the skill analyses for taking off and putting on an anorak, overcoat and winter coat show similar features, they have been addressed together as a target behaviour. The instructional process must be planned according to the garment the individual uses. Seasonal characteristics must be taken into account in teaching undressing and dressing skills. For example, while putting on and taking off ankle boots is worked on in the winter season, putting on and taking off a T-shirt, hat, etc. must be worked on in the summer season. Cooperation must be established with the family in order to ensure the acquisition, fluency, permanence and generalisability of dressing skills. In teaching the undressing and dressing target behaviours, the necessary arrangements must be made by taking the individual's privacy into account.
Section 8.3. Dressing and Undressing Skills	8.3.2. Puts on his/her clothes.	8.3.2.1. Puts on his/her socks. 8.3.2.2. Puts on his/her trousers. 8.3.2.3. Puts on his/her jumper. 8.3.2.4. Puts on his/her T-shirt. 8.3.2.5. Puts on her skirt. 8.3.2.6. Puts on his/her cardigan. 8.3.2.7. Puts on his/her jacket. 8.3.2.8. Puts on his/her waistcoat. 8.3.2.9. Puts on his/her sweater. 8.3.2.10. Puts on his/her anorak / overcoat / winter coat. 8.3.2.11. Puts on his/her shoes / ankle boots / boots. 8.3.2.12. Puts on his/her hat. 8.3.2.13. Puts on his/her gloves. 8.3.2.14. Puts on his/her scarf.	
Section 8.3. Dressing and Undressing Skills	8.3.2. Puts on his/her clothes.	8.3.2.15. Puts on his/her vest. 8.3.2.16. Puts on his/her underwear. 8.3.2.17. Puts on her tights. 8.3.2.18. Puts on her dress.	
Section	Goals	Target Behaviours	Explanations
Section 8.3. Dressing and Undressing Skills	8.3.3. Undoes the fastenings on clothes.	8.3.3.1. Undoes a press stud. 8.3.3.2. Undoes Velcro. 8.3.3.3. Undoes a zip. 8.3.3.4. Undoes a button. 8.3.3.5. Undoes a hook.	

Section	Goals	Target Behaviours	Explanations
		8.3.3.6. Undoes a clip. 8.3.3.7. Unties a lace.	
Section 8.3. Dressing and Undressing Skills	8.3.4. Fastens the fastenings on clothes.	8.3.4.1. Fastens a press stud. 8.3.4.2. Fastens Velcro. 8.3.4.3. Fastens a zip. 8.3.4.4. Fastens a button. 8.3.4.5. Fastens a hook. 8.3.4.6. Fastens a clip. 8.3.4.7. Ties a lace.	
Section 8.3. Dressing and Undressing Skills	8.3.5. Uses accessories that complement the garment.	8.3.5.1. Uses a belt. 8.3.5.2. Uses a tie. 8.3.5.3. Uses braces. 8.3.5.4. Uses a neckerchief. 8.3.5.5. Uses glasses. 8.3.5.6. Uses jewellery. 8.3.5.7. Puts on a hair clip/tiara.	

Section	Goals	Target Behaviours	Explanations
Section 8.3.	8.3.6. Dresses appropriately to the place, time and situation.	8.3.6.1. Dresses appropriately to the seasons. 8.3.6.2. Dresses appropriately to the setting.	
Section 8.3.	8.4.1. Performs eating skills.	8.4.1.1. Eats using his/her fingers. 8.4.1.2. Eats using a fork. 8.4.1.3. Eats using a spoon. 8.4.1.4. Eats using a fork and knife together.	While eating skills are being worked on, the instruction must be planned by taking into account the time period in which the individual comes to the education centre. The individual must be motivated by beginning the teaching of eating skills with the foods and drinks he/she likes and by offering the individual options in the materials to be used. In teaching eating and drinking skills, in the skill analyses, by taking into account the characteristics of the cultural environment in which the individual is,

Section	Goals	Target Behaviours	Explanations
Section 8.4. Eating and Drinking Skills	8.4.2. Performs drinking skills.	8.4.2.1. Drinks liquid using a straw. 8.4.2.2. Drinks liquid from a glass. 8.4.2.3. Drinks liquid from a bottle. 8.4.2.4. Drinks liquid from a can.	table manners and etiquette must be included. In teaching eating and drinking skills to individuals with physical disabilities, cooperation must be established with physiotherapists.
Section	Goals	Target Behaviours	Explanations
Section 8.4. Eating and Drinking Skills	8.4.3. Performs appropriate eating behaviours.	8.4.3.1. Takes as much food onto his/her plate as he/she will finish. 8.4.3.2. Eats his/her food in the appropriate order. 8.4.3.3. Eats without speaking while there is food in his/her	

Section	Goals	Target Behaviours	Explanations
		mouth. 8.4.3.4. Uses a napkin at the table.	

9. Name of the Module	DAILY LIVING SKILLS
9. Aim of the Module	With the Daily Living Skills Module, the aim is for individuals with autism spectrum disorder to perform daily living skills.
9. Sections in the Module	Kitchen Skills, Using Household Tools and Equipment, Clothing Order and Care, Household Order and Care While the goals and target behaviours in Section 1 are being worked on, work must be carried out with a holistic approach by taking into account the safety skills in the SOCIAL LIVING SKILLS module.

Section	Goals	Target Behaviours	Explanations
Section 8.4. Eating and Drinking Skills	9.1.1. Performs the skills prior to food preparation.	9.1.1.1. Washes food. 9.1.1.2. Chops food. 9.1.1.3. Grates food. 9.1.1.4. Peels food.	
Section	Goals	Target Behaviours	Explanations
Section 9.1. Kitchen Skills	9.1.2. Prepares simple food.	9.1.2.1. Makes a sandwich. 9.1.2.2. Makes a salad. 9.1.2.3. Makes a toasted sandwich. 9.1.2.4. Makes cakik.	
Section 9.1. Kitchen Skills	9.1.3. Cooks food.	9.1.3.1. Cooks an egg. 9.1.3.2. Boils food. 9.1.3.3. Makes soup. 9.1.3.4. Makes pasta. 9.1.3.5. Makes pudding. 9.1.3.6. Makes a cake.	More advanced dishes may be cooked according to the individual's level. For target behaviour 9.1.3.3., work must begin with instant soup at the beginning, and the teaching of different types of soup must be included according to the individual's performance.
Section 9.1. Kitchen Skills	9.1.4. Prepares a drink.	9.1.4.1. Prepares a powdered drink. 9.1.4.2. Prepares fruit juice. 9.1.4.3. Makes ayran. 9.1.4.4. Brews tea. 9.1.4.5. Makes Turkish coffee.	In imparting target behaviour 9.1.4.1., the instruction must be diversified by using hot and cold water. In teaching target behaviour 9.1.4.2., the teaching of skills such as squeezing by hand and using a solid fruit juicer must be included by taking into account the individual's life.
Section 9.1. Kitchen Skills	9.1.5. Serves.	9.1.5.1. Serves food. 9.1.5.2. Serves drinks.	For goal 9.1.5., a start must be made first with the teaching of the skills of serving solid food and cold drinks. After the individual has shown progress in these skills, the teaching of serving liquid food and hot drinks must be continued with.
Section 9.1. Kitchen Skills	9.1.6. Sets and clears the dining table.	9.1.6.1. Places the tools and equipment appropriate to the food/drinks on the table. 9.1.6.2. Places the appropriate tools and equipment on the table according to the number of persons. 9.1.6.3. Clears the dining table.	For goal 9.1.6., the instructional processes must be structured by taking into account the cultural lives of the individual and his/her family.
Section 9.1. Kitchen Skills	Goals	The goals and target behaviours in Section 2 must be worked on with a holistic approach by relating them to the other target behaviours in this module. For example, in teaching the skill of making a cake, the skills of using a mixer and using an oven must be worked on. The goals and target behaviours in Section 2 must be worked on with a holistic Target Behaviours	approach by taking into account the safety skills in the Social Living Skills module. For example, while working with electrical household appliances, the teaching of precautions directed at the risks that may occur must be included. Explanations

Section	Goals	Target Behaviours	Explanations
Section 9.1. Kitchen Skills	9.2.1. Uses white goods.	9.2.1.1. Uses a television. 9.2.1.2. Uses a cooker. 9.2.1.3. Uses a refrigerator. 9.2.1.4. Uses a dishwasher. 9.2.1.5. Uses a washing machine. 9.2.1.6. Uses an oven. 9.2.1.7. Uses a microwave oven.	
Section	Goals	Target Behaviours	Explanations
Section 9.2. Using Household Tools and Equipment	9.2.2. Uses small household appliances.	9.2.2.1. Uses a kettle. 9.2.2.2. Uses a food processor. 9.2.2.3. Uses a mixer. 9.2.2.4. Uses a toasted sandwich maker. 9.2.2.5. Uses a hairdryer. 9.2.2.6. Uses a vacuum cleaner. 9.2.2.7. Uses an iron.	In teaching the target behaviours in goal 9.2.2., instruction relating to the routine maintenance and cleaning of small household appliances must be carried out.
Section 9.2. Using Household Tools and Equipment	9.2.3. Uses personal electronic/electrical devices.	9.2.3.1. Uses a telephone. 9.2.3.2. Uses a mobile phone. 9.2.3.3. Uses a tablet. 9.2.3.4. Uses a computer. 9.2.3.5. Uses a digital music player. 9.2.3.6. Uses a camera. 9.2.3.7. Uses a hair styler. 9.2.3.8. Uses a shaver. 9.2.3.9. Uses an epilator.	Together with the devices in goal 9.2.3., the use of accessories such as headphones and chargers must also be included.
Section 9.2. Using Household Tools and Equipment	9.3.1. Maintains the order of clothes.	9.3.1.1. Folds clothes. 9.3.1.2. Places clothes in the wardrobe. 9.3.1.3. Organises his/her wardrobe by classifying clothes according to their seasons.	

The goals and target behaviours in Section 4 must be worked on with a holistic approach by relating them to the other target behaviours in this module. For example, the skills of using an iron and ironing must be worked on together. The goals and target behaviours in Section 4 must be worked on with a holistic approach by taking into account the safety skills in the Social Living Skills module. For example, while skills such as cleaning the toilet, cleaning windows and mopping the floor are being worked on, the teaching of precautions directed at the risks that may occur must be included.

Section	Goals	Target Behaviours	Explanations
Section 9.3. Clothing Order and Care	9.3.2. Carries out the care of clothes.	9.3.2.1. Sews on a button. 9.3.2.2. Sews up a tear. 9.3.2.3. Polishes shoes. 9.3.2.4. Brushes clothes.	
Section 9.3. Clothing Order and Care	9.4.1. Maintains cleanliness and order in the kitchen.	9.4.1.1. Washes the dishes. 9.4.1.2. Puts things away in the refrigerator. 9.4.1.3. Cleans the refrigerator. 9.4.1.4. Cleans the cooker. 9.4.1.5. Cleans the oven. 9.4.1.6. Cleans the extractor hood. 9.4.1.7. Cleans small kitchen appliances.	While the skill teaching of the target behaviours in goal 9.4.1. is being planned, the step of putting the tools and equipment that have been cleaned back in their places must also be included. For target behaviour 9.4.1.1., the teaching of the skills of washing up both by hand and in the dishwasher must be carried out.

Section	Goals	Target Behaviours	Explanations
Section 9.4. Household Order and Care	9.4.2. Maintains cleanliness and order in the bedroom.	9.4.2.1. Makes the bed. 9.4.2.2. Tidies away the bed. 9.4.2.3. Changes the bed linen.	The teaching of target behaviours 9.4.2.1. and 9.4.2.2. must be structured by taking into account the individual's home life (for example a floor bed, making the bed on a sofa bed, etc.).
Section 9.4. Household Order and Care	9.4.3. Maintains cleanliness and order in the home.	9.4.3.1. Takes out the rubbish. 9.4.3.2. Dusts. 9.4.3.3. Mops the floor. 9.4.3.4. Sweeps the floor. 9.4.3.5. Organises the cupboard. 9.4.3.6. Cleans the cupboard. 9.4.3.7. Washes the laundry. 9.4.3.8. Hangs out the laundry. 9.4.3.9. Irons. 9.4.3.10. Cleans the windows. 9.4.3.11. Cleans the washbasin. 9.4.3.12. Cleans the toilet.	In teaching target behaviours 9.4.3.3. and 9.4.3.4., the instructional activities must be diversified by using different materials (hand brush, vacuum cleaner, floor cloth, mop). For target behaviour 9.4.3.7., the teaching of the skills of washing laundry both by hand and in the washing machine may be carried out.

10. Name of the Module	SOCIAL LIVING SKILLS
10. Aim of the Module	With the Social Living Skills Module, the aim is for individuals with autism spectrum disorder to acquire the basic skills in social life.
10. Sections in the Module	Safety, Shopping, Social Venues, Institutions and Organisations, Transport and Communication, Planning Daily Life Goals Explanations Target Behaviours

Goals

Explanations

Target Behaviours

10. Name of the Module

10. Sections in the Module

10. Aim of the Module

SOCIAL LIVING SKILLS

With the Social Living Skills Module, the aim is for individuals with autism spectrum disorder to acquire the basic skills in social life.

Safety, Shopping, Social Venues, Institutions and Organisations, Transport and Communication, Planning Daily Life

Section 10.1. Safety	10.1.1. Protects his/her privacy.	10.1.1.1. Refuses an offer of food/drink coming from persons who are not in the circle of safety. 10.1.1.2. Refuses an offer of help coming from persons who are not in the circle of safety. 10.1.1.3. Refuses an offer of an outing coming from persons who are not in the circle of safety. 10.1.1.4. Does what needs to be done in cases of neglect and abuse.	For goal 10.1.1., first, in forming the circle of safety, 3 persons from whom the individual can receive help in necessary situations must be determined by interviewing the family or the caregivers. The individual must be taught that he/she must receive help only from the persons in the circle of safety. In work directed at the target behaviours in goal 10.1.1., the teaching of skills such as saying no, shouting, going to a safe area and informing the persons in the circle of safety must be included. The target behaviours in goal 10.1.1. must be worked on in simulated settings by making use of scripts. Planning directed at the generalisation of these target behaviours to natural settings must be included.
	10.1.2. Protects himself/herself against the risks and dangers that may occur in different settings.	10.1.2.1. Goes down/up the stairs by holding the handrails. 10.1.2.2. Avoids walking on wet and slippery floors. 10.1.2.3. Uses cutting instruments safely. 10.1.2.4. Uses electrical and gas household appliances safely. 10.1.2.5. Uses cleaning materials safely.	For the target behaviours in goal 10.1.2., putting cutting instruments or cleaning materials in places individuals cannot reach or telling individuals that they must not touch these substances is not sufficient. Systematic instruction must certainly be provided. In this process, modelling and role-play work may be included, and the evidence-based practices included in the explanations section may also be made use of.

Goals

Explanations

Target Behaviours

		10.1.2.6. Uses furniture safely. 10.1.2.7. Uses the window and balcony safely. 10.1.2.8. Uses the door safely.	
Section 10.1. Safety	10.1.3. Ensures his/her safety in emergencies.	10.1.3.1. Calls 112 in emergencies. 10.1.3.2. Applies the necessary simple first aid interventions in emergencies. 10.1.3.3. Cooperates with family members, caregivers and health and security personnel in order to ensure his/her safety in emergencies.	For goal 10.1.3., an emergency help guide may be created together with the individual and the individual may be enabled to keep this guide with him/her. Among the emergencies that need to be worked on may be situations such as injuries, poisonings, accidents and natural disasters. In teaching the target behaviours in goal 10.1.3., in addition to carrying out work at the knowledge and concept level, practice-oriented work must also be carried out in simulation settings.
	10.1.4. Ensures his/her own safety in traffic.	10.1.4.1. Ensures his/her safety as a pedestrian. 10.1.4.2. Ensures his/her safety in vehicles.	The necessary planning must be carried out for the target behaviours in goal 10.1.4. to be displayed in natural settings. For the skill of ensuring his/her safety as a pedestrian in target behaviour 10.1.4.1., the teaching of the skills of crossing the road by using the pedestrian crossing safely, walking safely on the pavement, using underpasses and overpasses safely, and complying with traffic signs is included. For the skill of ensuring his/her safety in vehicles in target behaviour 10.1.4.2., the teaching of the skills of fastening the seat belt, sitting in his/her place throughout the journey, and complying with the rules when getting off and getting on the vehicle is included.

Goals

Explanations

Target Behaviours

Section 10.2. Shopping	10.2.1. Does shopping.	10.2.1.1. Makes preparations before shopping. 10.2.1.2. Does food shopping. 10.2.1.3. Does clothes shopping. 10.2.1.4. Does personal care products shopping. 10.2.1.5. Does cleaning materials shopping. 10.2.1.6. Does stationery shopping.	Work directed at the generalisation of the target behaviours in goal 10.2.1. to natural settings must be carried out. While the skill analyses to be used in teaching the target behaviours in goal 10.2.1. are being prepared, the points to be considered when purchasing products must be emphasised (expiry date, size measurements, etc.).
Section 10.3. Social Venues	10.3.1. Uses social venues.	10.3.1.1. Uses a restaurant/café. 10.3.1.2. Uses a cinema/theatre. 10.3.1.3. Uses places such as parks/gardens/picnic areas. 10.3.1.4. Uses libraries. 10.3.1.5. Uses the settings in which concerts are held. 10.3.1.6. Uses the settings in which artistic activities (museum, exhibition, etc.) are held. 10.3.1.7. Uses the settings in which sporting activities are held. 10.3.1.8. Uses the settings appropriate to his/her needs.	Since the target behaviours in goal 10.3.1. are chained skills, a skill analysis must be carried out in the teaching and evaluation process. While the skill analysis is being carried out, the instruction must be carried out by determining the rules that must be complied with in these venues. The target behaviours in goal 10.3.1. must be worked on in natural settings if possible; if the conditions are not suitable, simulated settings must be created. In teaching target behaviour 10.3.1.1., an adaptation must be made for self-service restaurants/café. With the expression "settings appropriate to his/her needs" referred to in target behaviour 10.3.1.8., settings such as the tailor, dry cleaner and repairer are meant.
Section 10.4. Institutions and Organisations	10.4.1. Uses institutions and organisations.	10.4.1.1. Uses institutions and organisations providing health services. 10.4.1.2. Uses banks. 10.4.1.3. Uses institutions and organisations providing postal and courier services.	Since the target behaviours in goal 10.4.1. are chained skills, a skill analysis must be carried out in the teaching and evaluation process. While the skill analysis is being carried out, the instruction must be carried out by determining the rules that must be complied with in these venues. The target behaviours in goal 10.4.1. must be worked on in natural settings if possible; if the conditions are not suitable, simulated settings must be created.

Goals

Explanations

Target Behaviours

Section 10.5. Transport and Communication	10.5.1. Uses urban transport services.	10.5.1.1. Uses the school bus. 10.5.1.2. Uses the bus. 10.5.1.3. Uses the dolmuş. 10.5.1.4. Uses	Since the target behaviours in goals 10.5.1. and 10.5.2. are chained skills, a skill analysis must be
---	--	--	---

		the train/metro. 10.5.1.5. Uses the ferry. 10.5.1.6. Uses a taxi.	carried out in the teaching and evaluation process. While the skill analysis is being carried out, the instruction must be carried out by determining the rules that must be complied with in these venues. The step of determining the most appropriate means of transport for the place he/she will go to must be added to the skill analyses carried out for the target behaviours in goals 10.5.1. and 10.5.2. The target behaviours in goals 10.5.1. and 10.5.2. must, if possible,
	10.5.2. Uses intercity transport services.	10.5.2.1. Uses the bus. 10.5.2.2. Uses the train. 10.5.2.3. Uses the ship/ferry. 10.5.2.4. Uses the aeroplane.	be worked on in natural settings; if the conditions are not suitable, simulated settings must be created. In teaching the target behaviours in goals 10.5.1. and 10.5.2., the instruction must be carried out with the means of transport the individual may frequently use in his/her daily life.
	10.5.3. Uses communication services.	10.5.3.1. Uses the telephone. 10.5.3.2. Uses the internet. 10.5.3.3. Uses social media. 10.5.3.4. Uses electronic mail.	In target behaviours 10.5.3.2. and 10.5.3.3., cooperation must be established with the family regarding ensuring safety in individuals' use of the internet and social media.
Section 10.6. Planning Daily Life	10.6.1. Plans his/her daily life.	10.6.1.1. Plans the tasks/duties he/she will carry out during the day in order of importance. 10.6.1.2. Carries out the tasks/duties he/she will carry out according to the setting he/she is in. 10.6.1.3. Uses his/her free time productively.	For goal 10.6.1., time charts appropriate to the individual may be prepared so that he/she can use his/her time in a planned and effective way in the home, work, school and social settings. Instruction directed at individuals being able to use the time charts prepared must be planned. For target behaviour 10.6.1.3., a free time evaluation form may be prepared and appropriate activities may be determined together with the family and the individual. Instruction directed at the activities determined may be planned.

appendices appendices

APPENDIX-1 CRITERION-REFERENCED TEST (CRT)

Individual's Name and Surname Teacher's Name : _____ : _____ Academic Year Date :
 _____/_____/_____ : Module Name Initial eval. : _____ Section No: _____ : ____/____/____ Interim eval. :
 ____/____/____ Final eval. : ____/____/____ Yes/No Target Behaviours Materials/Questions Direction Criterion Interim eval. Final eval. Initial eval.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

eval.: Evaluation

CHECKLIST APPENDIX-2 Individual's Name and Surname Teacher's Name : _____ :

Academic Year Date : _____ / _____ : Module Name Initial eval. : _____ Section No: _____ :
 ____ / ____ / ____ Interim eval. : ____ / ____ / ____ Final eval. : ____ / ____ / ____

Final eval. Initial eval. Interim eval. 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. eval.: Evaluation

RUBRIC APPENDIX-3

Individual's Name and Surname : _____ Education Start and End Date : ____ / ____ / ____ Evaluation Date : ____ / ____ / ____

Module - Section Name : ____ / ____ / ____ Goal/Target Behaviour :

Performance Level and Descriptions

Criteria Inadequate (3) Fair (2) Good (1)

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

PERFORMANCE RECORD FORM APPENDIX-4

Individual's Name and Surname : _____ Teacher's Name : _____

Initial Evaluation Date : ____ / ____ / ____ Final Evaluation Date : ____ / ____ / ____

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

Initial x x x x x x x x x x x x x x x x Goal 1.1.1 Final + + + + + + + + + + + + + + + +

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 x Goal 2.1.1 Final + + + + + + + + Section 2.1 Initial x x x 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 instructional process for each module.

x: Target behaviour targeted to be reached

+: Target behaviour reached

IEP DEVELOPMENT MONITORING SUMMARY FORM APPENDIX-5

Individual's Name and Surname Teacher's Name : _____ :

Academic Year : _____ / _____

Final Evaluation Date Initial Evaluation : ____/____/____ : ____/____/____

Date

In the Module In the IEP Performed Targeted to be Taught Worked On Not Reached

Reasons for

Modules Included Included Goal Goal Recommendations Target Targeted Target

Not Being Reached

Behaviours Behaviours Behaviours Behaviours Sections Goals

Note: The IEP Development Monitoring Summary Form is filled in on the basis of the data obtained from the evaluations carried out during the IEP implementation process,

during instruction and at the end of instruction. The data 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 Work/Products Individual's Name and Surname :
_____ _____ _____ _____ _____ _____ _____ _____ :
_____ / _____ Date : ____/____/____ Academic Year :
_____ / _____ Name of the Module : _____

This form has been prepared for the purpose of checking the portfolio content before the portfolios individuals prepare after completing any module or at the end of the academic year are sent to the GRC. It has also been prepared for the purpose of giving information at the beginning of the education and instruction process about what needs to be placed in the content of the portfolios to be prepared. While the portfolio is being submitted, the following products/work 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: Two copies of this form will be filled in. 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 for the purpose of checking the portfolio content before the portfolios individuals prepare after completing any module or at the end of the academic year are sent to the GRC. It has also been prepared for the purpose of giving information at the beginning of the education and instruction process about what needs to be placed in the content of the portfolios to be prepared. While the portfolio is being submitted, the following products/work 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

Individual's Name and Surname Date : _____ : ____/____/____

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

Private Education Institution Guidance and Research Centre (GRC) Work/Products Explanation Explanation

Note: Two copies of this form will be filled in. 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 Development Monitoring Summary Form (2 Copies)		
	Performance Record Forms		
	IIP Sample		
	Development Monitoring Record Form Sample		
	Development Monitoring Graph Sample		
	Measurement Instruments (Tests) Sample		
	Samples of Homework Done During the Instructional Process		
	Samples of Worksheets Done by the Individual During the Instructional Process		
	Audio Recording and Video Samples Containing the Individual's Work (May Be Included Provided That Permission Has Been Obtained From the Family)		

PORTFOLIO RUBRIC APPENDIX-7

Individual's Name-Surname Evaluation Date : _____ : ____/____/____

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

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

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

Content	Almost none of the work that should be present within the scope of Section 1, Section 2 and Section 3 is present in the portfolio. Only the individual's IEP is present. The record form and/or development graphs showing the individual's development are also not included.	The individual's IEP and Performance Record Form within the scope of Section 1 are present in the portfolio. The work that should be present within the scope of Section 2 and Section 3 is not included. The record form and/or development graphs showing the individual's development are partly present but give very superficial information.	A significant part of the work that should be present within the scope of Section 1, Section 2 and Section 3 is present in the portfolio. The sample products match the information in the performance record form and the record form and/or development graphs showing the individual's development are included.	All of the work that should be present within the scope of Section 1, Section 2 and Section 3 is present in the portfolio. The sample products match the information in the performance record form and the record form and/or development graphs showing the individual's development are included.
State of Achievement of the Goals	When the products, forms and performance record form in the portfolio are looked at, it is seen that none of the goals determined before instruction have been reached or that only one or two of them have been reached.	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 reached.	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 reached.	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 reached.

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

Measurement Instruments	The measurement instruments placed in the portfolio as samples do not generally match the individual's goals and the target behaviours in the modules. Furthermore, they need to be improved in terms of technique (the features and variety they should have) and quality (content).	The measurement instruments placed in the portfolio as samples generally match the individual's goals and the target behaviours in the modules. However, they need to be improved in terms of quality (in terms of content).	Although the measurement instruments placed in the portfolio as samples match the individual's goals and the target behaviours in the modules, they need to be improved a little further in terms of technique (the features and variety they should have).	The measurement instruments placed in the portfolio as samples have been prepared appropriately in terms of broad scope, number of questions, technique, etc. so as to measure the individual's goals and the target behaviours in the modules.
Reporting Development	There is no instrument in the portfolio reflecting the individual's development process.	The sample record charts/graphs presented in the portfolio do not reflect the individual's development process. Or they are not fully related to the goals.	Although the sample record charts/graphs presented in the portfolio generally reflect the individual's development process, they do not give detailed information.	The sample record charts/graphs presented in the portfolio give detailed information about the individual's performance.
Variety of Products	Only one type of sample from the work carried out directed at the individual's goals has been given in the portfolio.	Samples of two or three types from the work carried out directed at the individual's goals are also present in the portfolio.	Samples of two or three types from the work carried out directed at the individual's goals are also present in the portfolio. The number of samples	Various samples from the work carried out directed at 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.
Order	The documents and products in the portfolio have been filed randomly without conforming to Section 1, Section 2 and Section 3. The file appears rather disordered.	The documents and products in the portfolio have been filed in conformity with Section 1, but the other sections have been filed in a confused manner.	The documents and products in the portfolio have been filed appropriately according to Section 1 and Section 2 and are generally in order.	The documents and products in the portfolio have been filed in conformity with Section 1, Section 2 and Section 3. The file is rather good in terms of order.

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

Explanation	Strong Points of the File:			
	Points of the File That Need to Be Improved:			

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDER