



Support Education Programme for Individuals with an Intellectual Disability

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

SUPPORT EDUCATION PROGRAMME FOR INDIVIDUALS WITH AN INTELLECTUAL DISABILITY WITH DUALS SUPPORT EDUCATION PROGRAMME

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A. Introduction

1. What Are Support Education Programmes?

Article 14 of Decree Law No. 573 on Special Education, issued in 1997, contains the following provision: "Individuals requiring special education shall be provided with special education support in order to achieve the objectives of the education programmes they attend in educational settings of every type and level. To this end, individual and group education opportunities shall be provided. For individuals requiring special education who are of compulsory education age and who are not in a position to attend any educational institution, education programmes 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 programmes is to serve both families and individuals, without any age limit, in order to support individuals in leading their lives independently, in their developmental areas and in academic skills, and to provide rehabilitation for those who need it. Many changes occurring in the field of special education have created the need to redesign the support

education programmes currently in use. In this context, while the support education programmes were being redesigned 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 — the following processes were followed:

The curricula of different countries, which have been renewed and updated in recent years for similar reasons, were examined,

Academic studies on special education and support education programmes 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 programmes 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 programmes and for the evaluation of the process.

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

2. The Aims of Support Education Programmes

The general aims of the Support Education Programmes, prepared on the basis of the "General Aims of Turkish National Education" and the "Fundamental Principles of Turkish National Education" expressed in Article 2 of Basic Law of National Education No. 1739, and the "Fundamental 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 in the physical, cognitive, social and emotional domains, taking their individual developmental processes into account
2. To equip individuals with special needs with the basic academic skills they will need in their daily lives and to support them in becoming independent individuals who use these skills effectively
3. To support individuals with special needs who have adopted national and moral values by developing the competences they have acquired in a way that 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 community life and lead their lives independently.

3. The Perspective of Support Education Programmes

The fundamental aim of our education system is to equip the individual with knowledge, skills and behaviours integrated with our values and competences. While knowledge, skills and behaviours are imparted through curricula, our values and competences establish the integrity among this knowledge, these skills and these behaviours. Values are the essential heritage that has reached the present day from the national and moral sources of society and 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 that the learning and teaching processes seek to impart, and thus constitute the perspective of the programme.

a. Our Values

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

The education system is not merely a structure that imparts certain determined items of knowledge, skills and behaviours and produces academically successful individuals. Raising individuals who have adopted fundamental

values is the essential duty of the education system; educational and instructional activities must be able to influence the values, habits and behaviours of the new generation. The education system fulfils its function within the framework of imparting values through an education programme that also encompasses the curricula. An education programme is created by taking into consideration all the elements of the education system, such as curricula, learning-teaching environments, educational tools and materials, extracurricular activities and legislation. In the support education programmes, it is aimed to develop the ten root values envisaged by the Ministry of National Education for education programmes. These values are: justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness. These values will be addressed in the learning and teaching processes both on their own, together with their related sub-values, and together with the other root values. In the Support Education Programme for Individuals with an Intellectual Disability, it is aimed to develop these ten root values and their related sub-values.

With this understanding, in the support education programmes too, our values have not been regarded as a separate programme 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 programmes.

b. Competences

Our education system aims to raise individuals of character who possess knowledge, skills and behaviours integrated within competences. Competences, which are 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 programmes. The competences addressed in the Support Education Programme for Individuals with an Intellectual Disability are explained below together with their definitions:

1) Communication in the mother tongue: Expressing and interpreting concepts, thoughts, opinions, feelings and facts both orally and in writing (listening, speaking, reading and writing); and engaging in linguistic interaction in an appropriate and creative manner 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 Programme for Individuals with an Intellectual Disability, it is aimed to enable individuals to succeed in prelinguistic period, linguistic period and alternative communication skills as well as in symbolic and social play skills. Competence in communication in the mother tongue has been included in this module in terms of all the components of language. In the Reading and Writing Module, it is aimed to enable individuals with an intellectual disability 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, competence in communication in the mother tongue has been included in the grammar, reading comprehension, listening comprehension and written expression sections.

2) Mathematical competence and basic competences in science/technology: Mathematical competence is the development and application of a mathematical way of thinking in order to solve a range of problems encountered in daily life. Emphasis is placed on process, activity and knowledge built upon a sound arithmetic skill. Mathematical competence includes the skill and willingness to use, to differing degrees, mathematical modes of thought (logical and spatial thinking) and presentation (formulae, models, constructs, graphs and tables).

Competence in science refers to the body of knowledge for explaining the natural world and to the skill and desire to make use of methodology in order to define questions and produce evidence-based conclusions. Competence in technology is regarded 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.

With the Mathematics Module, it is aimed to enable individuals to learn the most basic skills of mathematics in the pre-school period, to increase their level of readiness for primary education and to enable them to succeed in advanced mathematics skills. With the Mathematics Module, it is aimed to enable individuals with an intellectual disability to learn the most basic skills of mathematics during the school period and to succeed in advanced mathematics skills. This module contains the sections numbers and operations, geometry, measurement and data handling. The module covers the most basic skills of mathematics in the school period. With these two modules, it is aimed to develop individuals'

mathematical competences. Basic competences in science/technology, on the other hand, are aimed to be supported respectively in the Mathematics and the Reading and Writing Modules and in the self-regulation/self-management section of the Support for Learning Module.

3) Digital competence: This covers the safe and critical use of information and communication technologies for work, daily life and communication. This competence is supported through basic skills such as the use of computers to access, evaluate, store, produce, present and exchange information, as well as to participate in and communicate via common networks through the internet.

With the Skills Module, it is aimed to enable individuals with an intellectual disability to perform daily living skills. In the using personal electronic/electrical devices part of this section, it is aimed to support digital competence. With the Community Living Skills Module, it is aimed to enable individuals with an intellectual disability to acquire the basic skills of community life. Digital competence may also be supported in the using communication services objective of this section.

4) Learning to learn: This is the competence of pursuing learning and being persistent in this regard so that the individual can organise their own learning activity, individually or in a group, in a way that also encompasses effective time and information management. This competence covers the individual's awareness of their own learning needs and processes by recognising the available opportunities, as well as the ability to cope with difficulties for a successful learning activity. It also means seeking and benefiting from guidance support as much as acquiring, processing and adapting new knowledge and skills to oneself. Learning to learn mobilises learners to draw upon previous learning and life experiences in order to use and apply knowledge and skills in various contexts such as the home, the workplace and the education and training environment.

With the daily life planning section included in the living Skills Module, it is aimed to support the learning-to-learn competence.

5) Social and civic competences: These competences include personal, interpersonal and intercultural competences and cover all forms of behaviour that enable individuals to be equipped with the qualities that will allow them to participate effectively and constructively in an increasingly diverse society and working life

and to resolve conflicts where necessary. Civic competence, on the other hand, equips individuals to participate fully in civic life on the basis of knowledge of social and political concepts and structures and a commitment to democratic and active participation.

With the Is Module, it is aimed to enable individuals with an intellectual disability to perform social skills. Social competences are supported in all sections of this module. In addition, in the Individual and Environment Module, it is aimed to enable individuals with an intellectual disability to acquire basic knowledge about themselves and their environment. It is aimed to support social competences in the sections family and life at home, life at the education centre, safe living and life in the social environment. Civic competences, on the other hand, are aimed to be supported through the topics and texts to be given to individuals in the initial reading and writing, reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. It is also aimed to support civic competences through the life in our country section of the Individual and Environment Module.

6) Cultural awareness and expression: This is the appreciation of the importance of the creative expression of opinions, experiences and feelings through a range of mass media, including music, performing arts, literature and the visual arts.

It is aimed to support expression competences in the communication and interaction and the comprehension and expression sections of the Module. In addition, this competence may be supported through the topics and texts to be given to individuals in the reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. It is aimed to support the cultural awareness competence in the family and life at home section of the Individual and Environment Module and in the eating and drinking skills sections of the Self-Care Skills Module.

7) Initiative-taking and entrepreneurship: This expresses the individual's ability to turn their thoughts into action. Besides creativity, innovation and risk-taking, it also includes the ability to plan in order to reach goals and to manage projects. This competence constitutes a foundation for individuals to be aware of the context and conditions of their work — not only at home and in society — and to seize work opportunities. At the same time, it covers the specific knowledge and skills needed by people who undertake or contribute to social and commercial activities.

With the safety, shopping, social venues, institutions and organisations, transport and communication sections included in the living Skills Module, it is aimed to support initiative-taking and entrepreneur-

ship. In addition, this competence may also be supported through the social problem solving section included in the Social Skills Module.

4. The Structure of Support Education Programmes

A modular approach has been adopted in the support education programmes. The word "module" literally means a divisible 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 that must be carried out in order to reach these aims, and the measurement tools.

The support education programmes have been created taking into account the needs of individuals in the relevant disability group. These modules consist of teaching experiences that are based on individual instruction, have a beginning and an end, display integrity within themselves and are 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 such a way as to make it possible to prepare and implement an individualised education programme. The objectives contained in the modules consist of the knowledge, skills and attitudes to be imparted to the individual. In addition to guiding the practitioner, the modules bring a standard to the education to be delivered by special education and rehabilitation centres and also facilitate the measurement and assessment process. In planning instruction with the modules, individual instruction is taken as the basis as far as possible. When determining the aims of modular education programmes, the characteristics of the individual, society and the subject area are taken into account. It has been adopted as a principle to prepare a programme 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.

The support education programmes consist of various modules that will make it possible to reach the targeted aims and of sections relating to these modules. In each module, the objectives expected to be attained by individuals, the target behaviours, and specific explanations taking into account the competence level of the individuals in practice in order to reach the objectives have been included. Explanations may relate to sub-dimensions of the programme such as the nature of the objective, prerequisite learning, teaching method, materials and measurement.

Modules themselves consist of sections. The sections contained in the modules have been addressed as linear and spiral approaches according to the characteristics of the areas. In this sense, the support education programmes are linear, because within some modules there are sections in which gradual progression and prerequisite learning are compulsory. That is, one cannot move on to another objective before an objective has been achieved. Some modules, on the other hand, bear spiral characteristics in terms of their content approach, because the sections within the modules may at times expand in scope and be repeated at different times.

As a result, the support education modules consist of sections that are individual-oriented, structured around clearly stated objectives, have integrity within themselves and make it possible to assess individual performance. In addition, each of the support education modules, which are oriented towards individual learning, covers a specific skill and/or body of knowledge. The support education modules that have been prepared have the characteristic of taking into account the interests, wishes and abilities of the individual, bringing a different understanding to educational practices and providing the opportunity to move between modules.

The modules give teachers the opportunity for continuous assessment throughout the teaching process. The assessments have been formed through facts or the solution of problems selected from the real setting.

Codes

In the support education programmes, the following system has been followed in the coding of sections, objectives and target behaviours.

1.1 1.1.1 1.1.1.1

Module Number Section Number Objective Number Target Behaviour Number

2.1 2.1.1 2.1.1.1

Module Number Section Number Objective Number Target Behaviour Number

5. The Learning-Teaching Approach of Support Education Programmes

The support education programmes have been prepared according to learner-centred programme designs. Learner-centred programme designs are based on progressivism and the pragmatist philosophy of education. In learner-centred programme designs, the needs of the individual are determined in advance and the programme is prepared accordingly. The programme content consists of common interests, and learning is a part of the individual's life experience. Learner-centred programme designs may be individual-centred and experience-centred. In learner-centred designs, the interests and needs of the individual are important. In this respect, both 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, while the support education programmes have been prepared in a learner-centred manner, teachers implementing the programmes have also been advised to take experience-centred practices as a basis. In this sense, the teacher's momentary attitudes and decisions and their competence in programme implementation are extremely important. In learner-centred and experience-centred programmes, the individual's performance level, characteristics and learning styles must be taken into account when planning the learning and teaching process. Taking into consideration the individual's current and future educational requirements and including behaviours oriented towards the knowledge, skills and attitudes that the educational needs to be determined will require has been the focal point of the support education programmes.

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

For all individuals requiring special education, an "Individualised Education Programme (IEP)" must be prepared and implemented on the basis of the support education programmes in line with their individual characteristics, performance and needs. In determining the objectives to be included in the IEP, in organising the learning-teaching process and in assessing achievement, the readiness and the cognitive, social and physical characteristics of that individual may differ. For this reason, when planning the learning-teaching process, individuals' individual differences (their current performance, readiness levels, learning styles and needs, socio-cultural differences, etc.) must be taken into consideration. In line with these explanations, an IEP for the individual and a lesson plan based on the IEP must be prepared. The "Lesson Plan Preparation Format" is given on the next page.

Appropriate strategies, methods, tools, equipment and materials must be selected in the learning and teaching process. Care must be taken to ensure that the activities to be included in the learning and teaching process are prepared and implemented gradually, from the concrete to the abstract, from the easy to the difficult, from the known to the unknown and from the near to the far. Care must be taken to ensure that the language used in the work and the activities implemented are appropriate to the individual's age and developmental characteristics. In order for individuals to be able to communicate effectively in daily life and to participate actively in the social environment, appropriate settings must be prepared and the activities in these settings must be diversified. Indeed, individuals requiring special education need methods and techniques that differ from those needed by typically developing individuals during the learning stage. It is necessary to use multisensory teaching methods and techniques in the curricula.

Lesson Plan Preparation Format

Section 1

Module Name:

Section Name:

Section 2

Objective:

Target Behaviour:

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

Instructional Technologies and Materials:

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

Section 3

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

Section 4

Measurement and The measurement and assessment approach recommended in the modules is taken as a basis, Assessment: implemented, and the results of the implementation are assessed.

B. Support Education Programme for Individuals with an Intellectual Disability

1. The General Aim of the Support Education Programme for Individuals with an Intellectual Disability

With this programme, it is aimed for individuals with an intellectual disability to 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.

Early Social Reading Transport and Social Play Addition and Life in the Comprehension Communication Subtraction Environment

Daily Alternative Listening Life in Geometry Life Communication Comprehension Nature Planning

Written Life in Measurement Expression Our Country

Data

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Support for Learning Visual Perception and Memory	Language , Communication and Play Prelinguistic Communication Period	Social Skills Communication and Interaction	Reading and Writing Early Literacy	Early Mathematics Object Attributes and Readiness for Measurement	Mathematics Numbers and Operations	Individual and Environment Family and Life at Home	Self-Care Skills Personal Care and Hygiene Skills	Daily Living Skills Kitchen Skills	Community Living Skills Safety	Structure
Auditory Perception and Memory	Linguistic Period Receptive Language	Recognising, Understanding and Expressing Emotions	Initial Reading and Writing	Spatial Relations	Geometry	Life at the Education Centre	Toilet Control and Toileting Skills	Using Household Tools and Equipment	consists. These modules are shown in the diagram below. Shopping	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Tactile Perception and Memory	Linguistic Period Expressive Language	Emotion and Behaviour Management	Functional Reading and Writing	Numbers	Measurement	Our Body and Healthy Living	Dressing and Undressing Skills	Clothing Order and Care	Social Venues	
Motor Skills	Symbolic Play	Social Problem Solving	Grammar	Part-Whole Relationship	Data Handling	Safe Living	Eating and Drinking Skills	Household Order and Care	Institutions and Organisations	2. The Structure of the Support Education Programme for Individuals with an Intellectual Disability

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
			MODULES AND SECTIONS OF THE SUPPORT EDUCATION PROGRAMME FOR INDIVIDUALS WITH AN INTELLECTUAL DISABILITY				

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Support for Language, Communication and Learning and Play 1. Visual 1. Prelinguistic Perception and Memory 75 lesson hours 55 lesson hours 2. Auditory Perception 2. Linguistic Perception and Memory 75 lesson hours 55 lesson hours 3. Tactile 3. Linguistic Perception and Memory 75 lesson hours 55 lesson hours 4. Symbolic Skills Play 60 lesson hours 30 lesson hours 5. Social Play 30 lesson hours 6. Alternative communication 30 lesson hours	Social Skills 1. Communication and Interaction 80 lesson hours 2. Recognising, Understanding and Expressing Emotions 80 lesson hours 3. Emotion and Behaviour Management 70 lesson hours 4. Social Problem Solving 70 lesson hours	Reading and Writing 1. Early Literacy 60 lesson hours 2. Initial Reading and Writing 90 lesson hours 3. Functional Reading and Writing 40 lesson hours 4. Grammar 50 lesson hours 5. Reading Comprehension 70 lesson hours 6. Listening comprehension 40 lesson hours 7. Written Expression 50 lesson hours	Early Mathematics 1. Mathematics 1. Numbers and Operations 1. Object Attributes 150 lesson hours and Readiness for Measurement 2. Geometry 50 lesson hours 3. Measurement 2. Spatial Relations 70 lesson hours 4. Data Handling 3. Numbers 50 lesson hours 50 lesson hours 4. Part-Whole Relationship 40 lesson hours 5. Early Addition and Subtraction 60 lesson hours 6. Geometry 25 lesson hours 7. Measurement 25 lesson hours 8. Data 20 lesson hours	Individual and Environment 1. Family and Life at Home 30 lesson hours 2. Life at the Education Centre 10 lesson hours 3. Our Body and Healthy Living 30 lesson hours 4. Safe Living 30 lesson hours 5. Life in the Social Environment 30 lesson hours 6. Life in Nature 10 lesson hours 7. Life in Our Country 10 lesson hours	Self-Care Skills 1. Personal Care and Hygiene Skills 60 lesson hours 2. Toilet Control and Toileting Skills 55 lesson hours 3. Dressing and Undressing Skills 50 lesson hours 4. Eating and Drinking Skills 60 lesson hours	Daily Living Skills 1. Kitchen Skills 45 lesson hours 2. Using Household Tools and Equipment 40 lesson hours 3. Clothing Order and Care 20 lesson hours 4. Household Order and Care 45 lesson hours	Community Living Skills 1. Safety 25 lesson hours 2. Shopping 20 lesson hours 3. Social Venues 20 lesson hours 4. Institutions and Organisations 20 lesson hours 5. Transport and Communication 20 lesson hours 6. Daily Life Planning 20 lesson hours
Total: 250 lesson hours	Total: 300 lesson hours	Total: 400 lesson hours	Total: 350 lesson hours	Total: 150 lesson hours	Total: 225 lesson hours	Total: 150 lesson hours	Total: 125 lesson hours
			10 Modules Total 2500 lesson hours				

3. The Teaching-Learning Process of the Support Education Programme for Individuals with an Intellectual Disability

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

Prelinguistic Milieu Language Teaching (PMT): PMT is a teaching method based on the naturalistic-behavioural-developmental approach, in which the child's environment is arranged in order to enable children who show limitations in language and communication development to use the communicative behaviours acquired by typically developing children during the early childhood period of communication development, and in which the materials, people or events present in the environment are used as communication triggers for initiating and maintaining social interaction. The fundamental aim of this method, which is evidence-based through scientific research, is to impart the determined communication aims within social routines. PMT teaching routines and the techniques applied are implemented in the child's natural settings within social play activities. The early-period

intentional communication skills targeted in PMT include intentional communication skills oriented towards the communicative function of language, in the form of protoimperatives (requesting and rejecting) and protodeclaratives (initiating joint attention). In this method, PMT techniques are grouped under three headings: arranging the environment (providing stimuli), modelling and natural consequences. It is recommended to follow scientific research containing current literature and implementation information on PMT.

Direct Instruction Method: The fundamental aim of the method is to make the individual independent by gradually withdrawing the prompts in the content being taught. Through the continuous assessments made at these stages, the teacher decides whether to decrease or increase the prompts or whether to present the topic again. In this teaching method, when instruction begins, all responsibility initially lies with the teacher, but as instruction progresses, responsibility passes from the teacher to the individual. At times when responsibility belongs to the teacher, the teacher presents the content in small steps. At times when responsibility belongs to the individual, the individual applies the content presented by the teacher on their own, and the teacher supports the individual with prompts, corrections and feedback. Care must be taken to ensure that responsibility passes from the teacher to the individual gradually and slowly.

The Direct Instruction Method is implemented in five instructional stages. These are listed below.

In the daily review stage, before starting the lesson the teacher checks the individuals' homework and reviews the relevant skills and prerequisites previously taught.

In the modelling stage, the responsibility for instruction lies entirely with the teacher. If what is to be imparted to the individual is a skill, the teacher models how the skill is performed. If it is a concept, the teacher shows examples of the concept. If the teacher is presenting information, the teacher explains the information.

In the guided practice stage, the responsibility for learning passes gradually from the teacher to the individual. For this, the individual needs to carry out exercises in which the prompts are gradually withdrawn under the teacher's guidance. In the guided practice and modelling stages, it is important that feedback is given or corrections are applied to the practices carried out and the answers given by the individuals.

In the independent practice stage, responsibility is transferred entirely to the individual. Individuals are given new exercises that require them to use the knowledge, skill or concept they have learned independently. At this stage, the skill the individual is asked to perform must be of the same level of difficulty as the skill that was presented through modelling and practised through guided practice. For this reason, the material to be worked on must also bear the same characteristics.

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

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, then the second part is read and told. Afterwards, the first and second parts are told together. The same practice is continued until the story is finished.

Increasing Practice: Increasing the individual's opportunities to respond is extremely important for academic improvement. Successfully making newly acquired knowledge durable and fluent through repetition is directly linked to the number of trials in many academic areas. Increasing practice can be done in various ways. Having a text read repeatedly, having a taught sound read within different structures, or increasing the number of texts read are ways of increasing practice.

Model Reading/Writing - Repeated Reading/Writing - Reading/Writing Error Correction: These techniques may be applied separately or together. In the use of these techniques, which are grouped as skill-based techniques, modelling is provided according to the target skill (for example, reading the text to the individual). The target skill is practised repeatedly (for example, having the individual read the text repeatedly) and then, during these practices, the individual's errors are identified and error correction is applied either immediately or after the skill has been completed (for example, the teacher reads the words misread in the text, then has the individual read them). During error correction, the individual is expected to perform the skill after being modelled again.

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 their own performance using a recording tool. As recording tools, recording charts containing the stages of

the task 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: sustaining attention on the task and monitoring performance. The aim of sustaining attention on the task is to increase the individual's attention span and to direct the individual to the task. Monitoring performance may be applied to monitor various types of products and processes of the individual. A product may be monitored in terms of fluency or accuracy. A process, on the other hand, may be monitored in the form of the stages of performing a skill or the stages of carrying out the steps of a task.

Goal Setting: Goal setting may serve two purposes: developing individuals' existing skills or increasing their fluency. The following procedures must be applied when setting goals.

1. Establishing the individual's current performance: The individual's performance in relation to the skill to be developed must be established. The individual's performance may be established through the work they have previously done, or it may be determined directly.
2. Determining the goals: When determining goals, increments should generally be calculated as between 10% and 30%. If the aim is to reduce errors, the same rate should be adopted. At the same time, the time allowed for reaching the goal also plays a role in determining these rates.
3. Planning for the achievement of the goal: At this stage, it is planned with which materials, how often and when work will be carried out in order to achieve the goal.
4. Implementing the plan: The plan that has been prepared is implemented and it is observed whether there is a problem in the implementation or in the determined goals. Changes may be made if necessary.
5. Monitoring and feedback: The individual's performance is monitored at regular intervals and feedback is given about their progress. When giving feedback, bar charts may be chosen in order to make the progress concrete.

Planned Discourse: In planned discourse, which is a teaching technique of social interaction theory, the teacher must first select the topic of the discourse and must either involve the individuals in the discussion or provide the individuals with prior knowledge about the topic in question. During this discourse, the teacher must provide direct instruction for skills or concepts when necessary. The teacher must encourage individuals to develop their language and expression and must support individuals in speaking within the framework of the selected topic.

Activity-Based Instruction: This is a teaching method in which instruction is organised in natural settings but antecedent and consequent stimuli related to the target skill to be taught are presented, and in which, taking the individual's interests into account, it is aimed for the objectives to be achieved within daily routines and planned games. When organising activity-based instruction, care must be taken to select activities taking the individual's interests into account, to teach the individual's individual objectives by embedding them into 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 print-enriched play mediated by an adult. Print-enriched play consists of games in which individuals are offered opportunities that will make it easier for them to understand the characteristics and function of written language and enable them to behave like literate people. Print-enriched play, like illustrated and printed storybooks, creates a rich context for raising awareness of written language. In addition, play settings enriched in terms of print also offer opportunities that will make it easier for individuals to understand the characteristics and function of written language. During these games, individuals gain important learning outcomes such as showing the reading direction of print in relation to the characteristics of written language, or becoming aware of the function of print by understanding how a shopping list is used.

For print-enriched play, print elements may be added to all kinds of games appropriate to the age and developmental characteristics of individuals. What matters is that, during the game, the teacher draws attention to the print and models and guides the individual towards the print awareness objectives determined in advance. For example, the Patisserie game. The general aim of this game is to play the roles of waiter and customer in turn, with the one who is the customer ordering from the menu booklet and the one who is the waiter bringing the order given. In this game, toy kitchen utensils, models of food and drink such as cake, pastry and a milk carton, and an illustrated and printed menu are used. During the game, in the process of reading the illustrated-printed 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 or pointing to a word within print may be taught within the game. In this way, individuals are enabled to rehearse early literacy roles and routines within the game.

Interactive Book Reading: This is a widespread practice in which the parent or the teacher reads a book with the individual in order to support language and early literacy skills. A parent reading an illustrated book with their child, or a teacher reading a book to the individuals in their class, are widely recommended reading practices. The term interactive book reading is used to describe the interaction that arises

between an adult and an individual or individuals while looking at or reading a book. Interactive book reading practices are an effective method for imparting print awareness, phonological awareness, listening comprehension, vocabulary knowledge and letter knowledge skills, which are important learning areas of early literacy skills, and also for developing language and communication skills.

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 coded 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 may be used before, during and after instruction. The aim of using them before instruction is to show the organisational arrangement of the information to be presented. They may be used to build prior knowledge or to activate previous knowledge. During instruction they are used in order to group information, and at the end of instruction in order to assess whether the individual has learned the information and its relationships and to have the information summarised.

Graphic organisers come in various types 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 accessed by typing the words "graphic organizer" into search engines on the internet.

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

Teaching Reading Comprehension Strategies: Before strategy instruction, text structure must be taught to individuals. Every text type has its own particular structure. When individuals are made aware of this structure, it will be easier for them to understand the units of information in the text. Diagrams may be used in teaching text structure. In strategy instruction, pre-reading, during-reading and post-reading strategies are applied. The aim of pre-reading strategies is basically to build prior knowledge about the text to be read and to motivate the individual towards reading. Talking about the title and the pictures, asking questions and making predictions about the content of the text can be given as examples of pre-reading strategies. The aim of during-reading strategies is to understand the units of information in the text, to understand the text by establishing relationships between these units, and to establish relationships between existing knowledge and the information in the text while reading. During reading, strategies such as underlining the units of information and placing them in a diagram, retelling the part read and making predictions may be used. After reading, strategies are applied in order to understand the whole text in an integrated way and to review the parts that were not understood. Some of the post-reading strategies are summarising what has been read, retelling the text and answering questions. How these strategies are applied is modelled on a few texts of 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 application and comprehension development are observed.

Text comprehension is not a skill that can be achieved in a single lesson. For this reason, practices must be continued, as recommended above, until the individual becomes independent in text comprehension. If, in comprehension instruction, a text type is selected and strategy instruction is applied until the individual becomes independent in applying the strategies, it must then be checked whether the individual generalises their comprehension skill to other text types. Generally, when strategy instruction is worked on with one text type, the individual is able to understand texts 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. For other text types, comprehension performance may be determined by only introducing the text structure, without strategy instruction. However, for some individuals, when the text type is changed, it may be necessary to model the strategy once or 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 interactive dialogues. In order to overcome the existing problem situation, not only what the individual needs to do but also how they need to do it must be modelled. The four most basic steps regarding how a mathematics problem will be solved are the steps of understanding the problem, making a plan, implementing the plan and checking. While these steps are being imparted,

before solving the problem, the individual must be enabled to express the problem in their own words. While solving the problem, the individual must be enabled to visualise it with a diagram or with their own drawings in order to conceptualise the problem. In the problem-solving process, individuals must be modelled at the stages of reading the problem aloud, explaining it in their own words, converting it into a visual, making a prediction, carrying out the operation and checking the process. **Errorless Teaching Methods:** Errorless teaching methods are effective teaching methods used in teaching single-step and chained skills to individuals with an intellectual disability. In errorless teaching methods, a prompt is presented before the individual responds, thereby enabling the individual to give a correct response. Errorless teaching methods are grouped into eight categories: a) constant time delay instruction, b) progressive time delay instruction, c) simultaneous prompting, d) antecedent prompt and test procedure, e) most-to-least prompting (systematic withdrawal of the prompt), f) antecedent prompt and fading procedure, g) graduated guidance, h) least-to-most prompting. 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 inter-trial 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 will enable the individual to give a correct response during instruction and that is appropriate for the individual. A 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 imparted 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, the characteristics of the individual and of the skill are taken into account. The inter-trial 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 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 from the setting completely at once. A change in the type of 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 prompt. A change in the amount of the prompt means gradually increasing or decreasing the prompt presented. Depending on the teaching method used, it is decided which of these types of fading will be used. Below, an explanation is given of most-to-least prompting (instruction through the systematic withdrawal of the prompt), one of the errorless teaching methods frequently used for individuals with an intellectual disability.

Most-to-Least Prompting (Instruction Through the Systematic Withdrawal of the Prompt): These teaching trials begin with the presentation of an attention-securing 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. The individual's showing that they are ready through gestures, facial expressions and body movements, or expressing it verbally, is reinforced and instruction begins. First the target stimulus and immediately afterwards the controlling prompt are presented. After the prompt, 4-5 seconds are waited for the individual to give a correct response. The individual's correct responses are reinforced using one of the primary or secondary reinforcers. When the individual gives an

incorrect response, error correction may be carried out by presenting the prompt again, or one may move on to the next trial. This cycle described constitutes one trial. In teaching trials carried out through the gradual reduction of the prompt, it is aimed to eliminate the prompt by gradually reducing it. Initially, the prompt requiring the greatest degree of control over the individual is presented simultaneously with the instruction until the individual displays performance at a level that meets a particular criterion. After the criterion has been met at the determined level, the presentation of a prompt requiring less control over the individual begins. This process is continued until the individual responds correctly to the target stimulus independently.

4. Measurement and Assessment in the Support Education Programme for Individuals with an Intellectual Disability

Individuals requiring special education learn more easily when different and multiple learning techniques are used in the learning process and when practices addressing more than one sense are carried out. For each individual affected by a disability, the type of disability, its degree, the time of onset of the disability, the services provided and their individual characteristics differ from one another. Accordingly, their learning levels also differ considerably from one another. For this reason, an IEP must be prepared in accordance with each individual's individual characteristics. The IEP is a written document developed to meet the educational needs of the individual affected by a disability in appropriate educational settings with the necessary support services. An IEP must be developed for each individual determined to be affected by a disability. Developing the IEP before beginning special education is necessary in order for the special education service to be provided to be arranged in accordance with the individual's needs. The IEP must contain the individual's current performance level, the objectives expected to be achieved by the individual at the end of the year/end of the term, the education 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, assessments need to be carried out at the beginning of the instructional process, during the instructional process, at the end of it and at the end of the year in order to determine the individual's needs. In this process, it is particularly important that informal (rough) and detailed assessments at the beginning are carried out in a way that reflects the individual's actual performance. When carrying out measurement and assessment practices, formative (process assessment) and summative assessment (end-of-year general assessment) processes must be followed as a fundamental principle, and different data collection methods and measurement tools must be used.

assessment practices consist of the stages of determining the individual's needs, pre-instruction (initial) assessment, post-instruction (final) assessment and monitoring development, and end-of-year assessment. The implementation process of these assessment stages is explained below.

1. Determining the Individual's Needs

An informal (rough) assessment is carried out in order to determine individuals' needs. At the guidance and research centre (GRC), which modules of the relevant support education programme and which sections within these modules individuals will receive is determined as a result of the informal (rough) assessment. At the same time, at the special education and rehabilitation centre, informal (rough) assessments oriented towards the modules and sections determined by the GRC must also be carried out and the individual's needs must be determined in more detail. As a result of the informal (rough) assessment, the individual's areas of need must be determined and objectives and target behaviours (short-term and long-term aims) must be set. In this way, the individual's IEP is prepared. In the informal (rough) assessment, when needs are determined and put in order of priority, the individuals' age, grade level, individual characteristics, learning characteristics and the functionality of the skills in daily and school life must be taken into account.

For the informal (rough) assessments of individuals, the data collection process at the special education and rehabilitation centre must be carried out in three dimensions.

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

- a) The individual's family
- b) Their teachers at school (pre-school teacher, class teacher, guidance counsellor, etc.)
- c) The individual themselves

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

II) Conducting observation: At this stage, the teacher/specialist must in particular carry out the observation themselves. When observing, structured or naturalistic observation must be preferred according to the individual and the setting in which the observation will be made. The observation results must be related to the interviews conducted.

III) Applying checklists and rubrics (rating scales): After the interviews and observations, individuals must be measured on a one-to-one basis using checklists and rubrics.

2. Pre-Instruction (Initial) Assessment

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

In pre-instruction assessments, data are collected by carrying out one-to-one applications for each individual. 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 tools used must be recorded on the Performance Record Form (Appendix 4).

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

Post-instruction assessment is the assessment carried out in order to see to what extent 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 tools used before instruction must be used. The data obtained from the measurement tools at the end of instruction must be marked on the Performance Record Form (Appendix 4) again.

Carrying out measurement and assessment practices together with instruction during the individuals' instructional process — that is, while the relevant target behaviours are being imparted — is important in terms of the effectiveness and efficiency of instruction. For this reason, assessments must be carried out during instruction and at the end of the sessions in order to monitor the individual's development, and the assessment results must be recorded on a graph or on recording charts. In addition, the individual's progress must be monitored by looking at the individual's products, and if the expected responses are not at the desired level, the necessary instructional arrangements must be made to the method used, the tools and equipment, the setting, the number of exercises, etc. Furthermore, the recording charts, graphs and individual's products (worksheets, homework, etc.) must be examined at regular intervals during the term and the effectiveness and efficiency of instruction must be assessed. As a result of this, the individual's portfolio must be created.

A portfolio is an individual development file. It is a type of assessment in which, over the course of a year, the individual's performance records and work 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 fundamental aim of assessment carried out with portfolios is to determine what kind of development the individual is following by assessing the individual's learning process and its outcome together. Individual development files, created as a result of the systematic collection of the work done by the individual, make it possible to assess in its entirety the individual's different abilities and levels, their strengths, their achievements and their development within a process. Portfolios differ according to the objectives we will implement in the education and instruction process. Types of portfolio may be classified as the working portfolio, the showcase portfolio and the assessment portfolio. Of these, the assessment portfolio contains all the records the teacher needs in order to assess the individual. This type of portfolio shows the individual's development in line with the objectives determined in the curricula. The aim in this type of portfolio is to assess the individual's achievement by scoring each piece of work placed in the file. These portfolios may be used for level-determining assessment and contain sample and best works showing that most of the objectives and behaviours in the curriculum have been acquired. For this reason, it is important that products focused on individuals' development and their strongest aspects are placed in the portfolios and that the individual's and the teacher's comments about the products are written.

In this context, individuals' portfolios must contain the graphs, record forms, videos and audio recordings obtained in the assessment process, and products showing the different skills in which the individual is strongest. In portfolio practices, keeping the individual's products, the individualised education programme, the IEP Development Monitoring Summary Form (Appendix 5), samples of measurement tools, 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 assessing this type of portfolio. Ethical principles must be observed with regard to the sharing of portfolios; portfolios must not be shared with persons or institutions other than the individual's family, their teacher

and the GRC.

4. End-of-Year Assessment

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

- a) All of the individual's performance indicators (the individual's products, teacher observations, interviews, 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 sections. The following documents must be present in each section.

First Section: The Portfolio Checklist, the Portfolio Rubric (two copies of each will be placed; one will be filled in by the special education and rehabilitation centre, the other will be left blank and filled in at the GRC), the IEP, the IEP Development Monitoring Summary Form (2 copies will be placed, one of which will remain at the GRC), the Performance Record Forms in which the initial assessment and final assessment are recorded by the teachers

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

Third Section: 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 Assessment

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

- a) The individual's portfolio is examined and it is checked whether the documents stated in the Portfolio Checklist are present. This form is filled in and taken 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 assessed.
- d) The individual's IEP, the recording charts and graphs showing the individual's performance and, if any, the video and audio recordings are examined and the Portfolio Rubric (Appendix 7), which is present in the file in two copies, is filled in.
- e) Explanations regarding the strong aspects of the portfolio and the aspects that need to be developed are written. It is arranged so that one copy remains at the special education and rehabilitation centre and the other at the GRC.
- f) As a result of the assessments 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 Tools and Record Forms

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

Measurement Tools

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

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

Observation Forms: These are measurement tools used in the process of observing individuals on a one-to-one basis in the informal (rough) assessment, the initial assessment, assessment during the instructional process and the final assessment. Observation forms are mostly semi-structured forms.

Criterion-Referenced Test (CRT): This is a measurement tool used through direct observation in order to determine whether persons possess predetermined qualities and on which topics instruction needs to be provided to individuals. The CRT is prepared according to the objectives and target behaviours in the curriculum. It shows where instruction should begin and provides information about whether the individual is making progress during instruction and whether the aims have been achieved after instruction. In the CRT, the individual's 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 tool used mostly during the observation of individuals' target behaviours in various processes, in which two-category responses are marked as (+) if the individual performs a behaviour and (-) if they do not.

Rubric: These are tools in which various criteria and the performance level relating to each criterion are defined in order to measure individual performance in line with a particular aim. These tools require that it be determined in advance which score will be given in which situation. There are two types of rubric: analytic and holistic. Holistic rubrics are used in reaching a general judgement about the individual's performance, while analytic rubrics are used in assessing performance in a detailed manner.

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

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

Record Forms

Performance Record Form: This is a form in which the initial and final assessment results for each target behaviour are marked. It provides information about the individual's status in achieving the objectives and target behaviours in the relevant section.

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

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

IEP Development Monitoring Summary Form: This form contains columns for the numbers of the target behaviours the individual has achieved according to the initial assessment result, the numbers of the target behaviours it is aimed to teach, the target behaviours worked on, the target behaviours that were targeted but not attained, the reason for non-attainment and recommendations. In the "target behaviours worked on" column, the numbers of the target behaviours taught during the term; in the "target behaviours that were targeted but not attained" column, the numbers of the target behaviours that could not be taught; in the "reason for non-attainment" column, detailed explanations such as insufficient time, insufficient equipment or absenteeism,

and in the "recommendations" column, recommendations for each section (the suitability of the section for the individual, the suitability of the target behaviours for the individual, reworking the target behaviours that were not attained, etc.) must be included.

5. Points to Be Considered When Implementing the Support Education Programme for Individuals with an Intellectual Disability

The support for learning module contains the sections auditory perception and memory, visual perception and memory, tactile perception and memory, and motor coordination. The objectives and target behaviours contained in these sections must be worked on simultaneously with one another.

The support for learning module may be worked on with individuals at every grade level.

In the phonological awareness section within the early literacy section, since the objectives relating to word awareness, rhyme awareness, syllable awareness and phoneme awareness contain sequential skills, they need to be worked on in sequence.

In the sound awareness skills within the early literacy learning area, imparting awareness of 5-6 sounds present 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 an appropriate age.

The objectives and target behaviours in the early literacy section are important skills that will prepare individuals for initial reading and writing through the sound-based sentence method. For this reason, individuals' performance regarding the target behaviours in this section must be observed carefully.

In the process of implementing all the modules, instructional, setting and material arrangements appropriate to individuals' working memory capacities must be made. Individuals with an intellectual disability 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 related to working memory, using simple and short expressions during instruction, carrying out a great deal of repetition, 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 step-by-step form, repeating the information during presentation, giving the individual sufficient time to

process the information, and presenting the information not merely by repetition but in a way that enables them to think about it are also among the points that must be observed during instruction.

In individuals with an intellectual disability, information processing generally takes place more slowly. That is, when information is presented, it cannot be perceived quickly. For this reason, the individual's characteristics in this regard must be determined and, if necessary, care must be taken accordingly to present information more slowly, to repeat it when necessary, to ensure that their attention has been directed to the information or to the relevant stimulus, to present it in writing where 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 that must be observed in order for learning to be easy and lasting.

In teaching academic skills requiring higher-order 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 or the number of operations solved correctly) must be shown by thinking aloud.

In order for learned helplessness and individuals' negative attributions about themselves to be overcome, the individual must be reinforced for the effort they show in the process and for the correct strategies they use. It must be emphasised that they progressed correctly and obtained a product because they made an effort (practised sufficiently, persevered until they finished, etc.) or because they used the correct strategy. In the opposite case, failure must likewise be explained through the behaviours the individual showed in the process. It must be explained to the individual that they did not reach the correct product because they did not make sufficient effort or did not use the appropriate strategy.

Emphasising, summarising and repeating important information during instruction is necessary for the individual to distinguish important information from detailed information.

Since the individual has difficulty in distinguishing the important stimulus and in sustaining their attention, they must be directed to the important stimulus in situations requiring a shift of attention.

Support education may be provided in every age range (0-99).

6. Objectives and Target Behaviours

Section 1.1. Visual Perception and Memory

Column 1	Column 2	Column 3	Column 4
		SUPPORT EDUCATION PROGRAMME FOR INDIVIDUALS WITH AN INTELLECTUAL DISABILITY OBJECTIVES, TARGET BEHAVIOURS AND EXPLANATIONS	
	1. Name of the Module	SUPPORT FOR LEARNING	
	1. Aim of the Module	With the Support for Learning Module, it is aimed to enable individuals with an intellectual disability to succeed in matching, discriminating, grouping, forming patterns and basic motor skills.	
	1. Sections in the Module	Visual Perception and Memory, Auditory Perception and Memory, Tactile Perception and Memory, Motor Skills	
	General Explanations Regarding the Module Objectives	While the objectives and target behaviours in the Tactile Perception and Memory section are being worked on, the individual's eyes must be closed. For the target behaviours in the Tactile Perception and Memory section, matching activities must be carried out using the textural properties of objects (hard-soft, rough-smooth, furry-not furry, etc.). Target Behaviours	Explanations
	1.1.1. Matches those that are the same among objects and pictures of objects.	1.1.1.1. Matches objects according to their type/colour/size properties. 1.1.1.2. Matches pictures of objects according to their type/colour/size properties. 1.1.1.3. Matches pictures of objects according to their position and details. 1.1.1.4. Matches an object with the picture, drawing and shadow of the object.	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.
	1.1.2. Points to the different one among objects and pictures of objects.	1.1.2.1. Points to the object that is different according to type/colour/size properties among objects. 1.1.2.2. Points to the picture of the object that is different according to type/colour/size properties among pictures of objects. 1.1.2.3. Points to the picture of the object that is different according to position and details among pictures of objects.	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.
Column 1		Column 2	
1.1.3. Groups objects and pictures of objects.		1.1.3.1. Groups objects according to their type/colour/size properties. 1.1.3.2. Groups pictures of objects according to their type/colour/size properties. 1.1.3.3. Groups pictures of objects according to their positions and details.	

Column 1		Column 2
1.1.4. Forms a pattern. Section 1.1. Visual Perception and Memory		1.1.4.1. Forms the same pattern underneath a pattern created from objects according to type/colour/size properties. 1.1.4.2. Forms the same pattern underneath a pattern created from pictures of objects according to type/colour/size properties. 1.1.4.3. Continues in the same way a pattern created with objects or pictures of objects or shapes. 1.1.4.4. Finds the element left missing in the middle of a pattern created with objects or pictures of objects or shapes. 1.1.4.5. Creates new patterns with different materials according to the same rule, using the rule in a pattern created with objects or pictures of objects or shapes.
1.1.5. Marks the differences between pictures.		1.1.5.1. Marks the differences between two pictures of objects. 1.1.5.2. Marks the differences between two pictures of events.
1.1.6. Establishes the part-whole relationship.		1.1.6.1. Finds the part left missing in a picture. 1.1.6.2. Says, by guessing, what the object is in a picture of an object of which half is shown. 1.1.6.3. Finds the parts belonging to the picture of an object whose whole is given. 1.1.6.4. Forms the whole by combining the parts of a picture of an object. 1.1.6.5. Forms the whole by combining the parts of a picture of an action or event. 1.1.6.6. Does paper or wooden jigsaw puzzles.
Objectives	Target Behaviours	Explanations
Section 1.1. Visual Perception and 1.1.7. Says the names of the objects and the events in hidden objects and pictures. Memory	1.1.7.1. Says the names of objects shown one after another, after they have been hidden/covered. 1.1.7.2. Says the names of the objects in the pictures after the pictures of objects shown one after another have been hidden/covered. 1.1.7.3. Says the names of the objects and the events they saw in the picture after a picture containing various events has been shown and then hidden/covered.	
1.2.1. Responds to the sounds that are the same among the sounds played. Section 1.2. Auditory Perception and Memory	1.2.1.1. Responds to the same human voice among the human voices 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 objective 1.2.1., the individual should be expected to give verbal and/or motor responses. While objective 1.2.1. is being worked on, at most 4 sounds must be used. Objective 1.2.1. and objective 1.2.3. must be worked on together.
1.2.2. Responds to the sounds that are different among the sounds played.	1.2.2.1. Responds to the different human voice among the human voices 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.	For objective 1.2.2., the individual should be expected to give verbal and/or motor responses. While objective 1.2.2. is being worked on, at most 4 sounds must be used.
Objectives	Target Behaviours	Explanations
	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.	

Objectives	Target Behaviours	Explanations
1.2.3. Says the entity the sound belongs to and its category. Section 1.2. Auditory Perception and Memory	1.2.3.1. Says what the sound played is the sound of. 1.2.3.2. Says the category to which the sound played belongs.	For objective 1.2.3., the individual should be expected to give verbal and/or motor responses. While objective 1.2.3. is being worked on, at most 4 sounds must be used. For target behaviour 1.2.3.2., the individual is expected to say to which of the categories of human, animal, vehicle, musical instrument, object and nature sounds it belongs.
1.2.4. Repeats the sequence of digits and words that is said.	1.2.4.1. Repeats two or more digits that are said in the order in which they were said. 1.2.4.2. Repeats two or more words belonging to the same category that are said in the order in which they were said. 1.2.4.3. Repeats two or more words belonging to different categories that are said in the order in which they were said.	For objective 1.2.4., memory strategies such as rehearsing silently, associating and grouping may be used. If, although the strategies have been taught, the individual cannot repeat three units, pictures may be used 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, school items, etc. While target behaviour 1.2.4.2. is being worked on, a start must be made with monosyllabic words, the number of syllables in the words must be gradually increased and work must continue with two- and three-syllable words.

Section 1.2. Auditory Perception and 1.2.5. Keeps a rhythm. Memory

Objectives	Target Behaviours	Explanations
	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 using the same musical instrument. 1.2.5.5. Imitates a simple rhythm made with a musical instrument using a different musical instrument.	For target behaviour 1.2.5.1., examples such as "banging on the table, clapping hands", etc. may be given. For target behaviour 1.2.5.2., the individual should be expected to keep rhythm (with their hand, by making a sound, etc.) to the sounds produced by movements such as "climbing stairs, bouncing a ball", etc.
1.3.1. Matches the objects they touch. Section 1.3. Tactile Perception and Memory	1.3.1.1. Matches objects of the same type among the objects they touch. 1.3.1.2. Matches objects of the same size among the objects they touch. 1.3.1.3. Matches objects of the same shape among the objects they touch. 1.3.1.4. Matches objects of the same texture among the objects they touch.	
1.3.2. Discriminates the objects they touch.	1.3.2.1. Responds to the object of a different type among the objects they touch. 1.3.2.2. Responds to the object of a different size among the objects they touch. 1.3.2.3. Responds to the object of a different shape among the objects they touch. 1.3.2.4. Responds to the object with a different textural property among the objects they touch.	
Objectives	Target Behaviours	Explanations
1.3.3. Says the properties and the name of the object they touch.	1.3.3.1. Says the properties of the object they touch. 1.3.3.2. Says the name of the object they touch.	In imparting the target behaviours in objective 1.3.3., the individual should be given a bag or box containing various objects and should be asked to select an object from inside the box, to say the properties of the object and to guess its name. The objects worked with must be objects with which the individual is familiar.

Objectives	Target Behaviours	Explanations
Section 1.3. Tactile Perception and Memory 1.3.4. Groups objects according to their tactile properties.	1.3.4.1. Groups the objects they touch according to their types. 1.3.4.2. Groups the objects they touch according to their sizes. 1.3.4.3. Groups the objects they touch according to their shapes. 1.3.4.4. Groups the objects they touch according to their textural properties.	
1.3.5. Says the objects of different types they touch in the requested order.	1.3.5.1. Says the two different objects they touch in the order in which they touched them. 1.3.5.2. Says the three different objects they touch in the order in which they touched them. 1.3.5.3. Says the four different objects they touch in the order in which they touched them.	For the target behaviours in objective 1.3.5., objects with which the individual is familiar must be used.
Objectives	Target Behaviours	Explanations
1.4.1. Imitates motor movements. Section 1.4. Motor Skills	1.4.1.1. Imitates motor movements made with any part of their 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, 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 along the table, moving the comb along the table, putting the small wooden cube on one's head." may be given. For target behaviour 1.4.1.3., the examples "pushing the car along the table, moving the toy dog along the table" may be given. The assessment of the target behaviours must be carried out after the individual's attention has been secured. The teacher saying "... look what I am doing!" or "Look at me!" may help to attract the individual's attention. In the assessment, it is necessary not to state verbally what is being done. This situation makes it difficult for you to understand whether the individual is repeating the action you performed or carrying out the verbal prompts. After the action has been shown to the individual, one says "Now you do it! It's your turn." and the object is placed on the table in front of the individual.
1.4.2. Performs hand-eye coordination skills.	1.4.2.1. Does part-whole activities. 1.4.2.2. Produces 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.	For target behaviour 1.4.2.1., find-and-fit, jigsaw and fit-and-remove activities must be carried out. According to the individual's level, an order from the simple to the complex must be followed in part-whole activities. For target behaviour 1.4.2.7., 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 a single page.

Section 1.4. Motor Skills 1.4.3. Carries out activities relating to manual skills.

Objectives	Target Behaviours	Explanations
	1.4.2.8. Fits pegs 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 wrapped packages. 1.4.2.12. Opens a lid. 1.4.2.13. Winds string onto a spool. 1.4.2.14. Does simple scribbling/colouring. 1.4.2.15. Attaches a clothes peg.	

Objectives	Target Behaviours	Explanations
	1.4.3.1. Holds the pencil and/or crayon appropriately. 1.4.3.2. Does colouring. 1.4.3.3. Does tearing and pasting. 1.4.3.4. Cuts with scissors.	For objective 1.4.3., adaptations must be made according to the individual's level in the tools and equipment to be used in connection with manual skills. For example, attention must be paid to the size of the scissors, the properties 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 must be taken into account in the form of tearing by hand and tearing with the tip of a pencil. For target behaviour 1.4.3.4., the order of stages must be taken into account in the form of random cutting, cutting a simple shape and cutting a complex shape.
1.4.4. Carries out line activities.	1.4.4.1. Draws basic lines. 1.4.4.2. Copies simple geometric shapes that have been drawn. 1.4.4.3. Completes the incomplete picture.	For objective 1.4.4., worksheets appropriate to the individual's level must be prepared. For target behaviour 1.4.4.1., the basic lines "I, /, O" may be given as examples. The order of stages must be observed in drawing these lines. Attention must first be paid to the stages of closely spaced dotted lines, widely spaced dotted lines, lines with a starting and finishing point given, drawing by looking at a model, and drawing the line whose name is said.
Column 1		Column 2
2. Name of the Module LANGUAGE, COMMUNICATION AND PLAY		
With the Language, Communication and Play Module, it is aimed to enable individuals with an intellectual disability to succeed in prelinguistic period, linguistic period and alternative 2. Aim of the Module communication skills as well as symbolic and social play skills.		
Prelinguistic Communication Period, Linguistic Period Receptive Language, Linguistic Period Expressive Language, Symbolic Play, Social Play, 2. Sections in the Module Alternative Communication		
General Explanations Regarding the Module In this module, developmentally, simple play involves displaying random play behaviours without regard to the function of the object; object combination involves bringing objects together by beginning to take into account their physical properties and functions; and symbolic play involves performing more than one action "as if", with figures or imaginatively without figures, or with objects or without objects, by taking on a role or by acting out. Although individuals with an intellectual disability acquire play skills according to the developmental sequence of the typical development process, their play development levels are limited compared with typically developing individuals and they tend to play with less variety and frequency than typically developing individuals. Throughout play time, their motivation to play may be at a low level. Objectives Target Behaviours		Explanations

Column 1	Column 2
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. Section 2.1. Prelinguistic 2.1.1.3. Produces open syllables consisting of a consonant and a vowel. Communication Period	For objective 2.1.1. *In the assessment of the target behaviours, the order of emergence of sounds in typical development must be taken into consideration. * In addition to obtaining a history of sound development through a parent interview, informal assessment tools such as speech sample analysis must be used. *Multiple assessment methods must be used in the assessment of the target behaviours. Formal and informal assessment tools based on interview and observation methods may be given as examples of these assessment methods.

Section 2.1. Prelinguistic Communication Period

Objectives	Target Behaviours	Explanations
		*It is recommended that the speech sample be obtained during the individual's interaction with more than one person (parent or specialist) in a play setting. * Free play interaction involving the parent and the individual, or interaction situations involving the teacher and the individual in which materials and contexts are structured and which aim to elicit sound production deliberately, must be created. * The materials must be compatible with the individual's level of play development. * The sounds the individual produces and the situations in which they produce sounds must be recorded. For target behaviour 2.1.1.1., producing vowel and consonant sounds combined at random (ba) or on their own (b, a) may be given as an example. Target behaviours 2.1.1.2. and 2.1.1.3. involve sound combination, that is, the production of the two together in sequence (ab, ba).
2.1.2. Responds to gestures.	2.1.2.1. Responds to requesting gestures. 2.1.2.2. Responds to rejecting gestures. 2.1.2.3. Responds to social interaction gestures. 2.1.2.4. Responds to gestures depicting objects. 2.1.2.5. Responds to gestures depicting actions.	For target behaviour 2.1.2.1., the individual looking at the object or person pointed at when a pointing gesture is displayed, or 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 2.1.2.2., the individual stopping the action they are performing when the gesture of shaking the head from side to side meaning "no" is displayed may be given as an example. For target behaviour 2.1.2.3., the individual smiling when a clapping gesture is displayed may be given as an example. For target behaviour 2.1.2.4., the individual pointing at the toy aeroplane or the picture of an aeroplane when the gesture of opening the arms to both sides depicting an aeroplane is displayed may be given as an example. For target behaviour 2.1.2.5., the individual looking at the toy car or the picture of a car when a gesture depicting the car going is displayed by moving the hand back and forth may be given as an example.

Objectives	Target Behaviours	Explanations
2.1.3. Responds to simple instructions presented together with a gesture. Section 2.1. Prelinguistic Communication Period	2.1.3.1. Responds to familiar simple instructions presented together with a gesture. 2.1.3.2. Responds to unfamiliar simple instructions presented together with a gesture.	For objective 2.1.3., familiar actions are actions the individual encounters frequently in daily life. Actions such as come, get up, open, sit, comb may be given as examples of familiar actions. Unfamiliar actions, on the other hand, are actions with objects that the individual does not frequently encounter in daily life, or unusual actions performed with objects that they frequently encounter in daily life. Spinning a top, shaking a toy cat and banging a comb on the table may be given as examples of unfamiliar actions. In the teaching of the target behaviours of 2.1.3., the verbal instruction together with the gesture may be presented simultaneously or in sequence. However, the chosen manner of presenting the prompt must be applied systematically. For target behaviour 2.1.3.1., for simple instructions presented together with a gesture, the directive "rock the baby" is given. The individual rocking the baby when, simultaneously, the action of joining the arms at chest level and rocking from side to side as if there were a baby in one's lap is displayed may be given as an example. For target behaviour 2.1.3.1., the state of familiarity may show individual differences according to the individual's repertoire of known objects, their environment and their daily life characteristics.
2.1.4. Responds to simple instructions.	2.1.4.1. Looks when their name is said. 2.1.4.2. Directs their gaze to the objects and people whose names are said. 2.1.4.3. Responds to familiar simple instructions. 2.1.4.4. Responds to unfamiliar simple instructions.	In the assessment of target behaviours 2.1.4.2. and 2.1.4.3., in addition to natural contexts, variety is required, such as the teacher's position being in front of, beside or behind the individual while their name is said. For target behaviour 2.1.4.3., the individual giving the car in front of them after the verbal directive "give me the car" is given may be given as an example. For target behaviour 2.1.4.4., the individual shaking the apple in front of them after the verbal directive "shake the apple" is given may be given as an example.
2.1.5. Uses gestures appropriate to communicative functions.	2.1.5.1. Uses rejecting gestures. 2.1.5.2. Uses requesting gestures.	In the assessment of the target behaviours of objective 2.1.5., the use of informal or formal assessment tools based on the observation method is recommended. When creating informal tools, contexts appropriate to the types of function the gestures serve (for example, rejection) must be created. For example, for the requesting function, placing an object the individual likes in a place where the individual can see it but cannot reach it, drawing the individual's attention to the object and waiting.
Objectives	Target Behaviours	Explanations
		For target behaviour 2.1.5.1., the example of displaying the action of pushing away with the hand so that objects or foods they do not like or do not want are withdrawn by the second person may be given. For target behaviour 2.1.5.2., the individual opening and closing their hand in order to ask for objects that are wanted or liked, or extending their hand towards the object, or pointing at the object with their finger may be given as examples.

Objectives	Target Behaviours	Explanations
Section 2.1. Prelinguistic Communication Period 2.1.6. Displays non-verbal communication behaviours representing object relations.	2.1.6.1. Searches for objects that have disappeared. 2.1.6.2. Looks at the objects around them. 2.1.6.3. Points at the objects around them. 2.1.6.4. Displays actions with related objects. 2.1.6.5. Uses a depicting gesture indicating that the object is not there. 2.1.6.6. Uses a depicting gesture indicating that the action has ended. 2.1.6.7. Uses a gesture depicting the action. 2.1.6.8. Uses a gesture of possessing the object/people. 2.1.6.9. Points at the objects representing the action.	Objective 2.1.6. contains, in the context of object permanence, target behaviours involving following objects that have disappeared, the reappearance and disappearance of objects, and non-verbal communicative target behaviours representing objects, people and actions. For target behaviour 2.1.6.1., looking at an object moving from one place to another, or looking at the point where an object hidden behind a curtain disappeared until the object reappears, may be given as examples. In the assessment of this target behaviour, the setting and materials must be arranged specially. In the assessment of searching for objects that have disappeared and of communicative behaviours relating to the presence or absence of the object, the objects, the place where the objects disappeared, the actions and the people must be varied. For this objective, the individual searching for the object after the object has been hidden under a cover while it was within the individual's field of vision may be 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 2.1.6.2., watching a moving or stationary object for 3-5 seconds may be given as an example. For target behaviour 2.1.6.3., pointing at a moving or stationary object with the finger may be given as an example. In the teaching of target behaviour 2.1.6.4., the use of teaching strategies based on modelling is recommended. For this target behaviour, taking the feeding bottle in hand as the next step and feeding the baby after having laid the doll down in the bed may be given as an example.
Objectives	Target Behaviours	Explanations
		For target behaviour 2.1.6.5., the gesture of opening the hands to both sides meaning "where" when the object disappears may be given as an example. For target behaviour 2.1.6.6., the gesture of joining the hands and moving them back and forth meaning "finished" when the cover of the book is closed may be given as an example.

Objectives	Target Behaviours	Explanations
2.1.7. Initiates joint attention. Section 2.1. Prelinguistic Communication Period	2.1.7.1. Points at the object in order to ask a person for the object and/or to ask them to perform an action. 2.1.7.2. Looks at the object with the aim of requesting the object and then looks at the other person. 2.1.7.3. When an object is introduced into the setting by a second person, looks at the object and then looks at the first person.	The target behaviours of objective 2.1.7. are social interaction behaviours. They must therefore be assessed and taught in a play context. It contains target behaviours involving the individual and the other person (parent, instructor 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 assessment 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 cars with lights, shiny, spinning, colourful, sound-producing ones, wind-up toys, spinning tops, a food that is liked, and materials that produce bubbles is recommended. During the interaction, contexts that will enable individuals to use different communicative behaviours according to the joint attention function must be developed. In the teaching of 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 2.1.7.1., 2.1.7.2. and 2.1.7.3. are behaviours of initiating joint attention. In the assessment of these target behaviours, the individual must be enabled to see the objects, but during this the names of the objects must not be said and the objects must not be looked at or pointed at. In the assessment of target behaviour 2.1.7.1., the object must be an interesting toy or a food that is liked and must be in a place where the individual can see it but cannot reach it.

Objectives	Target Behaviours	Explanations
2.1.8. Responds to joint attention. Section 2.1. Prelinguistic Communication Period	2.1.8.1. Looks at the object/picture that the person looks at and points out by raising it with their hand. 2.1.8.2. Looks at the object/picture that the person turns their head towards and points at with their finger.	The target behaviours of Objective 2.1.8. are social interaction behaviours. Therefore, they must be assessed and taught within a play context. It includes target behaviours involving the individual and another person (parent, instructor or peer) establishing a simultaneous focus on an object. This objective covers the individual's behaviours of responding to the attention that the practitioner directs towards objects, events or people. In the assessment and instruction of these target behaviours, special contexts must be created and the materials must be selected according to the target behaviour. The selected materials 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 their daily routine should be used. During the individuals' interaction, contexts should be developed that enable the individuals to use different communicative behaviours according to the function of joint attention. In teaching these target behaviours, it is recommended to use methods based on the naturalistic intervention approach that strengthen reciprocal interaction, as well as methods based on the intensive behavioural approach aimed at prompt delivery and reinforcement. Target behaviours 2.1.8.1., 2.1.8.2., 2.1.8.3. and 2.1.8.4. are behaviours of responding to joint attention. In the assessment of these target behaviours, the assessor and the individual must sit facing each other, and the object, picture or other person that the person looks at must be positioned at a 90-degree angle to the individual's right or left.

In the assessment of the verbal language that begins to mature in the Linguistic Period Receptive and Expressive Language sections, the use of a multiple assessment method is recommended. Informal tools such as a parent interview involving the elicitation of the individual's language development history from the parent, formal standardised tests, or language sample analysis and criterion-referenced measurement tools must be used. In the use of standardised tests, one must possess test administration competence, and in language sample analysis, the scientifically established principles of language sample collection must be observed. Language is a specialised field. In language assessment, it must be borne in mind that the structures being assessed run, at least partly, parallel to the individual's mean length of utterance, chronological age and developmental age. It must be borne in mind that the language structures targeted for assessment in this section must be structures acquired spontaneously and appropriately to context, not ones based on imitation or observed at random. Language assessment must be lively and interactive, and the individual's motivation to initiate and respond to communication must be sustained throughout the assessment.

Objectives	Target Behaviours	Explanations
2.2.1. Carries out various instructions. Section 2.2. Linguistic Period Receptive Language	2.2.1.1. Points to/shows the requested object pictures. 2.2.1.2. Carries out instructions containing two or more actions. 2.2.1.3. Carries out instructions containing a noun. 2.2.1.4. Carries out instructions containing an adjective. 2.2.1.5. Carries out instructions containing a pronoun. 2.2.1.6. Carries out instructions containing a temporal adverb. 2.2.1.7. Carries out instructions containing an adverb of place. 2.2.1.8. Carries out instructions containing an adverb of manner. 2.2.1.9. Carries out instructions containing a conjunction. 2.2.1.10. Carries out instructions containing a plural suffix.	In the assessment of the target behaviours of Objective 2.2.1.; * A multiple assessment method is recommended. In the assessment of the objective, the use of informal assessment tools such as teacher-made criterion-referenced measurement tools is recommended alongside formal standardised language tests that include the developmental steps relating to receptive language or language comprehension. * The criterion-referenced measurement tools to be prepared must include assessment contexts. Assessment contexts may be based on free play or may be contexts specifically and deliberately designed to elicit the structure whose comprehension is to be assessed. In the assessment, materials aimed at deliberately eliciting the structure must be used. * The materials to be used must be compatible with the individual's level of play development. * In instruction, alongside the discrete trial teaching method based on applied behaviour analysis, the use of naturalistic language teaching strategies based on establishing and sustaining reciprocal interaction and on creating and responding to communication needs is recommended. For target behaviour 2.2.1.1., the objects/object pictures to be shown must be selected from among objects/object pictures familiar to the individual, such as body parts, clothes, toys, animals, vehicles and kitchen utensils.

Section 2.2. Linguistic Period Receptive Language

Objectives	Target Behaviours	Explanations
	2.2.1.11. Carries out instructions containing a possessive suffix. 2.2.1.12. Carries out instructions containing a tense suffix. 2.2.1.13. Carries out instructions expressing mental states.	With target behaviour 2.2.1.2., supporting the individual's knowledge of actions may also be targeted. 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., comprehension of the structures "noun: pencil, adjective: big, pronoun: it, temporal adverb: yesterday, adverb of place: up, adverb of manner: slowly, conjunction: and, plural: -s, possessive suffix: my, case suffix: at, tense suffix: -ed" may be given as examples. * "Drive the car" may be given as an example of instructions containing a noun; "drive the red car" of instructions containing an adjective; "drive it" of instructions containing a pronoun; "drive the car from a moment ago" of instructions containing a temporal adverb; "drive the car upwards" of instructions containing an adverb of place; "drive the car slowly" of instructions containing an adverb of manner; "drive the car but drive fast" of instructions containing a conjunction; "put the yellow cars into the box" of instructions containing a plural suffix; "park your car next to my car" of instructions containing a possessive suffix; "give me the car I brought" of instructions containing a tense suffix. For target behaviour 2.2.1.13., instructions containing mental states that require reasoning, comparison or prediction, such as "to suppose, to solve, in your view, according to the other", for example "What did you think?", "Guess", "Solve it", may be given as examples.

Objectives	Target Behaviours	Explanations
2.3.1. Produces their first words. Section 2.3. Linguistic Period Expressive Language	2.3.1.1. Produces monosyllabic words. 2.3.1.2. Produces multisyllabic words. 2.3.1.3. Says their name. 2.3.1.4. Says the names of family members. 2.3.1.5. Says the names of objects in their environment. 2.3.1.6. Says the actions they are familiar with in their environment.	In the assessment of the target behaviours of Objective 2.3.1.; * A multiple assessment method is recommended. * Alongside obtaining the sound/word development history through a parent interview, the use of formal standardised language tests and informal assessment tools such as language sample analysis is recommended. * In order to yield the result closest to the individual's actual language performance, after the language sample has been collected it must be transcribed, analysed and the analysis results interpreted. * It is recommended that the language sample be collected during the individual's interaction with a parent or specialist in a play setting.

Section 2.3. Linguistic Period Expressive Language

Objectives	Target Behaviours	Explanations
		* Interaction situations containing materials and conversational contexts aimed at deliberately eliciting syllable/word production must be created. *The materials must be compatible with the individual's level of play development. * The syllables/words the individual produces and the situations in which they vocalise must be recorded. For target behaviour 2.3.1.1., syllables such as "mama, dada" may be given as examples. For target behaviour 2.3.1.2., multiple syllables such as "win-dow, toy" may be given as examples. For target behaviour 2.3.1.4., objects such as "ball, doll, car, house" may be given as examples. For target behaviour 2.3.1.5., actions such as "throw, give, take" may be given as examples. In the instruction of Objective 2.3.1., the use of language teaching strategies based on establishing and sustaining reciprocal interaction and on creating and responding to communication needs is recommended.
2.3.2. Uses words representing various objects and object relations.	2.3.2.1. Uses words representing the existence of an object. 2.3.2.2. Uses words representing the absence of an object. 2.3.2.3. Uses words rejecting an object or action. 2.3.2.4. Uses words representing an action. 2.3.2.5. Uses words representing the state of objects. 2.3.2.6. Uses words representing possession.	In the assessment of the target behaviours of Objective 2.3.2.; * A multiple assessment method is recommended. An expressed utterance may represent different semantic functions. For example, while the individual's utterance "ball" indicates the existence of an object, the utterance "shoe" may indicate a request for an action relating to the desire to go outside. * Alongside formal standardised language tests that include the developmental steps of meaning relating to the content domain of language, the use of informal assessment tools such as language sample analysis and teacher-made criterion-referenced measurement tools is recommended. *In order to yield the result closest to the individual's actual language performance, after the language sample has been collected it must be transcribed, analysed and the analysis results interpreted.

Section 2.3. Linguistic Period Expressive Language

Column 1	Column 2	
	*The criterion-referenced measurement tools to be prepared must include assessment contexts. Assessment contexts may be based on free play or may be contexts specifically and deliberately designed to elicit the structure whose meaning is to be assessed. *Materials aimed at deliberately eliciting the structures must be used. *The materials to be used must be compatible with the individual's level of play development. In the instruction of the target behaviours of Objective 2.3.2., the use of naturalistic language teaching strategies based on creating and responding to communication needs, aimed at eliciting the semantic-function representations of the words expressed, is recommended. For target behaviour 2.3.2.1., the individual pointing at an object already within their field of vision and saying "there", "it's here", or saying the name of the object, may be given as an example. For target behaviour 2.3.2.2., the individual saying "gone" while pointing to the place where a ball that was previously within their 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 indicating that they do not want/reject an object or action, such as "no, go away", may be given as an example. For target behaviour 2.3.2.4., words such as "open" representing looking at a picture book may be given as an example. For target behaviour 2.3.2.5., the expression of words relating to the spatial state of the object, such as "there, inside, basket (representing the cat sitting in the basket)", as well as words such as "mine", "this is for me", may be given as examples.	
Objectives	Target Behaviours	Explanations
2.3.3. Answers questions.	2.3.3.1. Answers the question "What?". 2.3.3.2. Answers the question "Who?". 2.3.3.3. Answers the question "Where?". 2.3.3.4. Answers the question "How?". 2.3.3.5. Answers the question "Why?". 2.3.3.6. Answers the question "When?".	In the assessment of the target behaviours of Objective 2.3.3., the questions "What?", "Who?", "Where?", "How?", "Why?" and "When?" must be assessed in the developmental order in which they follow one another.
Section 2.3. Linguistic 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.v	In the assessment of the target behaviours of Objective 2.3.4.; * A multiple assessment method is recommended. In this objective, which communication function the words expressed serve is assessed. For example, the individual's utterance "not" serves the function of rejecting information. * Alongside formal standardised language tests that include the developmental steps of meaning relating to the content domain of language, the use of informal assessment tools such as language sample analysis and teacher-made criterion-referenced measurement tools is recommended. * The use of observations based on specialist-individual interaction, in which special contexts are planned according to the function that will elicit the individual's verbal communication in line with the communication function, is recommended. * Materials aimed at deliberately eliciting the communication functions 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 "no, don't, not", 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 "give, do, what's this?", may be given as an example.

Section 2.3. Linguistic Period Expressive Language 2.3.5. Constructs grammatical sentences.

Objectives	Target Behaviours	Explanations
		For target behaviour 2.3.4.3., the individual expressing words appropriate to the function of declaring, such as 'house, car, cat, etc.', when asked "what do you see?", 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 "yes, okay, car", may be given as an example. For target behaviour 2.3.4.5., the expression of words appropriate to the function of commenting on a situation, person and event, such as "I got scared, my mum, the car is going", may be given as an example.
	2.3.5.1. Constructs a grammatical main clause. 2.3.5.2. Constructs a grammatical subordinate clause.	In the assessment of the target behaviours of Objective 2.3.5.; A multiple assessment method is recommended. * While conducting the parent interview, the parent may practically be asked to describe the three longest sentences the individual uses spontaneously. In addition, in the assessment of this objective, the use of formal standardised language tests and informal assessment tools such as language sample analysis is recommended. * In order to yield the result closest to the individual's actual language performance, after the language sample has been collected it must be transcribed, analysed and the analysis results interpreted. * It is recommended that the language sample be collected during the individual's interaction with a parent in a free-play setting, or during specialist-individual interaction involving pre-planned open-ended questions. * Interaction situations containing materials and conversational contexts aimed at deliberately eliciting main and subordinate clauses must be created. Open-ended questions that lead the individual to construct sentences must not be asked consecutively; in order to sustain their motivation, the climate of a conversational setting or play interaction setting must be preserved. For target behaviour 2.3.5.1., these are main clauses, also known as "simple sentences", which contain an independent judgement.

In the symbolic play section; The variety of the toys used in the assessment of the target behaviours must be taken into consideration. The target behaviours in this section are behaviours that progress along a developmental course and hierarchically. For example, in terms of play development, typically developing individuals tend to put objects back together after taking them apart. It is recommended that the toys used in the assessment of the target behaviours be presented in a box. For the assessment of the target behaviours, it is recommended that the individual's play actions with the toys be observed unaided for a total of 10 minutes. In the assessment 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 said. No object-related action involving the toys must be modelled. The play action must not be expressed verbally. In order to encourage the individual's participation, sounds may be made with the toys they choose. Although not systematically, the individual's behaviours of social participation in the assessment may sometimes be naturally reinforced by imitating their play actions. It is recommended to establish frequent eye contact with the individual and to smile. During the assessment, their vocalisations or word use may be imitated or expanded in order to support social participation. If 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 while making sounds similar to 'whoop'. The criterion for an objective to be considered achieved is that at least 2 different types of target behaviour among the target behaviours linked to the objectives are displayed, and that the target behaviours — whether one of them or all of them — are displayed a total of 4 times.

Column 1

Section 2.3. Linguistic Period Expressive 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 "daddy came" may be given as an example. For target behaviour 2.3.5.2., these are dependent subordinate clauses used together with a main clause and gene- Language rally containing grammatical structures such as conjunctions or suffixes. This target behaviour is used together with main clauses. It is recommended that this target behaviour be assessed developmentally in individuals who construct sentences consisting of two or three or more words. For target behaviour 2.3.5.2., a sentence such as "my dad came but there is no car" may be given as an example.

In the assessment and instruction of the target behaviours, a natural play setting with a carpeted floor, a coffee table and a table must be created. One must sit facing the individual at close range (for example 50 cm or 1 step). The toys selected for the instruction of the target behaviours must not be exactly the same as the toys used in the assessment. They must be toys of the same type but with different colours, etc. Instruction must take place within a play theme and the contexts must be related to one another. At the beginning of instruction, the individual must be offered choices in toy selection, their lead must be followed, their play actions must be imitated, the target play action must frequently be modelled by making sounds with the toys, and the play actions must be reinforced by allowing them to play when they display the appropriate target behaviour with the toy, or by providing natural consequences related to the target behaviour. In the instruction of the target behaviours, evidence-based naturalistic developmental and behavioural intervention approaches and parent-mediated intervention approaches are recommended. The teaching methods selected must be methods that support not only play but also imitation, joint attention, and language and communication.

Section 2.4. Symbolic Play

Column 1	Column 2	Column 3	Column 4
	2.4.1. Engages in simple play.	2.4.1.1. Uses objects in a similar manner. 2.4.1.2. Uses objects in accordance with their functions. 2.4.1.3. Removes the parts of toys.	For the target behaviours of Objective 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 regardless of object type, banging objects together, and throwing any object may be given as examples. Throwing objects is a play behaviour observed while the individual is comfortably engaged with toys. It must not be confused with the behaviour of throwing with the aim of harming the other person when the individual is angry. For target behaviour 2.4.1.2., object-related actions such as 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-related actions such as taking nesting containers apart, removing jigsaw pieces, separating or removing Lego pieces, removing blocks, separating cubes, and taking rings off a stick may be given as examples.

Column 1	Column 2	Column 3	Column 4
	2.4.2. Combines objects.	2.4.2.1. Assembles multi-part toys. 2.4.2.2. Makes simple combinations from multi-part toys. 2.4.2.3. Makes original combinations from multi-part toys.	For the target behaviours of Objective 2.4.2., the use of toys such as nesting boxes (taken apart), jigsaws (taken apart), Lego (taken apart), and car-lorry-road (as a single set) is recommended.
Objectives	Target Behaviours	Explanations	
Objectives	Target Behaviours	Explanations	
		For target behaviour 2.4.2.1., object-related actions such as assembling 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., object-related actions such as 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 parts inside large objects may be given as examples. For target behaviour 2.4.2.3., object-related actions such as putting a household item inside the toy house, driving the car into the garage, putting food onto a 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 out of cubes, making a house out of blocks, putting rings onto their arm, making a garage out of Lego, and putting an object into the lorry's bed may be given as examples	
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 themselves. 2.4.3.2. Performs familiar actions on a figure by relating objects to the figure. 2.4.3.3. Performs familiar actions with two or more figures.	For target behaviour 2.4.3.1., the use of toys such as a cup-saucer-spoon-toy teapot-tea set, plate-spoon etc. dinner set, 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 2.4.3.1., object-related actions such as pretending to drink from an empty glass, pretending to talk on the telephone, pretending to eat with a spoon, pretending to eat model food, pretending to comb their hair, and pretending to sleep may be given as examples of familiar actions. For target behaviour 2.4.3.2., figures such as a doll, a puppet, a model animal, a model man, and cartoon-character figures may be given as examples of figures. For target behaviour 2.4.3.2., object-related actions such as bringing the cup 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 into the car may be given as examples. For target behaviour 2.4.3.3., the actions performed with figures are expected to be displayed consecutively. For example, while feeding the doll with a spoon, they should immediately afterwards feed the toy animal. For target behaviour 2.4.3.3., object-related actions such as 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 baby bottle to both the doll and the animal may be given as examples.	

Objectives	Target Behaviours	Explanations
2.4.4. Engages in symbolic play. Section 2.4. 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 non-existent objects as if they existed. 2.4.4.4. Assigns a role to themselves 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 assessment and instruction of the target behaviours of Objective 2.4.4., the use of toys such as a cup-saucer, spoon-toy teapot-tea set, plate-spoon etc. dinner set, 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., figures such as a doll, a puppet, a model animal, a model man, and cartoon-character figures may be given as examples of figures. For target behaviour 2.4.4.1., object-related actions such as making the doll hit the ball, making the doll hold a microphone in its hand and pretend to sing, putting a comb in the doll's hand and making it pretend to comb its hair, making the doll drive a car, and putting a spoon and fork in the doll's hand and making it pretend to eat may be given as examples. For target behaviour 2.4.4.2., object-related actions such as putting a plate on their head like a hat, driving a piece of Lego like a car, and bringing blocks to their ear like a telephone may be given as examples. For target behaviour 2.4.4.3., object-related actions such as dropping sugar into a cup and stirring it when there is no sugar, pretending to poke food on the plate with a fork when there is no food, pretending to wash the doll when there is no water, and pretending to pour tea into a cup may be given as examples. For target behaviour 2.4.4.4. includes thematic play behaviours, meaning themed play. 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 the mother in a playing-house theme, assigning someone else the role of the 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. involves a chain of actions in a context related to one another in terms of object, person or event, known as 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 the ambulance, putting the patient into the ambulance and taking them 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 objectives and the related target behaviours aim at social participation during play. These target behaviours are target behaviours carried out along a spectrum ranging from being unaware of the presence of other people in the same setting to displaying play actions in social interaction with other people. Symbolic play assessment must be carried out concurrently with, but at different times from, the assessment of the target behaviours. In the assessment of the objectives and the related target behaviours, at least one person must take part as a play partner alongside the individual. In the assessment or instruction of the target behaviours, the criterion for being far from the instructor, adult or a peer may be set as the individual being 50 cm or 1 step away from the other person, and the criterion for being close may be set as sitting facing the other person at a distance of 50 cm or 1 step or less. In the assessment of the objectives and the related target behaviours, toys appropriate to the individual's level of symbolic play must be selected. In the assessment of the objectives and the related target behaviours, settings with the characteristics of the assessment setting used in the assessment of the symbolic play objectives must be used. In the assessment and instruction of the objectives and the related target behaviours, the use of toys similar to the toys the individual has chosen is recommended. It is recommended that the targeted target behaviours be taught together with the symbolic play target behaviours. In the instruction of the target behaviours, evidence-based naturalistic developmental and behavioural intervention approaches are recommended. In addition, parent-mediated intervention approaches may also be preferred. It is recommended that the target behaviours be generalised to different settings

(home, nursery, etc.) and people (parent, sibling, peer, etc.).

Objectives	Target Behaviours	Explanations
2.5.1. Plays by observing in the same setting. Section 2.5. Social Play	2.5.1.1. Plays alone with a single object and without a peer, at a distance from the instructor. 2.5.1.2. Plays at the onlooker level by observing the play partner from a distance.	In the instruction of the target behaviours of Objective 2.5.1., the use of techniques that are powerful in establishing social interaction with the individual, such as "imitation" and "parallel talk" of the individual's behaviours, is recommended. * For the use of the imitation technique, taking the same object that the individual has picked up during play interaction with them and displaying exactly the same actions they perform, and imitating exactly the sounds or words they produce at that moment, may be given as an example. In the instruction of Objective 2.5.1., it is recommended that the simple-play target behaviours in the symbolic play section be taught together with it. In the first assessment of target behaviour 2.5.1.1., it is recommended that an adult familiar to the individual or one of their peers be present. For target behaviour 2.5.1.1., the action of driving a car on their 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 concerns individuals, especially in the younger age group, who show severe limitations in social interaction and who have started receiving support education for the first time, being in the same setting as the instructor without displaying person-avoidance behaviours, even if only for a short time. Therefore, it must be assessed as their reaching the level of playing while being in the same setting, even if they play alone with the toys in which they show excessive interest. For target behaviour 2.5.1.2., behaviours such as 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.
Objectives	Target Behaviours	Explanations
2.5.2. Engages in parallel play. Section 2.5. Social Play	2.5.2.1. Engages in parallel play near the play partner with toys similar to those chosen by the instructor. 2.5.2.2. Engages in turn-taking play with the play partner, using the same toy set reciprocally.	In the instruction of the target behaviours of Objective 2.5.2., alongside modelling, labelling and verbally describing the actions and the communicative intent are recommended. *It is recommended that the simple-play and combinatorial-play target behaviours in the symbolic play section be taught together with it. For target behaviour 2.5.2.1., toys must be available near the play partner in the play setting. For target behaviour 2.5.2.1., parallel play behaviours such as looking at the face of the play partner who is using the same toy, looking at the toy in their hand, smiling, and asking the play partner for the toy in their 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 at close range with the play partner and looking at the instructor's face and the toy in their hand; choosing the toy the play partner has chosen; and following the turn order in reciprocal turn-taking games may be given as examples.

Objectives	Target Behaviours	Explanations
2.5.3. Engages in cooperative play.	2.5.3.1. Engages in cooperative play with the play partner on a similar theme within the same scenario. 2.5.3.2. Includes the play partner in a scenario they have initiated themselves.	In the instruction of the target behaviours of Objective 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 their role by displaying more than one action with similar toys within the same theme (for example playing house) and the same scenario (for example brewing tea for the play partner who plays the role of the guest) — such as pretending to open the door as the host, saying hello, preparing the tea, and offering it — may be given as an example. For target behaviour 2.5.3.2., actions such as planning with the play partner in determining the theme, scenario and role before play, assigning the play partner a role, and reminding them of their role may be given as examples.
Objectives	Target Behaviours	Explanations
2.6.1. Uses alternative communication tools based on photographs, objects or devices. Section 2.6. Alternative Communication	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 Objective 2.6.1. may be recommended for individuals who are past childhood, in adolescence or youth, and who have not attained the objectives in the second section aimed at eliciting and advancing verbal communication, or who can communicate verbally only to a limited extent, with the aim of responding to their communication needs and supporting their communication development. * Before the assessment of these target behaviours, the individual's prelinguistic period language and communication target behaviours must be assessed. It is recommended that the use of communication behaviours such as gestures in accordance with their communicative purpose, even if to a limited extent, be recorded, so that they may be used as supporting behaviours in the support of alternative communication. * The individual's level of recognition of visuals relating to object symbols and their level of interest in technological devices such as tablets must be assessed. * 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 that support multi-level responding and commenting, is recommended.
Column 1		Column 2
3. Name of the Module SOCIAL SKILLS		
3. Aim of the Module is aimed.		Through the Social Skills Module, the performance of social skills by individuals with an intellectual disability
3. Sections in the Module Solving		Communication and Interaction, Recognising, Understanding and Expressing Emotions, Emotion and Behaviour Management, Social Problem

Column 1	Column 2
In the instruction and assessment of the target behaviours in Section 1, work must be carried out in natural settings; if conditions are not suitable, simulated settings must be created. Opportunities must be created for the individual to display the skill. In the instruction of these target behaviours, methods such as social stories, direct instruction, video modelling and the cognitive process approach may be used. The target behaviours in Section 1 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. The target behaviours in Section 1 must be taught with an emphasis on the individual communicating with people they know. Objectives Target Behaviours	Explanations
3.1.1. Exchanges greetings. 3.1.1.1. Exchanges greetings with their immediate circle using gestures, facial expressions and actions. 3.1.1.2. Exchanges greetings with their immediate circle using verbal expressions.	In the instruction of the target behaviours in Objective 3.1.1., the individual is expected to exchange greetings using verbal expressions such as "hello", "good morning", "hi", etc., and gestures/facial expressions/actions such as shaking hands, nodding, waving, etc.
Section 3.1. Communication and Interaction 3.1.2. Says goodbye. 3.1.2.1. Says goodbye to their immediate circle using gestures, facial expressions and actions. 3.1.2.2. Says goodbye to their immediate circle using verbal expressions.	In the instruction of the target behaviours in Objective 3.1.2., the individual is expected to exchange greetings using verbal expressions such as "goodbye", "bye bye", "see you", etc., and gestures/facial expressions/actions such as shaking hands, nodding, waving, etc.
3.1.3. Establishes communication. 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. Sustains communication by responding with appropriate gestures, facial expressions and actions to the communication initiated by the other person.	When working on the objectives and target behaviours of Objectives 3.1.3. and 3.1.4., they must be worked on concurrently, observing a holistic approach. In the target behaviours in Objectives 3.1.3. and 3.1.4., the individual is expected to give socially acceptable responses. For example, in 3.1.3.6. it is not correct for the individual to sustain communication by using slang words in response to the situation described by the other person, since this would not be socially acceptable.

Section 3.1. Communication and Interaction 3.1.4. Observes the rules of communication.

Objectives	Target Behaviours	Explanations
	3.1.3.4. Sustains communication by responding with appropriate verbal expressions to the communication initiated by the other person. 3.1.3.5. Sustains communication with the other person using appropriate gestures, facial expressions and actions. 3.1.3.6. Sustains communication with the other person with appropriate questions and comments. 3.1.3.7. Ends communication using appropriate gestures, facial expressions and actions. 3.1.3.8. Ends communication using appropriate verbal expressions.	The word "appropriate" used in the target behaviours in Objectives 3.1.3. and 3.1.4. also expresses the individual's responding to the emotions and thoughts the other person conveys during communication. For example, for target behaviour 3.1.3.5., it is not correct for the individual to respond by laughing or mocking while the other person, with a sad facial expression, describes a bad event that happened to them.
	3.1.4.1. Establishes eye contact with the other person. 3.1.4.2. Communicates by adjusting the physical distance according to the other person. 3.1.4.3. Shows that they are listening to the other person using appropriate gestures, facial expressions and actions. 3.1.4.4. Shows that they are listening to the other person using appropriate words. 3.1.4.5. Speaks by taking their turn in a conversation. 3.1.4.6. Communicates using an appropriate tone of voice.	

Objectives	Target Behaviours	Explanations
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 context (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?", "Could you give it to me?" may be given as examples. For target behaviour 3.1.5.3., expressions such as "Please, you're welcome, excuse me, thank you, I'm sorry" may be given as examples. These expressions of politeness may be diversified according to the individual's needs.

Section 3.2. Recognising, Understanding and Expressing Emotions

Column 1	Column 2	Column 3	Column 4
	3.1.6. Performs the skills that regulate social interaction.	3.1.6.1. Takes turns. 3.1.6.2. Shares their belongings. 3.1.6.3. Helps others. 3.1.6.4. Cooperates. 3.1.6.5. Fulfils their responsibilities.	In the instruction and assessment of the target behaviours in Objective 3.1.6., work must be carried out in natural settings; if conditions are not suitable, simulated settings must be created. Opportunities must be created for the individual to display the skill. In the instruction of these target behaviours, role-play activities may be used. For target behaviour 3.1.6.1., the behaviours of queuing and waiting in the queue may be given as examples.
	Objectives	In the instruction of the target behaviours in Section 2, games, role-play activities, etc. must be used. 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
	3.2.1. Recognises emotions.	3.2.1.1. Imitates gestures/facial expressions indicating emotions. 3.2.1.2. Points out emotions on visuals. 3.2.1.3. Says the emotions shown in a visual. 3.2.1.4. Shows the emotion named to them using their gestures/facial expressions.	
	3.2.2. Responds appropriately to their own and others' emotions.	3.2.2.1. Imitates gestures/facial expressions indicating emotions. 3.2.2.2. Points out emotions on visuals.	In target behaviours 3.2.2.1. and 3.2.2.2., the individual is expected to respond in accordance with the emotion they are conveying at that moment during communication. For example, the individual expressing their happiness with an enthusiastic tone of voice and a smiling facial expression is a correct response.

Column 1	Column 2
Section 3.2. 3.2.2.3. Says the emotions shown in a visual. 3.2.2.4. Shows the emotion named to them using their gestures/facial expressions.	In target behaviour 3.2.2.3., the individual is expected to respond in accordance with the emotion the other person conveys during communication. For example, showing with a sad facial expression that they understand the other person while that person is crying is a correct response.
In the instruction and assessment of the target behaviours in Section 3, simulated settings and structured scenarios must be used. 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. Objectives Target Behaviours	Explanations
Section 3.3. Emotion and Behaviour Management 3.3.1. Responds appropriately to requests/behaviours. 3.3.1.1. Distinguishes appropriate and inappropriate requests/behaviours. 3.3.1.2. Uses appropriate gestures/facial expressions and actions to indicate that they accept the person's request. 3.3.1.3. Uses appropriate words/sentences to indicate that they accept the person's request. 3.3.1.4. Uses appropriate gestures/facial expressions and actions to indicate that they refuse the person's request. 3.3.1.5. Uses appropriate words/sentences to indicate that they refuse the person's request.	

In the instruction and assessment of the target behaviours in Section 4, simulated settings, video footage, case examples and structured scenarios must be used.

Column 1		Column 2
3.3.2. Expresses their prefer- 3.3.2.1. Shows their preferences with appropriate gestures/ ences appropriately. facial expressions, actions and alternative communication tools. 3.3.2.2. Expresses their preferences using words.		
Section 3.3. Emotion and Behaviour Management 3.3.3. Responds appropri- 3.3.3.1. Responds appropriately when they make ately to negative situ- a mistake. ations. 3.3.3.2. Responds appropriately when they get angry. 3.3.3.3. Responds appropriately when they suffer an injustice. 3.3.3.4. Responds appropriately when they are rejected. 3.3.3.5. Responds appropriately when they are mocked. 3.3.3.6. Responds appropriately when they are subjected to peer bullying. 3.3.3.7. Responds appropriately when they lose in activities requiring competition.		For Objective 3.3.3., those responses 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 other person that they are upset or angry. For example, while in one situation the individual moving away from the setting they are in when mocked may be an acceptable response, in another situation remaining in the setting they are in and counting to 10 in their head is an acceptable response.
Objectives	Target Behaviours	Explanations
Section 3.4. Social Problem Solving 3.4.1. Solves the social problems they encounter in daily life.	3.4.1.1. States what the problem they encounter in daily life is. 3.4.1.2. Offers solution suggestions for the problem they encounter in daily life. 3.4.1.3. Applies the solution suggestions for the problems they encounter in daily life. 3.4.1.4. States whether the solution suggestions were effective in solving the problem.	For Objective 3.4.1., activities are carried out by creating problem situations such as "While playing ball with your friend you accidentally broke the window of a house. What would you do?", "Your friend took your pencil without permission. What would you do?". Where necessary, modelling and role-play activities in simulated settings may also be included.

General Explanations Relating to the Module

Direct instruction may be provided for the target behaviours in the early literacy section, and these skills must also be developed effectively and durably through games and enjoyable activities. The grammar section has been classified by topic. A sequence from easy to difficult has not been followed. The teacher may select objectives 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 of the individual in 3 types. These are: questions whose answer is found in the text, inferential questions, and knowledge and experience questions. Questions found in the text: These are questions whose answer is clearly expressed in a single sentence in the text. Inferential questions: These are questions whose answer is not clearly expressed in a single sentence in the text, requiring the reader to use various

parts of the text and to establish relations between events. Questions based on knowledge and experience: These are questions requiring the reader to answer by combining their own knowledge and experience with the events in the text.

Column 1		
4. Name of the Module READING AND WRITING		
Through the Reading and Writing Module, it is aimed to enable individuals with an intellectual disability 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.		
Early Literacy, Initial Reading and Writing, Functional Reading and Writing, Grammar, Reading Comprehension, 4. Sections in the Module Listening Comprehension, Written Expression		
Objectives	Target Behaviours	Explanations
4.1.1. Distinguishes the sound features of words. Section 4.1. Early Literacy	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. 4.1.1.4. Says which of the words said rhyme. 4.1.1.5. Produces a word that rhymes with a word said.	For Objective 4.1.1., when teaching with poems/rhymes/songs; 1. The poems/rhymes/songs must be said together with the individuals. 2. After you have said them, the individual must be asked to repeat them. 3. The individual must be asked to say them 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 objective with stories containing rhyming words. For target behaviours 4.1.1.3., 4.1.1.4. and 4.1.1.5., poems/rhymes/riddles/songs containing rhyming words aimed at developing rhyme awareness must be used, and the rhyming words must be stressed and repeated. Care must be taken that the rhyming words resemble one another in at least 2 sounds. Short words are more suitable for working on rhyme. For target behaviour 4.1.1.1., the individual must be given word pairs that are identical to one another (bing bing) or different (bing ding). These words may be meaningful words (çok koç) or they may be nonsense 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. Two of these rhyme with one another while one does not rhyme. The individual is expected to distinguish which two of them rhyme. For target behaviour 4.1.1.4., words suitable for producing rhyming words must be used and care must be taken that they are short words (for example baş, taş, kaş, yaş, etc.).
Objectives	Target Behaviours	Explanations
4.1.2. Distinguishes the syllable features of words.	4.1.2.1. Divides the words said into their syllables. 4.1.2.2. Says the first syllable of a word said. 4.1.2.3. Says the last syllable of a word said.	For target behaviour 4.1.2.1., work must initially be carried out with short words. During the activities, it is important to model first. When dividing into syllables, the syllables must be stressed by simultaneously clapping hands, tapping the table with the hand, or stamping the foot on the floor at each syllable.

Objectives	Target Behaviours	Explanations
4.1.3. Distinguishes the phonological features of words.	4.1.3.1. States whether the two words said begin with the same sound. 4.1.3.2. States whether the two words said end with the same sound. 4.1.3.3. Says which of the three words said begin with the same sound. 4.1.3.4. Says which of the words said end with the same sound. 4.1.3.5. Says a word that begins with the same sound as the word said. 4.1.3.6. Says the first sound of the word said. 4.1.3.7. Says a word that ends with the same sound as the word said. 4.1.3.8. Says the last sound of the word said.	In the instruction of Objective 4.1.3., modelling must absolutely be provided first so that individuals understand the content of the task expected of them. During assessment, what is required in the relevant item must be explained through sample items. In the instruction and assessment of Objective 4.1.3., work must be carried out with words familiar to the individuals. Words whose meaning they do not know prevent them from understanding the task and from focusing on the phonological features of the words. In the instruction of Objective 4.1.3., one must be aware of the distinction between sound and letter. When teaching and assessing, it is sounds, not letters, that are stressed. In addition, some letters have more than one sound. For example, the letter "k" is pronounced differently, as in the words "kar and kel". Likewise, the letter "g" is pronounced differently, as in the words "gel and gol". In the instruction of Objective 4.1.3., work must first be carried out with monosyllabic words and then with two-syllable words. Words with three or more syllables must not be worked on. In the instruction of Objective 4.1.3., work must first be carried out with the sounds of consonants. For target behaviours 4.1.3.3. and 4.1.3.4., three words are given.

Section 4.1. Early Literacy

Objectives	Target Behaviours	Explanations
	4.1.3.9. Says the remainder of a word said by dropping its first or last sound. 4.1.3.10. Says the new word they have formed by adding a sound to the beginning or end of a word said. 4.1.3.11. Says the new word they have formed by replacing one sound in the word said with another sound. 4.1.3.12. States what a short word said sound by sound is. 4.1.3.13. Divides a short word said into its sounds.	Two of these begin end with the same sound while one begins ends with a different sound. The individual is expected to distinguish which two of them begin end with the same sound. For target behaviour 4.1.3.9., the examples "taş aş" may be given for saying the remainder by dropping the first sound, and "taş ta" for saying the remainder by dropping the last sound. For target behaviour 4.1.3.10., the examples "aç taç; ev dev; çim çim" may be given for forming a new word by adding a sound to the beginning of the word, while 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. In addition, in this target behaviour, in order for the word to be formed also to be a meaningful word, the sound to be added must be given together with the word. For target behaviour 4.1.3.11., one must proceed by first changing the initial sounds, then the final sounds, and then the medial sounds. Examples that may be given are "baş taş; baş bal; baş beş". In addition, in this target behaviour, in order for the word to be formed also to be a meaningful word, the sound to be changed and the sound to be put in its place must be given together.

Objectives	Target Behaviours	Explanations
4.1.4. Says the written word shown.	4.1.4.1. Matches the given illustrated text with the written word. 4.1.4.2. Matches the given picture with the written word. 4.1.4.3. Points out the requested written word among the written words given. 4.1.4.4. Says the written word shown.	In the instruction of Objective 4.1.4., words the individual frequently encounters must be selected. What is expected of the individual for this objective 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.) are prepared, one consisting of picture/text and one consisting of text only. 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 texts with the appropriate illustrated written word.
Objectives	Target Behaviours	Explanations
4.1.5. Distinguishes the features of print. Section 4.1. Early Literacy	4.1.5.1. Points out the left-to-right direction of print. 4.1.5.2. Points out the downward flow direction of the lines in print. 4.1.5.3. States how many words there are in a sentence given in writing containing 2-5 words. 4.1.5.4. Points out letters among other letter-like shapes. 4.1.5.5. States how many letters there are in a word given in writing containing 2-6 letters. 4.1.5.6. Points out a capital letter within print. 4.1.5.7. Points out a lower-case letter within print. 4.1.5.8. States how many sentences there are in a short text given in writing containing 2-4 sentences. 4.1.5.9. Points out the basic punctuation marks within print. 4.1.5.10. Points out the word that is identical to the word shown, among the words presented in writing. 4.1.5.11. Points out the letters that are identical to one another within a word. 4.1.5.12. Points out the word said among the written forms of words of different lengths.	For Objective 4.1.5., it is important that individuals frequently encounter written materials and are able to access them. In all activities, and especially 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 pointing to the print on the page and saying "I am starting to read from here." and following the print with a finger for a while. In addition, 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 the print with a finger from time to time on written materials and pointing out with a finger the written form of the word said are important for individuals to develop the concept of the word. For target behaviour 4.1.5.4., assessment must be carried out by presenting 3-4 visuals, one of which is a letter and the others letter-like shapes (?, <, ±, ∞, j, † etc.). For target behaviour 4.1.5.10., the target word (for example kömür) must be presented together with 2-3 words whose spelling is similar but different (kemer, körük, küme etc.) and with an identical copy of the target word, and the individual must be asked to distinguish the identical 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 they are asked which of the 2-3 words shown to them it might be. For example, two cards on which the words "sandalye" and "su" are written are shown to the individual, and by giving the individual an instruction such as "Which one do you think says 'sandalye'?", it is assessed whether the individual is aware that the written form of a word with a long pronunciation must also be long.

Objectives	Target Behaviours	Explanations
4.2.1. Distinguishes the sound introduced. Section 4.2. Initial Reading and Writing	4.2.1.1. Points out the visuals of words beginning with the sound introduced. 4.2.1.2. Says the sound with which words beginning with the sound introduced begin. 4.2.1.3. Points out the visuals of words ending with the sound introduced. 4.2.1.4. Says the sound with which words ending with the sound introduced end.	Target behaviours 4.2.1.1. and 4.2.1.3. may be carried out through the skills of matching and discriminating sounds. One must begin with matching first. In order to have matching done, 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, the words must be said, and then the individual must be asked to point out those beginning/ending with the same sound (with the sound introduced). For discrimination, the individual must be presented with 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. For each application, words and their visuals consisting of at least four sets must be used. For target behaviours 4.2.1.1. and 4.2.1.3., the instruction may be given by producing the sound introduced, as "Point out the one that begins with ...!" (discrimination), "Point out the ones that begin with ...!" (matching). For discrimination, the instruction must be "Which word does not begin with ...? Point it out!". These target behaviours may be arranged as selecting a word 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 said to the individual while being presented with their visuals. While saying them, the sound to be taught must be stressed. Even though the teaching order of the sound groups is determined in the curriculum, the sounds the individual is able to produce must be taken into account in the sequencing of the sounds to be introduced.
4.2.2. Reads the sound introduced.	4.2.2.1. Reads the lower-case letter of the sound introduced. 4.2.2.2. Reads the capital letter of the sound introduced.	Together with the activities carried out for Objective 4.2.2., care must be taken that the individual sits upright while reading and holds the book/notebook at a distance appropriate to their own field of vision. For Objective 4.2.2., when the sound is being introduced, a connection must absolutely be established with what was done at the stage of distinguishing the sound introduced.

Objectives	Target Behaviours	Explanations
4.2.3. Writes the sound introduced in upright basic script. Section 4.2. Initial Reading and Writing	4.2.3.1. Writes the lower-case letter of the sound introduced in upright basic script by looking at a model. 4.2.3.2. Writes the capital letter of the sound introduced in upright basic script by looking at a model. 4.2.3.3. Writes the sound introduced when it is said.	For Objective 4.2.3., care must be taken that the individual sits in such a way that they can lean towards their notebook and write comfortably while writing, and holds the notebook at a distance appropriate to their own field of vision 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 they are asked to write is written. It is as important for the individual to write the letter in accordance with the direction and rules of letter formation as it is to write it neatly between the lines. For this reason, when modelling, the drawing of the letter must be verbalised each time. Afterwards, the letter the individual is asked to write must be written in their notebook as a sample. The individual must be asked to write by looking at this model. If, as a result of modelling, the individual cannot fit the letter within the line spacing, writes it in the wrong direction, or cannot get the starting and finishing points right, visual prompts such as making the line more distinct for the writing of the letter, tracing over dots for the letter, marking the starting and finishing points, and indicating the direction with an arrow must be used. The letters the individual writes correctly must be pointed out and reinforced by saying "You have written it very nicely!", and the letters they write 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 briefly, then covered, and the sound must be said again and they must be asked to write it. After they have written it, the model shown must be uncovered and compared with the letter they have written.
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. Points out the pictures of the words they have read.	For target behaviour 4.2.4.1., when the syllables are being read, reading the sound introduced by lengthening it and combining it with the other sound is a strategy that facilitates decoding. For target behaviours 4.2.4.1. and 4.2.4.2., meaningful syllables and words must as far as possible be formed by combining the sound introduced with the sounds given previously, and they must be read and written.
Objectives	Target Behaviours	Explanations
		For target behaviour 4.2.4.2., when the words are being read, the stages of divide into syllables-read-combine-read must be followed. For example, the individual must be asked to read a word formed from syllables they know (lale, ela etc.). For target behaviour 4.2.4.3., matching the words read with their pictures is a preparation for the skill of reading comprehension.
4.2.5. Writes the sound introduced within a syllable and a word Section 4.2. Initial Reading and Writing in upright basic script.	4.2.5.1. Writes the syllables formed from the sounds introduced by looking at them. 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 at them. 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.

Objectives	Target Behaviours	Explanations
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 Objective 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.
4.2.7. Writes the sound introduced within a sentence in upright basic script.	4.2.7.1. Writes the sentences containing the sounds introduced by looking at them. 4.2.7.2. Writes the sentences containing the sounds introduced when they are said.	During the instruction of Objective 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.
Objectives	Target Behaviours	Explanations
4.2.8. Writes neatly. Section 4.2. Initial Reading and Writing	4.2.8.1. Writes while following the lines. 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 Objective 4.2.8., notebook arrangements (marking the lines in red, dividing a line in two and colouring it, etc.) may be made. When these target behaviours are being taught, examples of neat handwriting must first be shown to the individual, the individual must be motivated, and how they are to write must be modelled.
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 sentences containing the sounds introduced. 4.2.9.2. Answers simple questions about the text after reading 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., having a picture that illustrates the text and talking about the picture before the text is read facilitates comprehension. The questions must be constructed about the actions, people and objects occurring in the text, and must be directed at the units of information occurring in the text. For the purpose of making the sentences and texts meaningful, pictures may be used for words consisting of sounds the individual has not yet learned.
4.3.1. Reads the design- Section 4.3. Functional Reading and Writing nated word.	4.3.1.1. Reads the form of the word written in lower-case letters. 4.3.1.2. Reads the form of the word with its initial letter written as a capital. 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. Points out the word among other words whose spelling is not similar. 4.3.1.6. Points out the word among other words whose spelling is similar.	When working on Objective 4.3.1., a separate instructional process must be planned for each target behaviour. It is important that the individual attains independence in all the designated target behaviours for each target word selected. Word-reading activities must be continued with games such as bingo, etc. After every 10 words taught, a word list in which these words appear several times must be created and a progress-monitoring assessment must be carried out. Through this assessment, the teacher must identify the words the individual reads incorrectly and, instead of moving on to the next target word, must return to the instruction of the words they read incorrectly.
Objectives	Target Behaviours	Explanations
4.3.2. Matches the designated word with its visual.	4.3.2.1. Points out the visual belonging to the word taught among different visuals. 4.3.2.2. Points out the word whose visual is shown among various words.	In the instruction of Objective 4.3.2., care must be taken that the visual selected for the target word is a visual that the individual may encounter in their own life and that describes the word in the most appropriate way. While carrying out such activities, interaction must at the same time be established with the individual in a way that will develop their vocabulary. In order for the individual to be able to read the words they have learned in real settings, generalisation activities must be carried out, cooperation must be established with families and information must be obtained from them.

Objectives	Target Behaviours	Explanations
4.3.3. Writes the designated word. Section 4.3. Functional Reading and Writing.	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., one must start with more prompts according to the 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 provided on a large sheet of paper and they must be asked to match the letters in the word from among letter cards and arrange the letters beneath the word; the word must be read again and the individual must be enabled to form the word in this way.
4.3.4. Reads the designated word 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 sentences consisting of the word taught and the words given previously. 4.3.4.4. Reads texts consisting of the word taught and the words given previously.	For Objective 4.3.4., structured stories must be used so that the individual can read the word and words they have read within a sentence and a text. At this stage, the individual is not expected to read the whole of the sentence or the text. The aim of teaching this target behaviour is only for the individual to recognise the word they have learned within a sentence or text and to make sense of it in accordance with the context. For target behaviours 4.3.4.3. and 4.3.4.4., care must be taken that the sentences created possess a certain unity of meaning. In addition, in order to enable the individual to use writing as a means of communication in their life, it is also important that the sentences are sentences constructed to that end.
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.	
Objectives	Target Behaviours	Explanations
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 at them. 4.3.6.2. Writes the sentences consisting of the word taught and the words given previously when they are said.	For Objective 4.3.6., after the individual has acquired the skill of writing words, writing sentences must be targeted. For the individual who has learned to write words, at this stage modelling must be carried out for the spelling rules necessary for the sentence-writing stage, such as leaving appropriate spaces between words, placing a full stop at the end of the sentence, and starting the sentence with a capital letter.
4.3.7. Uses functional reading in daily life. Section 4.3. Functional Reading and Writing.	4.3.7.1. Goes to the place they want to go to at school by reading the names of places and rooms. 4.3.7.2. Follows the texts on the signs at school by reading them. 4.3.7.3. Follows the texts on information posters and signs in the environment by reading them. 4.3.7.4. Does the shopping by reading the words on their list. 4.3.7.5. Orders food and drink in places such as restaurants, patisseries and cafés by reading the menus. 4.3.7.6. Goes to the desired place by reading the texts on means of transport. 4.3.7.7. Follows safety-related warnings, texts and signs by reading them. 4.3.7.8. Follows health-related warnings, texts and signs by reading them.	In Objective 4.3.7., in order for the individual to be able to use the real-life applications they have learned in their own life, families must be guided to take the individual into the real environment for generalisation after the target behaviours have been taught.

Objectives	Target Behaviours	Explanations
4.4.1. Distinguishes letters and the phonological features of letters. Section 4.4. Grammar	4.4.1.1. Says the number of letters in a word. 4.4.1.2. Says the letters of the alphabet in order. 4.4.1.3. Puts the given words into alphabetical order. 4.4.1.4. States that the alphabet consists of vowels and consonants. 4.4.1.5. Says the vowels. 4.4.1.6. Says the consonants. 4.4.1.7. Classifies the vowels as back and front vowels. 4.4.1.8. Says the back vowels. 4.4.1.9. Says the front vowels. 4.4.1.10. Classifies the consonants as voiceless consonants and voiced consonants. 4.4.1.11. Says the voiceless consonants. 4.4.1.12. Says the voiced consonants. 4.4.1.13. Identifies the correctly spelled words among the given word pairs.	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: Making a word out of the initial letters of the information to be remembered (for example: fıstıkçı şahap). Acrostic: Making a sentence out of the initial letters of the words to be remembered.
4.4.2. Distinguishes 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.	In order to be able to begin the instruction of Objective 4.4.2., distinguishing the phonological features of letters is a prerequisite.

Section 4.4. Grammar 4.4.3. Distinguishes phonological changes.

Objectives	Target Behaviours	Explanations
	4.4.2.3. Points out the words within a sentence that conform to major vowel harmony. 4.4.2.4. Gives examples of words that conform to major vowel harmony. 4.4.2.5. States the features of minor vowel harmony. 4.4.2.6. Points out the words within a sentence that conform to minor vowel harmony. 4.4.2.7. Gives examples of words that conform to minor vowel harmony.	
	4.4.3.1. Classifies phonological changes. 4.4.3.2. States the features of the requested phonological changes. 4.4.3.3. Points out the requested phonological change within a sentence. 4.4.3.4. Says which phonological change is shown within a sentence.	In order to be able to begin the instruction of Objective 4.4.3., distinguishing 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 phonological change occurring within the sentence must be shown to the individual and the individual must be asked to say which phonological change it is. For target behaviours 4.4.3.4. and 4.4.3.5., phonological changes may be worked on using the individual's own sentences or the sentences they construct while talking about a picture.
4.4.4. Distinguishes syllable features.	4.4.4.1. Writes a given word divided into its syllables. 4.4.4.2. Says the number of syllables in a given word. 4.4.4.3. Gives examples of syllables with one, two, three and four letters.	

Section 4.4. Grammar 4.4.6. Distinguishes the elements of the sentence.

Objectives	Target Behaviours	Explanations
4.4.5. Distinguishes the word classes in a sentence.	4.4.5.1. Defines the requested word classes. 4.4.5.2. Points out the requested word class within a sentence. 4.4.5.3. Writes the requested word class by using it within a sentence. 4.4.5.4. Fills in the blanks in a sentence with the appropriate word class. 4.4.5.5. Classifies word classes.	For target behaviour 4.4.5.4., activities must be carried out after at least two word classes have been taught. While all the word classes are being taught, the word classes must be ordered according to their level of difficulty and this order must be observed in their instruction.

Objectives	Target Behaviours	Explanations
	4.4.6.1. Classifies the elements of the sentence as principal elements and subordinate elements. 4.4.6.2. Says the principal elements of the sentence. 4.4.6.3. Says the subordinate elements of the sentence. 4.4.6.4. Defines the principal elements of the sentence. 4.4.6.5. Defines the subordinate elements of the sentence. 4.4.6.6. Points out the requested principal element within a sentence. 4.4.6.7. Points out the requested subordinate element within a sentence. 4.4.6.8. Constructs a sentence using the given subordinate element. 4.4.6.9. Analyses the sentence into its elements.	When working on Objective 4.4.6., 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 both orally and in writing. The instruction "Write or say a sentence containing!" must be given as the instruction.
Column 1		Column 2
4.4.7. Observes the spelling rules in their writing. Section 4.4. Grammar		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 interrogative particle "mi" in accordance with the spelling rules. 4.4.7.7. Writes reduplications and intensifying words in accordance with the spelling rules.
4.4.8. Observes the punctuation marks in their writing.		4.4.8.1. Says the punctuation marks. 4.4.8.2. States the function of the punctuation marks. 4.4.8.3. Completes the blanks left in a given text with the appropriate punctuation marks. 4.4.8.4. Uses the appropriate punctuation marks when writing a text.
Objectives	Target Behaviours	Explanations
4.5.1. Identifies the elements in text structures. Section 4.5. Reading Comprehension	4.5.1.1. Identifies the main character/characters of a fictional text. 4.5.1.2. Identifies the secondary characters of a fictional text. 4.5.1.3. Identifies the place in which the event in the fictional text takes place. 4.5.1.4. Identifies the time at which the event in the fictional text takes place. 4.5.1.5. Identifies the main events in the fictional text. 4.5.1.6. Identifies the parts of an informative text in which definition is made. 4.5.1.7. Identifies the parts of an informative text containing a cause-effect relationship. 4.5.1.8. Identifies the parts of an informative text in which comparison is made. 4.5.1.9. Identifies the parts of an informative text in which sequencing is made. 4.5.1.10. Identifies the problem-solution parts of an informative text.	Fictional text includes genres such as memoirs, fables, stories, tales and novels. Informative text includes genres such as the texts in textbooks (definition, cause-effect, problem-solution, comparison, sequencing), articles, columns, etc. For Objective 4.5.1., text structure instruction must be provided so that the individual can identify the elements of text structure. In text structure instruction, only one genre must be taught, and only afterwards should another text genre 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 into the diagram must be repeated in different sessions with several texts of the same genre, d) afterwards 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 recounts the text in order and in such a way as to include all the important units of information. *At the end of the sessions carried out, text comprehension questions must be asked of the individual. In text structure instruction, the individual must also be made aware of which genre the text whose structure is taught belongs to, by giving texts of various genres.

Objectives	Target Behaviours	Explanations
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 Objectives 4.5.2., 4.5.3. and 4.5.4.). The process must be applied by reading the explanations written for these objectives. * After the process has been applied, text comprehension questions must be asked of the individual.
Objectives	Target Behaviours	Explanations
		For target behaviour 4.5.2.1., the purpose for which the text will be read must be discussed together with the individual (for example gaining information about lions, producing a summary, answering questions, learning how a task is done, etc.). In this way, purposeful reading by the individual can be ensured. 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 regarding the text to be read, and their predictions must be elicited. Looking over must be done by reading the headings in the text, if any, and by reading the opening sentences of the text. The predictions elicited from the individual must be written down and, once reading of the text begins, 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. Re-reads the parts they have not understood by slowing down their reading.	For target behaviour 4.5.3.1., the important information varies according to the text genre. The important units of information constitute the structure of the text. For example, the important units of information of texts in the story genre are: place, time, character, problem, the attempts made to solve the problem, the outcome, and the protagonist's reaction to the event. In order for the individual to be able to separate the important information from the unimportant information, they need to have text structure awareness. In addition, the teacher must model how important information is identified by thinking aloud. When the important information is being identified, it must either be underlined or placed into a diagram appropriate to the structure of the text (story diagram, comparison diagram, concept diagram, flow chart, etc.). For target behaviour 4.5.3.2., the individual's predictions must be elicited 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 can be made to the individual's combining what is in the text with their prior knowledge. For this reason, pre-reading, during-reading and post-reading strategies must be used together. In order to have the individual acquire target behaviour 4.5.3.3., modelling and guidance must be provided. At the same time, the teacher must explain why they are doing this.

Objectives	Target Behaviours	Explanations
4.5.4. Applies post-reading text comprehension strategies. Section 4.5. Reading Comprehension	4.5.4.1. Discusses the text. 4.5.4.2. Makes a comparison between their own predictions and the content of the text. 4.5.4.3. Generates questions about the text. 4.5.4.4. Recounts the text orally. 4.5.4.5. Writes a 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., cumulative retelling must be used when carrying out activities aimed at recounting the text. The individual must be made to read the first part of the text and to recount it, then to read the second part and to recount it, and then to be asked to recount the first and second parts together. This activity must be continued cumulatively for the remainder of the text. * Text comprehension questions must be asked of the individual. In order to be able to help the individual recount the text orally, activities such as a text with the important information underlined, a diagram showing the important units of information, and asking questions, etc. must be carried out. For target behaviour 4.5.4.5., in order to be able to help the individual summarise the text in writing, activities such as a text with the important information underlined, a diagram showing the important units of information, asking questions, and structured summary forms, etc. must be carried out.
4.5.5. Uses visuals in order to comprehend what they read.	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 comprehend 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 of the individual.
4.5.6. States the main idea and the subject of the text.	4.5.6.1. States the subject 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. In fictional texts, however, the main idea can be found by making an inference from the text as a whole. When finding the main idea in fictional texts is being taught, the supporting ideas are underlined. These are placed into 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.

Objectives	Target Behaviours	Explanations
4.5.7. Uses the words and word groups newly learned in the text in accordance with their meaning. Section 4.5. Reading Comprehension	4.5.7.1. Marks the words whose meaning they do not know. 4.5.7.2. Predicts the meanings of the words/word groups whose meaning they do not know on the basis of the visual. 4.5.7.3. Predicts the meanings of the words/word groups whose meaning they do not know on the basis of the relevant paragraph. 4.5.7.4. Finds the meanings of the words/word groups whose meaning they do not know in a dictionary. 4.5.7.5. Uses the words/word groups they have newly learned in accordance with their meaning.	Different teaching methods may be used when teaching unknown concepts, idioms, terms, words, etc. One of these is "Direct Instruction". Words must be defined for the individuals using simple explanations, examples, synonyms and antonyms. Another is "Diagrams". One of the graphic organisers most used, particularly in vocabulary instruction, is semantic networks, which help them understand the relationships between words. In this strategy, a particular word is written in the middle of the page/board; afterwards other related words, expressions, features or examples relating to that word are written on the rest of the page and connected to the word at the centre. In this way, the meaning of the word is defined together with its associated features. For target behaviour 4.5.7.3., context clues — reading the sentence in which an unknown word appears and the sentences that come before and after this sentence — is an important strategy in inferring the meaning of the word. The aim in this strategy is to find in the sentence a clue that provides some information about the meaning of the word, such as an example, a contrast, a comparison or simile, a definition or a restatement that constitutes the meaning of the word. The individuals must be shown a model of 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 they have newly learned in their written expression, in their speech, and in the sentence examples they give.
4.6.1. Observes the rules of listening.	4.6.1.1. Listens silently to the person speaking. 4.6.1.2. Establishes eye contact with the person speaking while listening. 4.6.1.3. Gives their attention to what the person speaking says. 4.6.1.4. Sustains their attention to what the person speaking says.	In target behaviour 4.6.1.4., a self-monitoring strategy may be used to sustain attention.
Objectives	Target Behaviours	Explanations
4.6.2. Points out the object, object picture, action picture and event picture described.	4.6.2.1. Points out the object described. 4.6.2.2. Points out the object picture described. 4.6.2.3. Points out the action picture described. 4.6.2.4. Points out the event picture described.	For Objective 4.6.2., care must be taken that the common elements of the picture described and the pictures selected as negative examples are not too similar to one another. Instruction must begin with objects/object pictures that are in the individual's immediate environment and that they know.
4.6.3. Carries out the Section 4.6. Listening Comprehension instructions given within the daily routine.	4.6.3.1. Carries out the instructions given to them within the daily routine. 4.6.3.2. Carries out the instructions given to the group within the daily routine.	For Objective 4.6.3., care must be taken that the instructions are given once. If the individuals are unable to do it, the instructions must be simplified. For target behaviour 4.6.3.1., the activity must begin with simple instructions. Care must be taken to use concepts the individual knows in the instructions selected (for example "Walk two steps forward! Then turn around! Take three steps by hopping!"). The number of words in the instruction sentences and the number of instructions must be determined according to the individuals' performance.

Objectives	Target Behaviours	Explanations
4.6.4. Carries out instructions requiring listening and following skills in the order in which they are said.	4.6.4.1. Carries out instructions involving gross motor skills in the order in which they are said. 4.6.4.2. Carries out instructions involving drawing skills in the order in which they are said.	For Objective 4.6.4., according to the individual's performance, the instructions must be increased from single instructions towards multiple instructions. The individual must know the concepts in the instructions given. For target behaviour 4.6.4.1., instructions such as "Catch the ball, move three steps forward, throw it into the box!" may be used. For target behaviour 4.6.4.2., the individual must be given instructions involving skills such as writing, colouring, drawing, marking, etc. Example: "Draw two apples on the picture of the tree!"
4.6.5. Recounts narratives of various genres after listening to them with their pictures shown.	4.6.5.1. Recounts fictional narratives after listening to them. 4.6.5.2. Recounts informative narratives after listening to them.	For target behaviour 4.6.5.1., you may use sequenced cards depicting an event or a single picture containing several events. For target behaviour 4.6.5.2., informative narratives may be: describing an entity or a place, comparing two entities or places, explaining a problem, its cause and its solution, or recounting the sequence of an activity carried out in order.

Section 4.6. Listening Comprehension 4.6.8. Uses pre-listening strategies.

Objectives	Target Behaviours	Explanations
4.6.6. Answers the relevant questions after listening to narratives of various genres with their pictures shown.	4.6.6.1. Answers the relevant questions after listening to fictional narratives. 4.6.6.2. Answers the relevant questions after listening to informative narratives.	In the instruction of Objective 4.6.6., individuals without expressive language skills must be asked to answer the questions by pointing them out on a picture. For target behaviour 4.6.6.1., fictional text genres include memoirs, stories, fables, tales, etc. For target behaviour 4.6.6.2., informative genres may be in the structures of definition, sequencing, cause-effect, problem-solution and comparison.
4.6.7. States the differences between the sentences and texts they have listened to.	4.6.7.1. States the differences between the two sentences they have listened to. 4.6.7.2. States the differences between the two short texts of 3-4 sentences they have listened to.	For target behaviour 4.6.7.1., one difference must be established between the two sentences (for example "My mother is knitting me a cardigan." and "My mother is knitting me a jumper."). For target behaviour 4.6.7.2., elements such as the characters, actions and features in the texts may be differentiated. The number of differences must be arranged according to the individual's performance.
	4.6.8.1. Determines the purpose of listening. 4.6.8.2. Makes a prediction about the text they will listen to on the basis of the visuals. 4.6.8.3. Makes a prediction about the text they will listen to on the basis of the title.	For target behaviour 4.6.8.1, the purpose for which the text will be listened to must be discussed together with the individual (for example gaining information about lions, learning how a task is done, etc.). In this way, purposeful listening by the individual must be ensured. 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 elicited on the basis of the visual and the title. A pause must be made by recounting or reading part of the text being listened to. The extent to which the predictions developed are consistent with what has been listened to must be discussed.
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 units of information by following the clues relating to the structure of the information presented.	For target behaviour 4.6.9.1., responding appropriately may be understood from behaviours such as the individual responding to the teacher, raising their hand, taking notes, etc. For target behaviour 4.6.9.2., connective expressions (first, then, in comparison, firstly, etc.) and attention expressions (this is important, now we are going to learn something else) must be used in the narratives. The individual must be asked to listen by following these clues.

Section 4.6. Listening Comprehension

Objectives	Target Behaviours	Explanations
	4.6.9.3. Answers the questions asked about the emphasised information by paying attention to the verbal emphases. 4.6.9.4. Makes a prediction about the development of the events on the basis of what they have listened to. 4.6.9.5. Makes a prediction about the outcome of the events on the basis of what they have listened to. 4.6.9.6. Predicts the meaning of the words they do not know in the narratives they have listened to. 4.6.9.7. Takes notes of the main outline of the narrative they have listened to.	For target behaviour 4.6.9.4., a pause must be made by recounting or reading part of the text being listened to. The individual must be asked to make predictions about what comes next. Afterwards, reading and recounting the text must be continued and the extent to which the predictions made by the individual are consistent with what they have listened to must be discussed. For target behaviour 4.6.9.6., the individual must be asked to predict the words they do not know on the basis of the context. They must be guided to find in a dictionary the words about which they could not make a prediction.
4.6.10. Uses post-listening strategies.	4.6.10.1. States the subject of the narrative they have listened to. 4.6.10.2. States their opinions about what they have listened to. 4.6.10.3. Recounts a summary of what they have listened to.	For Objective 4.6.10., if the individual takes notes while listening, they must be taught to perform the target behaviours by making use of their notes/diagrams. If they do not take notes, the teacher must enable the individual to attain these target behaviours through questions.
4.7.1. Writes by forming sentences. Section 4.7. Written Expression	4.7.2.1. When given a picture card containing an event, writes simple grammatical sentences describing the event. 4.7.2.2. When given picture cards describing activities that follow a particular order of application, writes one or more sentences describing each card.	For target behaviour 4.7.2.1., first a picture must be shown and talked about, then the individual must be asked to write sentences describing 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. "The bread is cut in half. Butter is spread inside it. Cheese is put inside it." 4.7.2.3. "Ayşe saw the apples. Ayşe climbed the tree. She picked the apples. She took them to her mother. Her mother stroked Ayşe's head."

Section 4.7. Written Expression

Objectives	Target Behaviours	Explanations
	4.7.2.3. When given picture cards containing a simple single-event story, writes one or two sentences describing each card. 4.7.2.4. When given a picture card of a place/entity, etc., writes in simple sentences the features of the place/entity, etc. given in the picture. 4.7.2.5. When given picture cards presented in sequence that recount a cause and an effect, writes one or two sentences describing each card. 4.7.2.6. When given picture cards recounting a problem, a solution and a result, writes one or two sentences describing each card.	4.7.2.4. (A picture of a cow is given). "The cow eats grass. The cow gives us milk." 4.7.2.5. "Ali was very hungry. Ali finished all the biscuits." 4.7.2.6. "Sevgi cut her hand. She stuck on a plaster. Her hand is no longer bleeding."
4.7.3. Plans before writing the text.	4.7.3.1. Chooses 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 choice of topic plays an important role in the individual developing a positive attitude towards writing and in completing the writing process successfully. The individual must be allowed to choose the topic. Merely saying to individuals "Choose a topic!" is not a good instruction. Individuals must be guided as to what they should pay attention to when choosing a topic. While the individuals are being made to choose a topic, the purpose of writing must be brought to the individual's awareness.

Objectives	Target Behaviours	Explanations
4.7.4. Creates a draft relating to the text they are going to write.	4.7.4.1. Determines the ideas they are going to write. 4.7.4.2. Groups the ideas according to the structure of the text they are going to write.	For target behaviour 4.7.4.1., the ideas to be written must be determined through brainstorming. The ideas emerging from the 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 the 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 4.7.6. Corrects the text they have written.

Objectives	Target Behaviours	Explanations
4.7.5. Writes the text.	4.7.5.1. Orders the ideas by looking at their draft. 4.7.5.2. Initiates, develops and concludes 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 found 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 "but", "before", "after", "in comparison", "firstly", "at the same time", etc. may be given as examples of connective expressions. For target behaviour 4.7.5.4., syntax is constituted by the elements of subject, complement and predicate together with the derivational and inflectional suffixes added to the word (the same feature is also observed in inverted sentences).
	4.7.6.1. Adds the missing ideas to the text. 4.7.6.2. Removes from the text the ideas that break coherence. 4.7.6.3. Changes the position of the ideas that break 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 them to be able to find the writing errors, the individual must be given incorrectly written texts and be shown a model of how they are corrected.
4.7.7. Shares the text they have written.	4.7.7.1. Reads the text to the readership they have 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 pinning it on a noticeboard, turning it into a book, sharing it in an electronic environment, or sending it by post.
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 textbooks that define an entity or a place, compare two entities or places, recount the sequence of an event, or explain the cause and solution of a problem. Fictional texts, on the other hand, are texts such as fables, stories, memoirs, etc.

Column 1	Column 2
5. Name of the Module	EARLY MATHEMATICS
5. Aim of the Module	Through the Early Mathematics module, it is aimed to enable individuals with an intellectual disability to learn the most basic skills of mathematics in the pre-school period, to increase their level of readiness for primary education, and to enable them to be successful in advanced mathematics skills.
5. Sections in the Module	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data
Objectives	Explanations Target Behaviours
5.1.1. Matches objects/object Section 5.1. Object Attributes and Readiness for Measurement pictures according to their measurable properties.	5.1.1.1. Matches quantities that are of the same In the instruction of all target behaviours, work must first be carried out with objects and amount. afterwards with object pictures. 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.

Column 1		Column 2
5.1.2. Groups objects/object pictures according to their measurable properties.		5.1.2.1. Groups quantities according to their In the instruction of all target behaviours, work must first be carried out with objects and amount. afterwards with object pictures. 5.1.2.2. Groups objects/object pictures In sequencing activities, the words expressing the attributes must be emphasised. according to their size. Care must be taken that the individuals carry out the grouping actions using words relating to the target word such as long-short, narrow-wide, big-small, light-heavy. 5.1.2.3. Groups objects/object pictures according to their length.
Objectives	Target Behaviours	Explanations
5.1.3. Compares objects/object pictures according to their measurable properties. Section 5.1. Object Attributes and Readiness for Measurement	5.1.3.1. Says which of two quantities is the smaller one. 5.1.3.2. Says which of two quantities is the greater one. 5.1.3.3. Says which of two objects/object pictures is the big one. 5.1.3.4. Says which of two objects/object pictures is the small one. 5.1.3.5. Says which of two objects/object pictures is the long one. 5.1.3.6. Says which of two objects/object pictures is the short one. 5.1.3.7. Says which of two objects/object pictures is the thick one. 5.1.3.8. Says which of two objects/object pictures is the thin one. 5.1.3.9. Says which of two objects/object pictures is the wide one. 5.1.3.10. Says which of two objects/object pictures is the narrow one. 5.1.3.11. Says which of two objects/object pictures is the heavy one. 5.1.3.12. Says which of two objects/object pictures is the light one. 5.1.3.13. Says which of two objects/object pictures is the full one. 5.1.3.14. Says which of two objects/object pictures is the empty one.	In the instruction of all target behaviours, work must first be carried out with objects and afterwards with object pictures. In sequencing activities, the words expressing the attributes must be emphasised. Care must be taken that the individuals carry out the comparison actions using words relating to the target word such as long-short, narrow-wide, big-small, light-heavy. In the instruction of all target behaviours, the individual is expected to say it. However, in an individual who does not possess speaking skills, the behaviour of pointing out must be worked on.
Objectives	Target Behaviours	Explanations
Section 5.1. Object Attributes and 5.1.4. Sequences objects/object pictures according to their measurable properties. Readiness for Measurement	5.1.4.1. Sequences more than two quantities according to their amounts. 5.1.4.2. Sequences more than two objects/object pictures according to their sizes. 5.1.4.3. Sequences more than two objects/object pictures according to their lengths. 5.1.4.4. Sequences more than two objects/object pictures according to their thicknesses. 5.1.4.5. Sequences more than two objects/object pictures according to their widths. 5.1.4.6. Sequences more than two objects/object pictures by using them according to their weights.	In the instruction of all target behaviours, work must first be carried out with objects and afterwards with object pictures. In the instruction of all target behaviours, the expressions "more, most, according to" must be used. The individual must also be asked to carry out the sequencing using these words. In sequencing activities, the words expressing the attributes must be emphasised. Care must be taken that the individuals carry out the sequencing actions using words relating to the target word such as long-short, narrow-wide, empty-full.
5.2.1. Says the position of the object in space. Section 5.2. Spatial Relations	5.2.1.1. Says that one object is inside another object. 5.2.1.2. Says that one object is outside another object. 5.2.1.3. Says that one object is on top of another object. 5.2.1.4. Says that one object is under another object. 5.2.1.5. Says that one object is far from another object. 5.2.1.6. Says that one object is near another object.	In the instruction of all target behaviours, work must first be carried out with objects and afterwards with object pictures. In the instruction of all target behaviours, the individual is expected to say it. However, in an individual who does not possess speaking skills, the behaviour of pointing out must be worked on.

Section 5.2. Spatial Relations

Objectives	Target Behaviours	Explanations
	5.2.1.7. Says that one object is in front of another object. 5.2.1.8. Says that one object is behind another object. 5.2.1.9. Says that one object is to the right of another object. 5.2.1.10. Says that one object is to the left of another object. 5.2.1.11. Says that one object is beside another object. 5.2.1.12. Says that one object is between the other two objects. 5.2.1.13. Says that one object is higher than another object. 5.2.1.14. Says that one object is lower than another object. 5.2.1.15. Says that the object pointed out/named in a sequence of objects is at the beginning. 5.2.1.16. Says that the object pointed out/named in a sequence of objects is in the middle.	In the instruction of all target behaviours, the individual is expected to say it. However, in an individual who does not possess speaking skills, the behaviour of pointing out must be worked on.
Objectives	Target Behaviours	Explanations
	5.2.1.17. Says that the object pointed out/named in a sequence of objects is at the end.	
Section 5.2. Spatial Relations 5.2.2. Sequences objects/object pictures according to their positions.	5.2.2.1. Sequences objects/object pictures according to how far away they are. 5.2.2.2. Sequences objects/object pictures according to how near they are. 5.2.2.3. Sequences objects/object pictures according to how high they are. 5.2.2.4. Sequences objects/object pictures according to how low they are.	In the instruction of all target behaviours, the expressions "more" and "most" must be used. The individual must also be asked to carry out the sequencing using these words.
5.3.1. Counts rhythmically. Section 5.3. Numbers	5.3.1.1. Counts rhythmically forwards in ones from 1 to 10. 5.3.1.2. Counts rhythmically backwards in ones starting from 10. 5.3.1.3. Counts rhythmically forwards in ones up to 10, starting from a given number between 1 and 10. 5.3.1.4. Counts rhythmically backwards in ones, starting from a given number between 1 and 10.	In rhythmic counting activities, teaching practices containing rhythm, such as clapping hands, snapping fingers, shaking maracas, etc. must be included.
5.3.2. Counts objects/object pictures, sounds and movements.	5.3.2.1. Counts one by one from 1 to 10 objects/object pictures that are lined up side by side. 5.3.2.2. Counts one by one from 1 to 10 objects/object pictures that are arranged in a mixed order. 5.3.2.3. Says the number of a particular sound (such as the sound of a drum, the strike of a bell, applause) repeated from 1 to 10 times.	In counting objects/object pictures, counting strategies such as touching the objects or pictures one by one, carrying the objects from one place to another, crossing out the object pictures as they are counted, following a vertical or horizontal row, etc. must be taught to the individuals.
Objectives	Target Behaviours	Explanations
	5.3.2.4. Says the number of a particular movement (such as jumping, stepping) repeated from 1 to 10 times.	

Objectives	Target Behaviours	Explanations
5.3.3. Expresses the quantity corresponding to a number up to 10 as a count of items. Section 5.3. Numbers	5.3.3.1. Says how many objects there are, without counting*, for 1-4 objects/object pictures. 5.3.3.2. Says how many objects there are by counting a group of objects. 5.3.3.3. Says how many objects there are by counting the objects in the picture. 5.3.3.4. Separates out the requested number of objects from within a group of objects by counting. 5.3.3.5. Says that when 1-5 objects/object pictures are positioned differently, the number of objects/object pictures does not change. 5.3.3.6. Says that when there are no objects at all, the number of objects is zero.	* The expression "without counting" means that the individual says instantly how many objects there are without resorting to the counting skill. Once this skill has been acquired, saying how many objects there are without counting must be worked on with 5-10 objects/object pictures. Dominoes, dice and dice-like number cubes on which the dots are in a particular arrangement are suitable visual materials to be used in order to develop the individuals' capacity to understand the number of objects at a glance without counting (subitising). Target behaviour 5.3.3.5. is aimed at the principle of the conservation of number. When counting objects and object pictures, it is emphasised that the last number said expresses the quantity of objects. In the instruction of the digits, a start must be made from 1, and the digit zero must be taught last. Attention must be paid to the direction in which the digits are written.
5.3.4. Reads and writes the digits.	5.3.4.1. Reads the digits. 5.3.4.2. Points out the requested digit from 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 and 9.	
5.3.5. Expresses numbers with symbols.	5.3.5.1. Writes with a digit the number of a group of objects up to 10. 5.3.5.2. Draws as many shapes/pictures as that number in order to express a number between 1 and 10.	
Objectives	Target Behaviours	Explanations
5.3.6. Sequences the numbers from 1 to 10. Section 5.3. Numbers	5.3.6.1. Writes the numbers from 1 to 10 in sequence. 5.3.6.2. Writes the number that comes after a given number between 1 and 10. 5.3.6.3. Writes the number that comes before a given number between 1 and 10. 5.3.6.4. Writes the missing number from the sequenced numbers given from 1 to 10. 5.3.6.5. Sequences 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 provided. 5.3.6.7. Writes the number/numbers left missing in a number series given from 1 to 10.	In the instruction of target behaviours 5.3.6.2, 5.3.6.3., 5.3.6.4. and 5.3.6.7., the individual is expected both to say it and to write it.
5.3.7. Makes a comparison between the numbers of objects in two groups of objects by matching them one to one.	5.3.7.1. Says that two groups of objects of the same number between 1 and 10 are equal, by matching them one to one. 5.3.7.2. Says, with the help of one-to-one matching of two groups of objects of different numbers between 1 and 10, that one group of objects is fewer than the other. 5.3.7.3. Says, with the help of one-to-one matching of two groups of objects of different numbers between 1 and 10, that one group of objects is more than the other.	In all the target behaviours, two groups of objects (for example fizzy-drink bottle caps and beans) are matched one to one. The concepts of "more", "fewer" and "equality" must be worked on by carrying out matching activities with two groups of objects. During the matching activities, the individuals must be enabled to express the result of comparing two groups of objects and object pictures in forms such as "4 pencils are more than 2 pencils." or "1 flower is fewer than 3 flowers." In the matching activities, the expressions one more/two more, one fewer/two fewer must be worked on in such a way 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 and 10.

Objectives	Target Behaviours	Explanations
	5.3.8.1. Says that the two numbers are equal by comparing two numbers between 1 and 10. 5.3.8.2. Says which is the greater by comparing two numbers between 1 and 10. 5.3.8.3. Says which is the smaller by comparing two numbers between 1 and 10.	
5.4.1. Establishes the part-whole relationship. Section 5.4. Part-Whole Relationship	5.4.1.1. Points out the object/picture that is whole. 5.4.1.2. Points out the object/picture that is a half. 5.4.1.3. Points out 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 joining two halves. 5.4.1.6. Says that one of the two equal parts of a whole is a half. 5.4.1.7. Says that two halves form a whole. 5.4.1.8. Says 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 joining 4 quarters. 5.4.1.11. Says that one of the 4 equal parts of a whole is a quarter. 5.4.1.12. Says that a whole consists of 4 quarters. 5.4.1.13. Forms a half from two quarters. 5.4.1.14. Says that two quarters form a half.	This objective and all its target behaviours must be worked on in association with the objectives and target behaviours relating to the part-whole relationship found in the Support for Learning Module.
Objectives	Target Behaviours	Explanations
5.5.1. Carries out addition operations with numbers whose sum does not exceed 10. Section 5.5. Early Addition and Subtraction	5.5.1.1. Adds as many objects as the number stated to a group of objects. 5.5.1.2. Says that the number of the group to which they have 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 — bringing together objects of the same kind, adding, growing, increasing — must be brought to awareness by carrying out modelling activities. 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 "2, and 3 more, how much does that make?", "If we add 2 and 3 together, how much does it make?", "If we add 3 to 2, how much does it make?" must be used. In the acquisition of these target behaviours, examples from daily life must be given while adding and while solving problems. During problem solving, key words relating to the addition operation such as "increased", "grew", "adding", "total", etc. must be used. Addition strategies such as making up to 3, making up to 5, making up to 10, etc. must be taught.
5.5.2. Carries out the subtraction operation.	5.5.2.1. Says the name of an object removed from a group of objects consisting of at least three different objects. 5.5.2.2. Separates out as many objects as the number stated from a group in which the same objects are found. 5.5.2.3. Says that the number of the group from which they have removed objects has decreased/diminished. 5.5.2.4. Carries out the subtraction operation by modelling it with real objects corresponding to the numbers between 1 and 10.	During problem solving, key words relating to the subtraction operation such as "decreased", "came out", "what remains", "remainder", "was left", etc. must be used. After target behaviour 5.5.2.3. has been worked on, situations in which the number of objects does not change through adding and removing as many objects as the number stated from the same group of objects must also be worked on.

Section 5.5. Early Addition and Subtraction

Objectives	Target Behaviours	Explanations
	5.5.2.5. Carries out the subtraction operation mentally with the numbers between 1 and 10. 5.5.2.6. Solves verbal problems requiring a subtraction operation with the numbers between 1 and 10 by modelling them with objects/object pictures. 5.5.2.7. Solves verbal problems requiring subtraction with the numbers between 1 and 10 by subtracting mentally.	
5.6.1. Distinguishes geometric shapes. Section 5.6. Geometry	5.6.1.1. Matches geometric shapes. 5.6.1.2. Points out the requested geometric shape from among the geometric shapes. 5.6.1.3. Says the name of the geometric shape pointed out.	In this objective, the geometric shapes square, circle, triangle and rectangle have priority. Activities aimed at establishing a relationship between real objects/object pictures and geometric shapes must be carried out.
5.7.1. Carries out measurement with non-standard measuring tools. Section 5.7. Measurement	5.7.1.1. Selects the non-standard measuring tool that is suitable for measuring a length. 5.7.1.2. Selects the non-standard measuring tool that is suitable for measuring a weight. 5.7.1.3. Selects the non-standard measuring tool that is suitable for measuring the quantity of a liquid. 5.7.1.4. Measures the stated length with non-standard measuring tools. 5.7.1.5. Measures the stated weight with non-standard measuring tools.	When measuring, care must be taken that a starting point is taken, and that the units are placed in the same direction, with no gaps left between them and without overlapping one another. As non-standard measuring tools, materials such as string, pencil, Lego, book, stone, glass, spoon, and natural measuring tools such as pace, foot, fathom, span, finger and palm must be used. During instruction, it must be emphasised that the length, weight and volume of these tools are taken as the basis.

Section 5.7. Measurement

Objectives	Target Behaviours	Explanations
	5.7.1.6. Measures the stated quantity of liquid with non-standard measuring tools. 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 quantity of a liquid in terms of non-standard units. 5.7.1.10. Compares the measurement results with the results they have estimated.	
5.7.2. Distinguishes that time is a measurable attribute.	5.7.2.1. Says the short-duration and long-duration events within the day. 5.7.2.2. Groups events/event pictures having different durations. 5.7.2.3. Compares two different events/event pictures according to whether they are short or long. 5.7.2.4. Sequences events/event pictures having different durations.	The individual must be enabled to use the concepts "short" and "long" when qualifying the time taken in events. For events/event pictures having different durations, examples such as going to school by bicycle, eating the evening meal, brushing teeth must be given. A comparison must be made in the form "Eating the evening meal takes longer than brushing teeth."

Section 5.8. Data 5.8.2. Creates simple tables having at most two data groups.

Objectives	Target Behaviours	Explanations
5.7.3. Uses concepts Section 5.7. Measurement expressing time within speech in accordance with the context.	5.7.3.1. Uses the concepts expressing the parts of a day (morning, noon, evening, night, daytime, etc.) within speech in accordance with the context*. 5.7.3.2. Uses the concepts "yesterday", "today" and "tomorrow" within speech in accordance with the context. 5.7.3.3. Uses expressions denoting time (before, now, after, in a moment, etc.) within speech in accordance with the context*.	* By the expression "in accordance with the context" it is meant that the words denoting time must be used with their real-life counterparts. For example, the usage "I go to school at night." or "I will go to school yesterday." is not in accordance with the context.

Objectives	Target Behaviours	Explanations
5.8.1. Reads simple tables having at most two data groups.	5.8.1.1. Reads simple tables created using symbols. 5.8.1.2. Reads simple tables created using digits. 5.8.1.3. Answers the questions asked relating to simple tables having at most two data groups.	In table-reading activities, tables that the individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. Symbols (star, smiling face, etc.) must be used. The data must be limited to the numbers 1-10.
	5.8.2.1. Fills in illustrated behaviour/activity tables using symbols. 5.8.2.2. Fills in illustrated behaviour/activity tables using digits. 5.8.2.3. Answers the questions asked relating to the simple tables they have created having at most two data groups.	In table-creation activities, tables that the individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. As symbols, pictures such as a star, a smiling face, etc. must be used. The data must be limited to the numbers 1-10.

Section 6.1. Numbers and Operations

Column 1	Column 2	Column 3	Column 4
	6. Name of the Module	MATHEMATICS	
	6. Aim of the Module		Through the Mathematics module, it is aimed to enable individuals with an intellectual disability to learn the most basic skills of mathematics during the school period and to be successful in advanced mathematics skills.
	6. Sections in the Module	Numbers and Operations, Geometry, Measurement, Data Handling	
	they must be enabled to move on. Objectives	This module has been created taking the Ministry of National Education Mathematics Course Curriculum as a basis. The module contains four sections, namely "Numbers and Operations, Geometry, Measurement and Target Behaviours	Data Handling", together with the objectives belonging to these sections. The target behaviours, on the other hand, have been created at four separate levels, namely Level 1, Level 2, Level 3 and Level 4. The table of the vertical sequencing within the levels themselves and of the horizontal sequencing between the levels is located at the end of the module. Instructional objectives must be determined for the individuals by taking into account the individuals' performance relating to mathematics skills and the levels in the module. After the individuals have accomplished the objectives and target behaviours at one level, to the next level Explanations

Column 1	Column 2	Column 3	Column 4
	6.1.1. Counts rhythmically.	Level 1 6.1.1.1. Counts rhythmically forwards in ones from 0 to 100. 6.1.1.2. Counts rhythmically forwards in ones starting from a given number between 1 and 20. 6.1.1.3. Counts rhythmically forwards in tens from 0 to 100. 6.1.1.4. Counts rhythmically forwards in fives from 0 to 100. 6.1.1.5. Counts rhythmically forwards in twos up to 20. 6.1.1.6. Counts rhythmically backwards in ones starting from 20. 6.1.1.7. Counts rhythmically backwards in twos starting from 20.	In all rhythmic counting activities, teaching practices containing rhythm and physical movement, such as clapping hands, snapping fingers, shaking maracas, etc. must be included. For target behaviour 6.1.1.5., rhythmic counting forwards in twos must be extended up to 100. In counting activities, the number line, number strips and hundred squares must be used.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	Level 2 6.1.1.8. Counts rhythmically backwards in twos from 100. 6.1.1.9. Counts rhythmically forwards in threes from 0 to 30. 6.1.1.10. Counts rhythmically backwards in threes from 30 to 1. 6.1.1.11. Counts rhythmically forwards in fours from 0 to 40. 6.1.1.12. Counts rhythmically backwards in fours from 40 to 0. 6.1.1.13. Counts rhythmically forwards in threes starting from a given number between 1 and 30. 6.1.1.14. Counts rhythmically backwards in threes starting from a given number between 1 and 30. 6.1.1.15. Counts rhythmically forwards in fours starting from a given number between 1 and 40. 6.1.1.16. Counts rhythmically backwards in fours starting from a given number between 1 and 40. Level 3 6.1.1.17. Counts rhythmically forwards in sixes from 0 to 60. 6.1.1.18. Counts rhythmically forwards in sevens from 0 to 70. 6.1.1.19. Counts rhythmically forwards in eights from 0 to 80.	In all rhythmic counting activities, teaching practices containing rhythm and physical movement, such as clapping hands, snapping fingers, shaking maracas, etc. must be included. For target behaviour 6.1.1.5., rhythmic counting forwards in twos must be extended up to 100. In counting activities, the number line, number strips and hundred squares must be used.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.1.20. Counts rhythmically forwards in nines from 0 to 90. 6.1.1.21. Counts rhythmically forwards in hundreds from 100 to 1000. 6.1.1.22. Counts rhythmically backwards in hundreds from 1000. 6.1.1.23. Counts rhythmically forwards in tens starting from a given number between 1 and 1000. 6.1.1.24. Counts rhythmically forwards in hundreds starting from a given number between 1 and 1000. Level 4 6.1.1.25. Counts rhythmically in thousands up to 10,000.	

Objectives	Target Behaviours	Explanations
6.1.2. Counts objects/object pictures.	Level 1 6.1.2.1. Counts one by one a number of objects/object pictures between 1 and 20 that are lined up side by side. 6.1.2.2. Counts one by one a number of objects/object pictures between 1 and 20 that are arranged in a mixed order. Level 2 6.1.2.3. Counts one by one the objects/object pictures in a group whose number of objects is up to 100. 6.1.2.4. Counts in tens the objects/object pictures in a group whose number of objects is up to 100.	For Objective 6.1.2., the instruction of the objectives of counting objects/object pictures and 6.1.3. expressing the quantity corresponding to a number up to 100 as a count of items must be carried out together. Particularly at Level 1, the individuals must be enabled to grasp that, when counting the objects in groups of objects of a particular number, the last number they say 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, carrying the objects from one place to another, crossing out the object pictures as they are counted, and following a vertical or horizontal row while counting must be taught to the individuals. In the acquisition of 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 themselves; afterwards work must be carried out with objects/object pictures given already grouped.
Objectives	Target Behaviours	Explanations
	6.1.2.5. Counts in fives the objects/object pictures in a group whose number of objects is up to 100. 6.1.2.6. Counts in twos the objects/object pictures in a group whose number of objects is up to 100. 6.1.2.7. Counts in threes the objects/object pictures in a group whose number of objects is up to 30. 6.1.2.8. Counts in fours the objects/object pictures in a group whose number of objects is up to 40.	In all rhythmic counting activities, teaching practices containing rhythm and physical movement, such as clapping hands, snapping fingers, shaking maracas, etc. must be included. For target behaviour 6.1.2.5., rhythmic counting forwards in twos must be extended up to 100. In counting activities, the number line, number strips and hundred squares must be used.
Section 6.1. Numbers and Operations 6.1.3. Expresses the quantity corresponding to a number up to 100 as a count of items.	Level 1 6.1.3.1. Says how many objects there are by counting a group of objects between 1 and 20. 6.1.3.2. Says how many objects there are by counting a group of objects between 1 and 20 in the picture. 6.1.3.3. Separates out the requested number of objects by counting from within a group of objects between 1 and 20. Level 2 6.1.3.4. Says how many objects there are by counting a group of objects between 20 and 100 in the picture.	While Objective 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, in counting objects and object pictures, the last number said expresses the quantity of objects.
6.1.4. Reads and writes natural numbers.	Level 1 6.1.4.1. Says that a quantity consisting of 10 entities of the same kind is one deste (a set of ten).	The digits are included as an objective in the Early Mathematics module. For this reason, in this module natural numbers have been targeted as 10 and above. In the event that the individual has a need relating to the digits, digit reading and writing activities must first be carried out. In the instruction of the digits, the digits must be worked on in association with the number.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.4.2. Says 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 and 20 (10 and 20 included) into its tens and ones. 6.1.4.4. Says how many tens and how many ones a group of objects/object pictures between 10 and 20 consists of. 6.1.4.5. Writes the number corresponding to the group of objects between 10 and 20 that they have separated into its tens and ones. 6.1.4.6. Reads the number corresponding to the group of objects between 10 and 20 that they have separated into its tens and ones. 6.1.4.7. Reads the numbers between 1 and 20. 6.1.4.8. Writes with digits a number between 1 and 20 that is said. Level 2 6.1.4.9. Separates a quantity whose number of objects is fewer than 100 into its tens and ones by using a model. 6.1.4.10. Says how many tens and how many ones the quantity they have separated into groups of tens and ones consists of. 6.1.4.11. Writes the number corresponding to a quantity between 20 and 100 that they have separated into its tens and ones. 6.1.4.12. Reads the number corresponding to a quantity between 20 and 100 that they have separated into its tens and ones.	While Objective 6.1.4. is being worked on, base-ten blocks and images of base-ten blocks must be used as models.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.4.13. Reads two-digit natural numbers. 6.1.4.14. Writes with digits two-digit natural numbers that are said. Level 3 6.1.4.15. Separates a quantity whose number of objects is 100-1000 into its hundreds, tens and ones by using a model. 6.1.4.16. Says how many hundreds, how many tens and how many ones the quantity they have separated into its hundreds, tens and ones consists of. 6.1.4.17. Writes the number corresponding to a quantity between 100 and 1000 that they have separated into its hundreds, tens and ones. 6.1.4.18. Reads the number corresponding to a quantity between 100 and 1000 that they have separated into its hundreds, tens and ones. 6.1.4.19. Reads three-digit natural numbers. 6.1.4.20. Writes with digits three-digit natural numbers that are said. Level 4 6.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 6.1.4.22. Writes with digits 4-, 5- and 6-digit natural numbers that are said.	
6.1.5. Writes the place values and place names of natural numbers.	Level 2 6.1.5.1. Writes the place names of natural numbers smaller than 100 on models.	For Objective 6.1.5., base-ten blocks and images of base-ten blocks must be used as models.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	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 periods. 6.1.5.8. Decomposes 4-, 5- and 6-digit numbers.	In the instruction of 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 is expected both to say it and to write it.
6.1.6. Sequences natural numbers.	Level 1 6.1.6.1. Writes the numbers from 1 to 20 in sequence. 6.1.6.2. Writes the number that comes after a given number between 1 and 20. 6.1.6.3. Writes the number that comes before a given number between 1 and 20. 6.1.6.4. Sequences the numbers from 1 to 20 given in a mixed order according to the counting order.	While Objective 6.1.6. is being worked on, the comprehension of the consecutive relationship between the numbers must be ensured by using the expressions "before", "after" and "between". In the instruction of target behaviours 6.1.6.2. and 6.1.6.3., the individual is expected both to say it and to write it.

Section 6.1. Numbers and Operations

Objectives	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 that comes after a given number between 1 and 100. 6.1.6.7. Writes the number that comes before a given number between 1 and 100. 6.1.6.8. Sequences at most 4 natural numbers given in a mixed order between 1 and 100 according to the counting order. 6.1.6.9. Writes the numbers left missing in a number series created with natural numbers smaller than 100.	In the instruction of target behaviours 6.1.6.5., 6.1.6.6., 6.1.6.7. and 6.1.6.9., the individual is expected both to say it and to write it.
6.1.7. Makes a comparison between the numbers of objects in two groups of objects by matching them one to one.	Level 1 6.1.7.1. Says that two groups of objects of the same number between 1 and 20 are equal, by matching them one to one. 6.1.7.2. Says that one group of objects is fewer than the other, by matching one to one two groups of objects of different numbers between 1 and 20. 6.1.7.3. Says that one group of objects is more than the other, by matching two groups of objects of different numbers between 1 and 20.	In the instruction of all the target behaviours, two groups of objects (for example fizzy-drink bottle caps and beans) must be matched one to one. The concepts of "more", "fewer" and "equality" must be worked on by carrying out matching activities with two groups of objects. During the matching activities, the individuals must be enabled to express the result of comparing two groups of objects and object pictures in forms such as "12 pencils are more than 5 pencils." or "8 flowers are fewer than 11 flowers."
6.1.8. Compares natural numbers.	Level 1 6.1.8.1. Says that the two numbers are equal by comparing two numbers between 10 and 20.	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 and 20 may also be included.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.8.2. Says which is the greater by comparing two numbers between 10 and 20. 6.1.8.3. Says which is the smaller by comparing two numbers between 10 and 20. Level 2 6.1.8.4. Says which is the greater/the greatest by comparing at most four natural numbers smaller than 100. 6.1.8.5. Says which is the smaller/the smallest by comparing at most four natural numbers smaller than 100. 6.1.8.6. Sequences at most four natural numbers smaller than 100 from greatest to smallest/from smallest to greatest. Level 3 6.1.8.7. Says which is the greater/the greatest by comparing at most five natural numbers smaller than 1000. 6.1.8.8. Says which is the smaller/the smallest by comparing at most five natural numbers smaller than 1000. 6.1.8.9. Sequences at most five natural numbers smaller than 1000 from greatest to smallest/from smallest to greatest using the symbols ">" and "<".	While target behaviour 6.1.8.6. is being worked on, the greater-than/less-than symbols must not be used in the number sequences; the sequencing must be carried out using a comma between the numbers. While target behaviour 6.1.8.10. is being worked on, sequencing activities using symbols must first be carried out with four-digit natural numbers, then with five-digit and six-digit natural numbers. Lastly, sequencing activities must be carried out by giving four-, five- and six-digit numbers in a mixed order.
Objectives	Target Behaviours	Explanations
	Level 4 6.1.8.10. Sequences natural numbers of at most six digits using the greater-than/less-than symbol.	
6.1.9. Uses numbers for the purpose of denoting order.	Level 1 6.1.9.1. Says the position of the objects/object pictures within an ordered series. 6.1.9.2. Points out the object/object picture whose position is said within an ordered series. 6.1.9.3. Reads the number denoting order. 6.1.9.4. Writes the number denoting order.	While Objective 6.1.9. is being worked on; a. An ordered series must consist of 1-20 objects/object pictures. b. As a number series, visuals sequenced within a context (a car race, a running competition, etc.) must be used.
Section 6.1. Numbers and Operations 6.1.10. Creates an increasing/decreasing number pattern according to a particular rule.	Level 2 6.1.10.1. Says the rule of a number pattern in which the difference between the terms is constant. 6.1.10.2. Writes the element left missing in a number pattern in which the difference between the terms is constant. Level 3 6.1.10.3. Continues a number pattern in which the difference between the terms is constant for at most 4 steps. 6.1.10.4. Creates a single-rule number pattern increasing or decreasing according to a particular rule. Level 4 6.1.10.5. Creates a double-rule number pattern increasing or decreasing according to a particular rule.	Before the number patterns in Objective 6.1.10. are worked on, the pattern objectives found in the Visual Perception and Memory section of the Support for Learning Module and the objectives relating to geometric patterns in the Geometry section of the Mathematics Module (Levels 1 and 2) must be worked on. When activities relating to number patterns are being carried out, the individual must be enabled to associate each term (element) with the step number in a pattern that increases or decreases with a constant difference between the terms. For example, in the pattern 2, 5, 8, 11 ... the first term is 2, the second term is 5, and so on. While target behaviours 6.1.10.1. and 6.1.10.2. are being worked on, at least 3 elements 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 elements are not given must be used. In the instruction of this target behaviour, the individual is expected both to say it and to write it.
Objectives	Target Behaviours	Explanations
	6.1.10.6. Says the rules of the number pattern they have created according to a double rule.	

Objectives	Target Behaviours	Explanations
6.1.11. Rounds natural numbers to the nearest ten/hundred/thousand. Section 6.1. Numbers and Operations	Level 2 6.1.11.1. Says 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. Says the ten/hundred that 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. Says the ten/hundred/thousand that 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.	
6.1.12. Distinguishes natural numbers according to whether they are odd or even.	Level 3 6.1.12.1. Says whether the number of objects is odd or even by grouping objects/object pictures. 6.1.12.2. Says whether the given numbers are odd or even. 6.1.12.3. Says that the sum of two odd natural numbers is even. 6.1.12.4. Says that the sum of two even natural numbers is even. 6.1.12.5. Says 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, base-ten blocks, etc.).

Objectives	Target Behaviours	Explanations
6.1.13. Carries out the addition operation with natural numbers. Section 6.1. Numbers and Operations	Level 1 6.1.13.1. Says 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 the addition operation 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. Says that when the positions of the addends are changed in the addition operation the sum does not change. 6.1.13.9. Writes the addend that is not given in an 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.	Within the scope of Objective 6.1.13.; a. At the first level, addition operations must first be carried out side by side and afterwards one beneath the other. In the addition operation carried out one beneath the other, it must be emphasised that the operation line carries a meaning similar to the equals sign. b. After addition operations whose sum does not exceed 10 have been worked on sufficiently, addition operations whose sum does not exceed 20 must be worked on. c. Addition activities with and without carrying must be carried out by enabling the individual to create the addition operation themselves (with symbols). While Objective 6.1.13. is being worked on, the meanings of the addition operation — bringing together objects of the same kind (that are addable), adding, increasing and growing — must be brought to awareness through modelling activities, 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 dealt with together in instruction. At this stage, the individual must be enabled to read aloud the addition operation they have 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., activities must be carried out in the dimensions of pointing out, saying and writing the relevant symbol. 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 addition with 0 from addition 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 the instruction of this target behaviour, the individual is expected both to say it and to write it. While target behaviour 6.1.13.10. is being worked on, addition strategies such as making up to 10, number doubles (such as $4+4$), adding on, one more/two more, etc. must be taught.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	Level 2 6.1.13.11. Carries out the addition operation without carrying with two numbers whose sums do not exceed 100. 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 their 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 their estimate of the sum of two numbers whose sums do not exceed 1000 with the result of the operation.	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 images of base-ten blocks, etc. Within the scope of target behaviour 6.1.13.13., when the addend that is not given is being found, the counting-on strategy, the counting-back strategy or the subtraction operation must be made use of. For target behaviours 6.1.13.19 and 6.1.13.22., the individual must be enabled to use estimation strategies (rounding, number doubles (such as 50+50), place values, adding on and decomposing numbers). For target behaviour 6.1.13.22., mental addition operations must be carried out with two two-digit numbers whose sums do not exceed 100, with a three-digit and a single-digit number, and with two numbers that are multiples of 100 and of 10.
Objectives	Target Behaviours	Explanations
	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 their 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.	
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 with numbers whose sum does not exceed 20, in accordance with the data 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, in accordance with the data given. Level 3 6.1.14.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000.	Within the scope of Objective 6.1.14.; a. In the problem-solving process, the problem must be visualised with diagrams or with the individuals' own drawings. b. In the problem-solving process, the individuals must be shown a model in 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.

Objectives	Target Behaviours	Explanations
	6.1.14.6. Poses problems requiring at most two operations, in accordance with the data 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, in accordance with the data given.	
6.1.15. Carries out the Section 6.1. Numbers and Operations subtraction operation with natural numbers.	Level 1 6.1.15.1. Says that the number of the group has decreased/diminished by taking away 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 and 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.	Within the scope of Objective 6.1.15.; a. At the first level, subtraction operations must first be carried out side by side and afterwards one beneath the other. In the subtraction operation carried out one beneath the other, it must be emphasised that the operation line carries a meaning similar to the equals sign. b. After subtraction operations up to 10 have been worked on sufficiently, subtraction operations up to 20 must be worked on. c. Subtraction activities without regrouping tens and with regrouping tens must be carried out by enabling the individual to create the subtraction operation themselves (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 dealt with together in instruction. At this stage, the individual must be enabled to read aloud the subtraction operation they have carried out (for $5-3=2$, "5 minus 3 is equal to 2."). In addition, the meanings of the terms "minuend", "subtrahend" and "difference" must be emphasised. Within the scope of target behaviour 6.1.15.5., subtraction operations in which 0 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 doubles, making up to 10, etc. must be taught.

Section 6.1. Numbers and Operations

Column 1	Column 2
	6.1.15.8. Carries out the subtraction operation with regrouping tens with numbers up to 100. 6.1.15.9. Finds the minuend that is not given in a subtraction operation carried out with numbers up to 20. 6.1.15.10. Finds the subtrahend that is not given in a subtraction operation carried out with numbers up to 20. 6.1.15.11. Estimates the result of a subtraction operation carried out with two numbers up to 100. 6.1.15.12. Compares their estimate of the result of a 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 with regrouping tens with numbers of at most three digits. 6.1.15.16. Finds the minuend that is not given in a subtraction operation carried out with numbers up to 100. 6.1.15.17. Finds the subtrahend that is not given in a subtraction operation carried out with numbers up to 100. 6.1.15.18. Estimates the result of a subtraction operation carried out with three-digit numbers. 6.1.15.19. Compares their estimate of the result of a subtraction operation carried out with three-digit numbers with the result of the operation.

Explanations Objectives Target Behaviours

Section 6.1. Numbers and Operations

Column 1		Column 2
		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 with regrouping tens with two numbers of at most four digits. 6.1.15.24. Finds the minuend that is not given in a subtraction operation carried out with numbers of at most four digits. 6.1.15.25. Finds the subtrahend that is not given in a subtraction operation carried out with numbers up to 100. 6.1.15.26. Estimates the result of a subtraction operation carried out with numbers of at most four digits. 6.1.15.27. Compares their estimate of the result of a subtraction operation carried out with numbers of at most four digits with the result of the operation. 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.
Objectives	Target Behaviours	Explanations
6.1.16. Solves problems requiring the subtraction operation. Section 6.1. Numbers and Operations	Level 1 6.1.16.1. Solves problems requiring one subtraction operation with numbers between 1 and 20. 6.1.16.2. Poses problems requiring one subtraction operation with numbers between 1 and 20, in accordance with the data given. Level 2 6.1.16.3. Solves problems of at most two operations requiring the addition and subtraction operations with numbers between 0 and 100. 6.1.16.4. Poses problems of at most two operations requiring the addition and subtraction operations with numbers between 0 and 100, in accordance with the data given. Level 3 6.1.16.5. Solves problems of at most three operations requiring the addition and subtraction operations with numbers between 0 and 1000. 6.1.16.6. Poses problems of at most two operations requiring the addition and subtraction operations with numbers between 0 and 1000, in accordance with the data given. Level 4 6.1.16.7. Solves problems of at most four operations requiring the addition and subtraction operations with numbers of at most four digits. 6.1.16.8. Poses problems of at most three operations requiring the addition and subtraction operations with numbers of at most four digits, in accordance with the data given.	Within the scope of Objective 6.1.16.; a. In the problem-solving process, the problem must be visualised with diagrams or with the individuals' own drawings. b. In the problem-solving process, the individuals must be shown a model in 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.

Objectives	Target Behaviours	Explanations
6.1.17. Carries out the multiplication operation with natural numbers. Section 6.1. Numbers and Operations	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. Says that the multiplication operation is repeated addition. 6.1.17.3. Converts into numbers the multiplication operation shown with objects/object pictures. 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. Creates 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. Creates 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.	For Objective 6.1.17., it must be emphasised that when the positions of the factors are changed the product does not change. While target behaviour 6.1.17.1. is being worked on, the groups must be formed in twos, threes, fours, fives and tens. When working in twos, the total number of objects must be 20; when working in threes, 30; when working in fours, 40; when working in fives, 50; and when working in tens, 100. While target behaviour 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 activities must be included first side by side and afterwards one beneath the other. While the multiplication operation is being acquired, the 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 forms "2 times 4 is equal to 8.", "4 times 2 is equal to 8." In addition, repeated addition must be associated with 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 they have carried out (for $2 \times 2 = 4$, "2 times 2 is equal to 4.") and it must be emphasised that in the multiplication operation each number multiplied is a factor and the result is the product.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	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. Says how the result changes when one of the factors is increased or decreased in the multiplication operation. Level 4 6.1.17.15. Multiplies three-digit numbers by two-digit numbers. 6.1.17.16. Says that in a multiplication operation carried out with three natural numbers, changing the positions of the factors 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 their 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.	The individual must be enabled to understand the difference of the multiplication operation by 1 from multiplication by other numbers and to justify it with the repeated addition meaning of multiplication. In a similar way, the difference of multiplication by 0 from multiplication by other numbers must be given by making use of the addition-multiplication relationship (for example $0+0+0=0$, $3 \times 0=0$). 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.

Objectives	Target Behaviours	Explanations
6.1.18. Solves problems relating to multiplication. Section 6.1. Numbers and Operations	Level 2 6.1.18.1. Solves problems requiring one multiplication operation with numbers between 1 and 100. Level 3 6.1.18.2. Solves problems requiring two operations, one of which is a multiplication operation, with numbers between 1 and 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 a multiplication operation, with numbers of at most three digits. 6.1.18.5. Poses problems requiring at most two operations, one of which is a multiplication operation, with numbers of at most three digits.	Within the scope of Objective 6.1.18.; a. In the problem-solving process, the problem must be visualised with diagrams or with the individuals' own drawings. b. In the problem-solving process, the individuals must be shown a model in 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.
6.1.19. Carries out the division operation 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 into numbers the division operation without a remainder shown with objects/object pictures between 0 and 20. 6.1.19.4. Uses the division operation symbol ($\div$).	For target behaviour 6.1.19.1., activities associating the division operation with 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 in such a way that they are divided by at most 5 without a remainder. 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 dealt with together in instruction. At this stage, the individual must be enabled to read aloud the division operation they have carried out (for example, for $20 \div 5=4$, "20 divided by 5 is equal to 4."). In a given division operation, the meanings of the dividend, the divisor, the quotient and the division line must be emphasised.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.19.5. Says 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, with numbers up to 100, by 10 by the short method. 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 mentally natural numbers of at most five digits whose last three digits are zero by 10, 100 and 1000. 6.1.19.12. Estimates the result of a division operation. 6.1.19.13. Compares their estimate of the result of a division operation with the result of the operation. 6.1.19.14. Says the relationship between multiplication and division.	At Level 3, the individual must be enabled to associate the dividend, the divisor, the quotient and the remainder in the division operation conceptually with appropriate problem situations. Together with this, it must be shown through modelling and operations that in the division operation the dividend is equal to the sum of the product of the divisor and the quotient with the remainder. For target behaviours 6.1.19.6. and 6.1.19.7., besides modelling carried out with concrete objects, models such as the number line, the base ten, etc. must also be used. In addition, in the instruction of target behaviour 6.1.19.7., it must be stated that when the remainder in the division operation is smaller than the divisor, the operation is not to be continued.

Explanations Objectives Target Behaviours

Objectives	Target Behaviours	Explanations
	6.1.19.15. Determines the value that is not given in one of two mathematical expressions between which there is a relationship of equality, and says that the equality is satisfied. 6.1.19.16. Explains the operations that need to be carried out in order for two mathematical expressions between which there is no relationship of equality to be equal.	
6.1.20. Solves problems requiring the division operation. Section 6.1. Numbers and Operations	Level 2 6.1.20.1. Solves problems requiring the division operation by dividing by 2, by 3, by 4, by at most 5, using numbers between 1 and 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 Objective 6.1.20.; a. In the problem-solving process, the problem must be visualised with diagrams or with the individuals' own drawings. b. In the problem-solving process, the individuals must be shown a model in 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.
6.1.21. Uses fraction notation by associating the whole, half and quarter models.	Level 1 6.1.21.1. Points out the object/object picture that is whole.	Within the scope of Objective 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 one whole, one whole consisting of two halves).

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.21.2. Points out the object/object picture that is a half. 6.1.21.3. Says that one of the two equal parts of a whole is a half. 6.1.21.4. Associates the whole with the half. Level 2 6.1.21.5. Points out the object/object picture that is a quarter. 6.1.21.6. Says that one of the four equal parts of a whole is a quarter. 6.1.21.7. Says that one of the two equal parts of a half is a quarter. 6.1.21.8. Associates the quarter with the half. 6.1.21.9. Says that a whole consists of one half and two quarters. Level 3 6.1.21.10. Shows the whole, half and quarter models in fraction form. 6.1.21.11. Says the fraction expressing the half, the quarter and the whole. 6.1.21.12. Says the part-whole meaning of the fraction.	In target behaviours 6.1.21.1., 6.1.21.2. and 6.1.21.3., fraction notation must not be entered into. In addition, for target behaviour 6.1.21.3., activities of dividing a whole into two equal parts must be carried out. While target behaviour 6.1.21.5. is being worked on, activities of dividing a whole into four equal parts must be carried out. In target behaviour 6.1.21.8., activities of associating the quarter with the half must be carried out using models (for example, a half consisting of two quarters). In addition, for this target behaviour, dividing a half into two equal parts must be worked on. While target behaviour 6.1.21.10. is being worked on, for example for the fraction $\frac{1}{4}$ it must be stated that a whole is divided into 4 and one part of it is taken. The numerator, the denominator and the fraction line must be explained on the examples used. While target behaviour 6.1.21.12. is being worked on, the part-whole relationship between the numerator and the denominator must be established. In the reading of fraction notations, expressions that emphasise the part-whole relationship must be used (for example the fraction $\frac{1}{4}$ must be read in the form "dörtte bir", one of four).
6.1.22. Shows, compares and sequences unit fractions.	Level 3 6.1.22.1. Shows each one of the equal parts of a whole in fraction form.	Within the scope of Objective 6.1.22., activities of dividing a whole into equal parts must be included.

Section 6.1. Numbers and Operations

Objectives	Target Behaviours	Explanations
	6.1.22.2. Says that each one of the equal parts of a whole is a unit fraction. 6.1.22.3. Says the unit fractions of fractions whose denominator is 10 or 100. 6.1.22.4. Says, by modelling it, as much of a quantity as the stated unit fraction. Level 4 6.1.22.5. Compares unit fractions according to the greater-smaller relationship. 6.1.22.6. Sequences unit fractions according to the greater-smaller relationship.	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
6.1.23. Distinguishes and models improper fractions and mixed numbers.	Level 3 6.1.23.1. Points out the fractions whose numerator is greater than their denominator. Level 4 6.1.23.2. Says, by modelling them, the proper fraction, the improper fraction and the mixed number.	For target behaviour 6.1.23.1., work must be carried out on paper, fraction blocks, pattern blocks and the number line.
6.1.24. Models and says as much of a quantity as the stated proper fraction.	Level 3 6.1.24.1. Says, by modelling them, the fractions whose numerator is smaller than their denominator. Level 4 6.1.24.2. Says, by modelling it, as much of a quantity as the stated proper fraction.	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. In addition, in modelling as much of a quantity as the stated proper fraction, 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.
Objectives	Target Behaviours	Explanations
6.1.25. Compares Section 6.1. Numbers and Operations fractions.	Level 3 6.1.25.1. Shows a given fraction 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 the length and area models, work must also be carried out on the number line. For Objective 6.1.25., fractions must be compared in terms of greater and smaller according to the magnitudes they represent. Activities of saying which is greater and which is smaller, and of saying the greatest and the smallest number, must be carried out. In the comparison, the greater-than/less-than symbols must be used. Activities of comparing a given fraction with zero, a half and the whole on the number line must be included.
6.1.26. Carries out the addition and subtraction operations with fractions whose denominators are equal.	Level 4 6.1.26.1. Carries out the addition and subtraction operations with fractions whose denominators are equal. 6.1.26.2. Solves problems requiring the addition and subtraction operations with fractions whose denominators are equal.	While Objective 6.1.26. is being worked on, the action of adding the numerators among themselves while the denominator remains constant in the addition and subtraction operations must be justified.

Objectives	Target Behaviours	Explanations
6.2.1. Distinguishes geometric shapes and solids. Section 6.2. Geometry	Level 1 6.2.1.1. Names geometric shapes by classifying them according to their numbers of vertices and sides. 6.2.1.2. Models the triangle, square, rectangle, disc and circle. 6.2.1.3. Associates simple solids used in daily life with geometric shapes by classifying them according to their properties. Level 2 6.2.1.4. Says the similarities and differences of the triangle, square, rectangle, disc and circle. 6.2.1.5. Distinguishes geometric solids on models.	For target behaviour 6.2.1.1., the concepts "side" and "vertex" must first be defined. The side and vertex properties of the circle, the square, the rectangle and the 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 on the circle. First classifying the shapes, then defining them, and afterwards naming them must be worked on. For target behaviour 6.2.1.2., modelling activities must be carried out using tools such as a geoboard, string, elastic, sticks, etc. For target behaviour 6.2.1.3., the objects to be used must be selected from geometric solids (prism, sphere, etc.). Without naming the geometric solids, the properties according to which objects such as a box, a unit cube, a plastic bottle, a camping tent, ping-pong balls are to be classified (round, angular, having a rectangle on top, etc.) must be listed and classifications must be made accordingly. Activities of associating with geometric shapes must be carried out by having the faces of objects from daily life that are in the shape of geometric solids examined.

Section 6.2. Geometry

Objectives	Target Behaviours	Explanations
	6.2.1.6. Says the name of the geometric solid pointed out. Level 3 6.2.1.7. Says the faces, vertices and edges of geometric solids. 6.2.1.8. Says the similarities and differences of the cube, the square prism and the rectangular prism. 6.2.1.9. Draws a square, a rectangle and a triangle using a ruler. 6.2.1.10. Points out the diagonals on a square and a rectangle. 6.2.1.11. Says that shapes are named according to their numbers of sides. Level 4 6.2.1.12. Names the sides and vertices of the triangle, the square and the rectangle. 6.2.1.13. Says the side properties of the square and the rectangle. 6.2.1.14. Classifies triangles according to their side lengths. 6.2.1.15. Forms the cube whose net is given.	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, the rectangular prism, the triangular prism, the cylinder, the sphere and the cube as geometric solids. It must be emphasised in instruction that when the direction, position or size of geometric solids and shapes changes, their formal properties do not change. In addition to the geometric solids dealt with 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", "vertex" and "edge" must first be explained to the individual by showing them on models. In the instruction of the target behaviour, the individual is expected to say it. However, in an individual who does not possess speaking skills, the behaviour of pointing out must be worked on. For target behaviour 6.2.1.8., the geometric shapes must be compared in terms of their vertex, face and edge properties. 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, the pentagon, the hexagon and the octagon must be introduced. For target behaviour 6.2.1.14., for example, activities of naming the sides and vertices of a triangle in the form side A, vertex A must be carried out.
6.2.2. Expresses spatial relations.	Level 1 6.2.2.1. Says spatial (state, place, direction) relations.	For target behaviour 6.2.2.1., the place or direction of an object relative to another object (under-on top of, around-on the left-on the right-in between-in front-behind, high-low, far-near, inside-outside) must be worked on. Activities aimed at their use in daily life situations must be carried out.

Section 6.2. Geometry

Objectives	Target Behaviours	Explanations
	Level 2 6.2.2.2. Uses mathematical language in order to denote place, direction and movement. 6.2.2.3. Distinguishes the symmetrical shapes in their environment. 6.2.2.4. Draws a line of symmetry in such a way as to divide the given symmetrical shape 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 a 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 the line of symmetry on shapes whose mirror symmetry is given. 6.2.2.8. Draws the symmetry of the given shape with respect to a line.	For target behaviour 6.2.2.2., work must be carried out on spatial plans such as a simple sketch, a map or a school plan. While target behaviour 6.2.2.4. is being worked on, the line of symmetry drawn according to the given shape may be horizontal or vertical. Even if the given shape has more than one line of symmetry, it is sufficient for the individual to draw one line of symmetry. That there may be more than one line of symmetry must be worked on at the next level up.
6.2.3. Creates geometric patterns.	Level 1 6.2.3.1. Creates a pattern having at most three elements with geometric solids or shapes. 6.2.3.2. Says the rule in a pattern consisting of geometric shapes or objects resembling a geometric solid.	For target behaviour 6.2.3.4., work must be carried out on patterns with at most four elements.

Section 6.2. Geometry

Objectives	Target Behaviours	Explanations
	6.2.3.3. Completes the pattern by determining the elements left missing in the pattern. Level 2 6.2.3.4. Completes the pattern by determining the elements left missing in a repeating geometric pattern. 6.2.3.5. Creates 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.	
6.2.4. Distinguishes the basic concepts in geometry.	Level 3 6.2.4.1. Names the point by showing it with a symbol. 6.2.4.2. Says 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. Says 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 tools. 6.2.4.7. Forms the angle whose measure is given, using standard angle measuring tools.	While target behaviour 6.2.4.2. is being worked on, examples from the environment must be given. In the instruction of the target behaviour, the individual is expected to say it. However, in an individual who does not possess speaking skills, the behaviour of pointing out must be worked on. In the instruction of target behaviour 6.2.4.4., the individual is expected to say it. However, in an individual who does not possess speaking skills, the behaviour of pointing out must be worked on. For target behaviours 6.2.4.6. and 6.2.4.7., it must be brought to awareness, with the help of the tools that serve to measure angles (protractor, set square, etc.), that the angle is formed by the rotation of a ray about its starting point.

Objectives	Target Behaviours	Explanations
6.3.1. Measures length. Section 6.3. Measurement	Level 1 6.3.1.1. Compares objects in terms of their lengths. 6.3.1.2. Sequences objects in terms of their lengths. 6.3.1.3. Selects the suitable non-standard measuring tool for measuring a length. 6.3.1.4. Carries out measurement with the suitable non-standard measuring tool for measuring a length. 6.3.1.5. Solves problems in which non-standard units of length are used. Level 2 6.3.1.6. Carries out repeated measurements with the parts of a non-standard unit divided into two and into four (for example with a pencil, then with half of it). 6.3.1.7. Says the standard units of length measurement. 6.3.1.8. Says the places of use of the standard units of length measurement. 6.3.1.9. Says 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.	IMPORTANT: In the Measurement section, in the relevant four operations and problem solutions, one must remain within the limitations taken into account in the Numbers and Operations section according to the level. When 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 sequenced. For target behaviour 6.3.1.7., one remains limited to the metre and the centimetre. When standard tools are used to measure lengths, measurements must be carried out in terms of metres and centimetres.

Section 6.3. Measurement

Objectives	Target Behaviours	Explanations
	6.3.1.11. Compares the length they have estimated with the result of the measurement. 6.3.1.12. Creates length models with standard or non-standard units of length measurement. 6.3.1.13. Solves problems in which standard units of length are used. Level 3 6.3.1.14. Creates non-standard measurement for one metre, half a metre, 10 cm and 5 cm. 6.3.1.15. Carries out measurement using the non-standard measuring tools they have created for one metre, half a metre, 10 cm and 5 cm. 6.3.1.16. Associates 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 the centimetre among the standard units of measurement. Level 4 6.3.1.18. Says that the smallest unit of standard length measurement is the millimetre. 6.3.1.19. Says the places of use of the millimetre, the smallest unit of standard length measurement. 6.3.1.20. Associates the standard units of length measurement.	For target behaviour 6.3.1.11., models in which the repetition of the unit can also be seen must be created, for example by using coloured strips. The number line must be introduced with its basic properties, used in activities, and associated with the ruler.
Objectives	Target Behaviours	Explanations
	6.3.1.21. Makes estimates according to a suitable unit for lengths they can measure directly. 6.3.1.22. Solves problems in which standard units of measurement are used.	

Objectives	Target Behaviours	Explanations
6.3.2. Measures perimeter lengths. Section 6.3. Measurement	Level 3 6.3.2.1. Points out the perimeters of objects. 6.3.2.2. Measures the perimeter length of shapes by making use of non-standard and standard units. 6.3.2.3. Calculates the perimeter length of shapes. 6.3.2.4. Solves problems relating to the perimeter lengths of shapes. Level 4 6.3.2.5. Associates the perimeter lengths of the square and the rectangle with their side lengths. 6.3.2.6. Creates different geometric shapes having the same perimeter length. 6.3.2.7. Solves problems relating to calculating the perimeter lengths of shapes. 6.3.2.8. Poses problems relating to calculating the perimeter lengths of shapes.	Within the scope of target behaviour 6.3.2., a geoboard, dotted or squared paper must be made use of in perimeter calculations. Within the scope of Objective 6.3.2., the perimeter lengths of squares, rectangles or shapes created from a combination of these, given on a geoboard or on dotted or squared paper, must be calculated. The circumference of the circle must not be included. Within the scope of target behaviour 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 through activities of finding the length of one side of a rectangle whose perimeter and one side length are given, or of a square whose perimeter length is given. b. It must be discovered that the perimeter length of a square is four times the length of one of its sides. c. In this kind of work, activities in which squared or dotted paper is used (by making an association with the number of units) must be included.
Objectives	Target Behaviours	Explanations
6.3.3. Measures area lengths. Section 6.3. Measurement	Level 3 6.3.3.1. Measures the area of shapes by covering it with suitable non-standard material. 6.3.3.2. Estimates a particular area with non-standard units of area measurement. Level 4 6.3.3.3. Says that the areas of shapes are the number of unit squares covering that area. 6.3.3.4. Associates the area of the square and the rectangle with the addition and multiplication operations.	In target behaviour 6.3.3.1.; a. As covering material, materials such as coloured paper, plastic, etc. of equal size may be used. Particular care must be taken that the surface to be covered is a single piece. b. The importance of the number of units and the repetition of the unit in area measurement must be emphasised. c. Activities aimed at the individuals saying the number of units by counting must be included. d. Activities aimed at measuring two different shapes by covering them with non-standard units of the same kind and at comparing their areas must be carried out. In target behaviour 6.3.3.4.; a. The areas of the square and the rectangle must be calculated by counting the unit squares. b. Area calculation activities must be carried out by performing counting, repeated addition and multiplication operations. c. While these activities are being carried out, the row-column relationship must be made use of.
6.3.4. Distinguishes the concepts relating to money.	Level 1 6.3.4.1. Distinguishes the coins and notes of the values of 1, 5, 10, 25, 50 kuruş and 1, 5, 10, 20, 50 TL. Level 2 6.3.4.2. Associates the kuruş and the lira. 6.3.4.3. Compares amounts of money of different quantities in terms of greater and smaller, in such a way that the value does not exceed 100 lira. 6.3.4.4. Solves problems relating to money.	For target behaviour 6.3.4.2., operations are carried out in such a way that the value does not exceed 100 lira. In target behaviour 6.3.4.2.; a. It must be exemplified that ten 10 kuruş coins, four 25 kuruş coins and two 50 kuruş coins 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 325 kuruş, 3 lira 25 kuruş must be included. Decimal notation must not be included.
Objectives	Target Behaviours	Explanations
	Level 3 6.3.4.5. Associates the kuruş and the lira. 6.3.4.6. Solves problems relating to money.	

Objectives	Target Behaviours	Explanations
6.3.5. Distinguishes the concepts relating to time. Section 6.3. Measurement	Level 1 6.3.5.1. Reads whole hours. 6.3.5.2. Reads half hours. 6.3.5.3. Indicates the day, the week and the month on the calendar. 6.3.5.4. Makes temporal sequences by taking particular events and situations as a reference. Level 2 6.3.5.5. Reads quarter hours. 6.3.5.6. Associates the units of time measurement. 6.3.5.7. Solves problems relating to the units of time measurement. Level 3 6.3.5.8. Says the time in terms of minutes and hours. 6.3.5.9. Associates the units of time measurement. 6.3.5.10. Compares the durations of occurrence of events. 6.3.5.11. Solves 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 the instruction of target behaviour 6.3.5.8., saying, 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 subject of the leap year must also be touched upon.
Objectives	Target Behaviours	Explanations
	Level 4 6.3.5.12. Associates 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. Distinguishes the concepts relating to weighing. Section 6.3. Measurement	Level 1 6.3.6.1. Compares objects in terms of their masses. 6.3.6.2. Sequences objects in terms of their masses. Level 2 6.3.6.3. Compares objects by weighing them in terms of kilograms using standard tools. 6.3.6.4. Solves problems relating to the unit of mass measurement. Level 3 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 they have estimated by carrying out measurement. 6.3.6.8. Solves problems relating to the kilogram/the gram. Level 4 6.3.6.9. Expresses half a kilogram and a quarter of a kilogram in terms of grams.	For target behaviour 6.3.6.1., two objects are first compared. The expression of the results of the comparison is ensured by using expressions such as "heavier", "lighter", "the heaviest", "the lightest". The relationship between them is interpreted by having at least three objects sequenced according to their masses. Expressions such as "the heaviest", "the lightest" are used. For target behaviour 6.3.6.1., expressions such as "heavier", "lighter", "the heaviest", "the 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 an abbreviation must be included. For target behaviour 6.3.6.12., conversions that do not require decimal notation must be carried out.

Section 6.3. Measurement

Objectives	Target Behaviours	Explanations
	6.3.6.10. Uses the kilogram and the gram together when measuring mass. 6.3.6.11. Says the places in which the tonne and the milligram are used. 6.3.6.12. Associates 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, the kilogram, the gram and the milligram. 6.3.6.15. Poses problems relating to the tonne, the kilogram, the gram and the milligram.	

Objectives	Target Behaviours	Explanations
6.3.7. Measures liquids.	Level 1 6.3.7.1. Measures liquids using non-standard units. 6.3.7.2. Compares the quantity of liquid in at least three identical containers. 6.3.7.3. Sequences the quantity of liquid in at least three identical containers. Level 2 6.3.7.4. Compares the quantities of liquids by measuring them using non-standard units of liquid measurement. 6.3.7.5. Solves problems relating to the non-standard units of liquid measurement.	For target behaviour 6.3.7.2., when comparison activities are being carried out, expressions such as "Full/empty", "more/less", "half full" must be used.

Section 6.3. Measurement

Column 1		Column 2
		Level 3 6.3.7.6. Carries out measurements with the units of the litre or half a litre, explaining the necessity of standard liquid measuring tools and units. 6.3.7.7. Estimates the quantity of liquid in a container with the units of the litre and half a litre. 6.3.7.8. Checks the accuracy of the quantity of liquid they have estimated by carrying out measurement. 6.3.7.9. Solves problems relating to the litre. Level 4 6.3.7.10. Says the areas of use of the millilitre. 6.3.7.11. Converts the litre and the millilitre into one another by associating them. 6.3.7.12. Uses the litre and the millilitre together in order to denote quantity. 6.3.7.13. Estimates the quantity of liquid in a container with the units of the litre/millilitre. 6.3.7.14. Checks the quantity of liquid they have estimated by carrying out measurement. 6.3.7.15. Solves problems relating to the litre and the millilitre. 6.3.7.16. Poses problems relating to the litre and the millilitre.
Objectives	Target Behaviours	Explanations
6.4.1. Makes interpretations and estimates by examining simple tables and graphs. Section 6.4. Data Handling	Level 1 6.4.1.1. Reads simple tables created 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 relating to the simple tables they have created having at most two data groups. Level 3 6.4.1.4. Makes conversions from the graph to a tally chart/frequency table by explaining the information shown in a shape and object graph. 6.4.1.5. Reads simple tables having at most three data groups. Level 4 6.4.1.6. Makes interpretations and estimates by examining the bar graph.	For Objective 6.4.1., the comparison of different parts of the data in reading the tables 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 activities, tables that the individuals frequently encounter, such as a daily nutrition, behaviour, rule or activity table, must be used. Objects and object pictures must be used first of all. *Symbols (star, smiling 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.
6.4.2. Creates a tally chart, a frequency table, and object, shape and bar graphs.	Level 1 6.4.2.1. Fills in illustrated behaviour/activity tables using symbols. 6.4.2.2. Fills in illustrated behaviour/activity tables using digits.	For Objective 6.4.2., Level 1 a. In table-creation activities, tables that the 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 of all. *Symbols (star, smiling face, etc.) must be used. c. The data must be limited to the numbers 1-20. d. The table must belong to at most two data groups.

Section 6.4. Data Handling

Objectives	Target Behaviours	Explanations
	Level 2 6.4.2.3. Collects data by asking questions about any problem or subject, classifies it, and organises it in the form of a tree diagram, a tally chart or a frequency table. 6.4.2.4. Answers the questions asked relating to the tree diagram, tally chart and frequency table they have created having at most two data groups. 6.4.2.5. Collects data by asking questions about any problem or subject, classifies it, and creates an object and shape graph. 6.4.2.6. Answers the questions asked relating to the object and shape graph they have created having at most two data groups. Level 4 6.4.2.7. Creates a bar graph appropriate to the data they have collected by asking questions about any problem or subject. 6.4.2.8. Uses different representations in order to present the data they have obtained. 6.4.2.9. Makes estimates according to the bar graph, the table and the other graphs.	For target behaviours 6.4.2.1. and 6.4.2.2., two or more properties must be used. For target behaviour 6.4.2.6., when creating the graph, care must be taken 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 on top of the other. For target behaviour 6.4.2.9., the object or shape graph must be made use of. Tally charts and frequency tables may also be used.
6.4.3. Solves problems relating to daily life by using the information shown with the bar graph, the table and the other graphs.	Level 3 6.4.3.1. Solves problems requiring the addition/subtraction operation by using the graphs given.	For Objective 6.4.3., in the problems the individuals must answer questions such as "How much more?", "How much less?". The graphs must belong to at most four data groups.

Section 6.4. Data Handling

Column 1	Column 2
	6.4.3.2. Creates a graph by using the information given in the problem. 6.4.3.3. Solves problems requiring the addition/subtraction operation by using the graphs they have created. 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, the table and the other graphs in problem solving.

MATHEMATICS MODULE TARGET BEHAVIOUR HORIZONTAL-VERTICAL SEQUENCING TABLE

Column 1	Column 2	Column 3	Column 4	Column 5
		TARGET BEHAVIOURS		
Objectives	Level 1	Level 2	Level 3	Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.1. Counts rhythmically. Section 1. Numbers and Operations	6.1.1.1. Counts rhythmically forwards in ones from 0 to 100. 6.1.1.2. Counts rhythmically forwards in ones starting from a given number between 1 and 20. 6.1.1.3. Counts rhythmically forwards in tens from 0 to 100. 6.1.1.4. Counts rhythmically forwards in fives from 0 to 100. 6.1.1.5. Counts rhythmically forwards in twos up to 20. 6.1.1.6. Counts rhythmically backwards in ones starting from 20. 6.1.1.7. Counts rhythmically backwards in twos starting from 20.	6.1.1.8. Counts rhythmically backwards in twos from 100. 6.1.1.9. Counts rhythmically forwards in threes from 0 to 30. 6.1.1.10. Counts rhythmically backwards in threes from 30 to 0. 6.1.1.11. Counts rhythmically forwards in fours from 0 to 40. 6.1.1.12. Counts rhythmically backwards in fours from 40 to 0. 6.1.1.13. Counts rhythmically forwards in threes starting from a given number between 1 and 30. 6.1.1.14. Counts rhythmically backwards in threes starting from a given number between 1 and 30. 6.1.1.15. Counts rhythmically forwards in fours starting from a given number between 1 and 40. 6.1.1.16. Counts rhythmically backwards in fours starting from a given number between 1 and 40.	6.1.1.17. Counts rhythmically forwards in sixes from 0 to 60. 6.1.1.18. Counts rhythmically forwards in sevens from 0 to 70. 6.1.1.19. Counts rhythmically forwards in eights from 0 to 80. 6.1.1.20. Counts rhythmically forwards in nines from 0 to 90. 6.1.1.21. Counts rhythmically forwards in hundreds from 100 to 1000. 6.1.1.22. Counts rhythmically backwards in hundreds from 1000. 6.1.1.23. Counts rhythmically forwards in tens starting from a given number between 1 and 1000. 6.1.1.24. Counts rhythmically forwards in hundreds starting from a given number between 1 and 1000.	6.1.1.25. Counts rhythmically in thousands up to 10,000.

Objectives Level 1 Level 2 Level 3 Level 4

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

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
	6.1.3.3. Separates out the requested number of objects by counting from within a group of 1-20 objects.			

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.4. Reads and writes natural numbers. Section 1. Numbers and Operations	6.1.4.1. Says that a quantity consisting of 10 entities of the same kind is one "deste" (set of ten). 6.1.4.2. Says 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 and 20 (10 and 20 included) into its tens and ones. 6.1.4.4. Says how many tens and how many ones a group of objects/object pictures between 10 and 20 consists of. 6.1.4.5. Writes the number corresponding to the group of objects between 10 and 20 that they have separated into its tens and ones. 6.1.4.6. Reads the number corresponding to the group of objects between 10 and 20 that they have separated into its tens and ones. 6.1.4.7. Reads the numbers 1-20. 6.1.4.8. Writes in digits a number between 1 and 20 that is said.	6.1.4.9. Separates a quantity whose number of objects is fewer than 100 into its tens and ones using a model. 6.1.4.10. Says how many tens and how many ones the quantity they have separated into groups of tens and ones consists of. 6.1.4.11. Writes the number corresponding to a quantity between 20 and 100 that they have separated into its tens and ones. 6.1.4.12. Reads the number corresponding to a quantity between 20 and 100 that they have separated into its tens and ones. 6.1.4.13. Reads two-digit natural numbers. 6.1.4.14. Writes in digits the two-digit natural numbers that are said.	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. Says how many hundreds, how many tens and how many ones the quantity they have separated into its hundreds, tens and ones consists of. 6.1.4.17. Writes the number corresponding to a quantity between 100 and 1000 that they have separated into its hundreds, tens and ones. 6.1.4.18. Reads the number corresponding to a quantity between 100 and 1000 that they have separated into its hundreds, tens and ones. 6.1.4.19. Reads three-digit natural numbers. 6.1.4.20. Writes in digits the three-digit natural numbers that are said.	6.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 6.1.4.22. Writes in digits the 4-, 5- and 6-digit natural numbers that are said.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations 6.1.6. Sequences natural numbers.

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

Column 1	Column 2	Column 3	Column 4	Column 5
	6.1.6.1. Writes the numbers from 1 to 20 in sequence. 6.1.6.2. Writes the number that comes after a given number between 1 and 20. 6.1.6.3. Writes the number that comes before a given number between 1 and 20. 6.1.6.4. Sequences the numbers from 1 to 20 given in mixed order according to the counting order. 6.1.6.5. Writes the number/numbers left missing in a number sequence given from 1 to 20.	6.1.6.6. Writes the number that comes after a given number between 1 and 100. 6.1.6.7. Writes the number that comes before a given number between 1 and 100. 6.1.6.8. Sequences at most 4 natural numbers between 1 and 100 given in mixed order according to the counting order. 6.1.6.9. Writes the numbers left missing in a number sequence formed with natural numbers smaller than 100.		

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.7. Makes a comparison between the numbers of objects of two groups by matching them one to one. Section 1. Numbers and Operations	6.1.7.1. Says that two groups of objects with the same number between 1 and 20 are equal by matching them one to one. 6.1.7.2. Says that one group of objects is fewer than the other by matching two groups of objects with different numbers between 1 and 20 one to one. 6.1.7.3. Says that one group of objects is more than the other by matching two groups of objects with different numbers between 1 and 20.			
6.1.8. Compares natural numbers.	6.1.8.1. Says that two numbers are equal by comparing two numbers between 10 and 20. 6.1.8.2. Says which is the greater by comparing two numbers between 10 and 20. 6.1.8.3. Says which is the smaller by comparing two numbers between 10 and 20.	6.1.8.4. Says which is greater/the greatest by comparing at most four natural numbers smaller than 100. 6.1.8.5. Says which is smaller/the smallest by comparing at most four natural numbers smaller than 100. 6.1.8.6. Sequences at most four natural numbers smaller than 100 from the greatest to the smallest/from the smallest to the greatest.	6.1.8.7. Says which is greater/the greatest by comparing at most five natural numbers smaller than 1000. 6.1.8.8. Says which is smaller/the smallest by comparing at most five natural numbers smaller than 1000. 6.1.8.9. Sequences at most five natural numbers smaller than 1000 from the greatest to the smallest/from the smallest to the greatest using the ">" and "<" symbols.	6.1.8.10. Sequences natural numbers of at most six digits using the greater than/less than symbol.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.9. Uses numbers for the purpose of denoting order.	6.1.9.1. Says the order of the objects/object pictures within an ordered sequence. 6.1.9.2. Shows the object/object picture whose order is said within an ordered sequence. 6.1.9.3. Reads the ordinal number. 6.1.9.4. Writes the ordinal number.			
Section 1. Numbers and Operations 6.1.10. Forms an increasing/decreasing number pattern according to a particular rule.		6.1.10.1. Says the rule of a number pattern in which the difference between the terms is constant. 6.1.10.2. Writes the element left missing in a number pattern in which the difference between the terms is constant.	6.1.10.3. Continues a number pattern in which the difference between the terms 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. Says the rules of the number pattern they have formed according to a double rule.
6.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.		6.1.11.1. Says the ten to which a natural number smaller than 100 is close. 6.1.11.2. Rounds a natural number smaller than 100 to the ten to which it is close.	6.1.11.3. Says the ten/hundred to which a three-digit natural number is close. 6.1.11.4. Rounds a three-digit natural number to the ten/hundred to which it is close.	6.1.11.5. Says the ten/hundred/thousand to which a four-digit natural number is close. 6.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand to which it is close.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.12. Distinguishes natural numbers according to whether they are odd or even. Section 1. Numbers and Operations			6.1.12.1. Says that the number of objects is odd or even by grouping objects/object pictures. 6.1.12.2. Says that the given numbers are odd or even. 6.1.12.3. Says that the sum of two odd natural numbers is even. 6.1.12.4. Says that the sum of two even natural numbers is even. 6.1.12.5. Says that the sum of an odd and an even natural number is odd.	
6.1.13. Expresses numbers in Roman numerals.			6.1.13.1. Reads Roman numerals up to 20. 6.1.13.2. Writes the numbers up to 20 in Roman numerals.	

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.14. Carries out the operation of addition with natural numbers.	6.1.14.1. Says that the number of the group has increased/grown by adding the stated number of objects to a group of objects.	6.1.14.11. Carries out the operation of addition without carrying with two numbers whose sum does not exceed 100. 6.1.14.12. Carries out the operation of addition with carrying with two numbers whose sum does not exceed 100.	6.1.14.17. Carries out the operation of addition without carrying with two numbers whose sum does not exceed 1000.	6.1.14.23. Carries out the operation of addition with/without carrying with numbers of at most four digits.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations

Column 1	Column 2	Column 3	Column 4	Column 5
	6.1.14.2. Carries out operations of addition whose sum does not exceed 20 by modelling them with real objects/object pictures. 6.1.14.3. Carries out the operation of addition 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 symbol of the operation of addition (+). 6.1.14.6. Carries out the operation of addition with numbers whose sum does not exceed 20. 6.1.14.7. Carries out the operation of addition with three one-digit numbers whose sum does not exceed 20. 6.1.14.8. Says that when the places of the addends are changed in the operation of addition, the sum does not change. 6.1.14.9. Writes the addend that is not given in an operation of addition 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 sum does not exceed 100. 6.1.14.14. Estimates the sum of two numbers whose sum does not exceed 100. 6.1.14.15. Compares their estimate of the sum of two numbers whose sum does not exceed 100 with the result of the operation. 6.1.14.16. Carries out the operation of addition mentally with two numbers whose sum does not exceed 100.	6.1.14.18. Carries out the operation of addition with carrying with two numbers whose sum does not exceed 1000. 6.1.14.19. Finds the addend that is not given in the sum of two numbers whose sum does not exceed 1000. 6.1.14.20. Estimates the sum of two numbers whose sum does not exceed 1000. 6.1.14.21. Compares their estimate of the sum of two numbers whose sum does not exceed 1000 with the result of the operation. 6.1.14.22. Adds two numbers whose sum does not exceed 1000 mentally.	6.1.14.24. Estimates the sum of two numbers whose sum is of at most four digits. 6.1.14.25. Compares their estimate of the sum of two numbers whose sum is of at most four digits with the result of the operation. 6.1.14.26. Adds numbers of at most four digits to multiples of 100 mentally.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations 6.1.16. Carries out the operation of subtraction with natural numbers.

Column 1	Column 2	Column 3	Column 4	Column 5
	6.1.14.10. Carries out the operation of addition mentally with numbers whose sum does not exceed 20.			
6.1.15. Solves problems requiring the operation of addition.	6.1.15.1. Solves problems requiring one operation of addition with numbers whose sum does not exceed 20. 6.1.15.2. Poses problems, appropriate to the data given, requiring one operation of addition with numbers whose sum does not exceed 20.	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, appropriate to the data given, requiring two operations with numbers whose sum does not exceed 100.	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, appropriate to the data given, requiring at most two operations.	6.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 6.1.15.8. Poses problems, appropriate to the data given, requiring three operations.
	6.1.16.1. Says that the number of the group has decreased/diminished by taking away the stated number of objects from a group of objects. 6.1.16.2. Carries out operations of subtraction with numbers up to 20 by modelling them with real objects/object pictures. 6.1.16.3. Carries out the operation of subtraction shown with objects/object pictures between 0 and 20 by converting it into numbers. 6.1.16.4. Uses the symbol of the operation of subtraction (-).	6.1.16.7. Carries out the operation of subtraction without regrouping tens with numbers up to 100. 6.1.16.8. Carries out the operation of subtraction with regrouping tens with numbers up to 100. 6.1.16.9. Finds the minuend that is not given in an operation of subtraction carried out with numbers up to 20. 6.1.16.10. Finds the subtrahend that is not given in an operation of subtraction carried out with numbers up to 20.	6.1.16.14. Carries out the operation of subtraction without regrouping tens with numbers of at most three digits. 6.1.16.15. Carries out the operation of subtraction with regrouping tens with numbers of at most three digits. 6.1.16.16. Finds the minuend that is not given in an operation of subtraction carried out with numbers up to 100. 6.1.16.17. Finds the subtrahend that is not given in an operation of subtraction carried out with numbers up to 100.	6.1.16.22. Carries out the operation of subtraction without regrouping tens with two numbers of at most four digits. 6.1.16.23. Carries out the operation of subtraction with regrouping tens with two numbers of at most four digits. 6.1.16.24. Finds the minuend that is not given in an operation of subtraction carried out with numbers up to 100. 6.1.16.25. Finds the subtrahend that is not given in an operation of subtraction carried out with numbers up to 100.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations

Column 1	Column 2	Column 3	Column 4	Column 5
	6.1.16.5. Carries out the operation of subtraction with numbers up to 20. 6.1.16.6. Carries out the operation of subtraction mentally with numbers up to 20.	6.1.16.11. Estimates the result of an operation of subtraction carried out with two numbers up to 100. 6.1.16.12. Compares their estimate of the result of an operation of subtraction carried out with two numbers up to 100 with the result of the operation. 6.1.16.13. Subtracts two numbers that are multiples of 10 within 100 mentally.	6.1.16.18. Estimates the result of an operation of subtraction carried out with three-digit numbers. 6.1.16.19. Compares their estimate of the result of an operation of subtraction carried out with three-digit numbers with the result of the operation. 6.1.16.20. Subtracts a two-digit number that is a multiple of 10 from a two-digit number mentally. 6.1.16.21. Subtracts a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100 mentally.	6.1.16.26. Estimates the result of an operation of subtraction carried out with numbers of at most four digits. 6.1.16.27. Compares their estimate of the result of an operation of subtraction carried out with numbers of at most four digits with the result of the operation. 6.1.16.28. Subtracts a two-digit number that is a multiple of 10 from a three-digit number mentally. 6.1.16.29. Subtracts three-digit numbers that are multiples of 100 mentally.
6.1.17. Solves problems requiring the operation of subtraction.	6.1.17.1. Solves problems requiring one operation of subtraction with numbers between 1 and 20. 6.1.17.2. Poses problems, appropriate to the data given, requiring one operation of subtraction with numbers between 1 and 20.	6.1.17.3. Solves problems of at most two operations requiring the operations of addition and subtraction with numbers between 0 and 100. 6.1.17.4. Poses problems, appropriate to the data given, of at most two operations requiring the operations of addition and subtraction with numbers between 0 and 100.	6.1.17.5. Solves problems of at most three operations requiring the operations of addition and subtraction with numbers between 0 and 1000. 6.1.17.6. Poses problems, appropriate to the data given, of at most two operations requiring the operations of addition and subtraction with numbers between 0 and 1000.	6.1.17.7. Solves problems of at most four operations requiring the operations of addition and subtraction with numbers of at most four digits. 6.1.17.8. Poses problems, appropriate to the data given, of at most three operations requiring the operations of addition and subtraction with numbers of at most four digits.
6.1.18. Carries out the operation of multiplication with natural numbers.		6.1.18.1. Models the operation of multiplication 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.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations

Column 1	Column 2	Column 3	Column 4
	6.1.18.2. Says that the operation of multiplication is repeated addition. 6.1.18.3. Converts the operation of multiplication shown with objects/object pictures into numbers. 6.1.18.4. Uses the symbol of the operation of multiplication (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 one-digit number. 6.1.18.13. Carries out the operation of multiplication by the numbers 10 and 100 up to 1000 by the short method. 6.1.18.14. Says how the result changes when one of the factors is increased or decreased in the operation of multiplication.	6.1.18.16. Says that changing the place of the factors in an operation of multiplication 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 one-digit natural number. 6.1.18.21. Compares their estimate of the product of a natural number of at most two digits and a one-digit natural number with the result of the operation.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations 6.1.20. Carries out the operation of division with natural numbers.

Column 1	Column 2	Column 3	Column 4
6.1.19. Solves problems relating to multiplication.	6.1.19.1. Solves problems requiring one operation of multiplication with numbers between 1 and 100.	6.1.19.2. Solves problems requiring two operations, one of which is the operation of multiplication, with numbers between 1 and 100. 6.1.19.3. Poses problems requiring the operation of multiplication.	6.1.19.4. Solves problems requiring at most three operations, one of which is the operation of multiplication, with numbers of at most three digits. 6.1.19.5. Poses problems requiring at most two operations, one of which is the operation of multiplication, with numbers of at most three digits.
	6.1.20.1. Models the operation of division with numbers up to 20 by grouping/sharing out real objects/object pictures. 6.1.20.2. Models the operation of division with numbers up to 20 as successive subtraction by grouping/sharing out real objects/object pictures. 6.1.20.3. Converts the operation of division without a remainder shown with objects/object pictures between 0 and 20 into numbers. 6.1.20.4. Uses the symbol of the operation of division (+).	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 an operation of division. 6.1.20.13. Compares their estimate of the result of an operation of division with the result of the operation.

Objectives Level 1 Level 2 Level 3 Level 4

Section 1. Numbers and Operations 6.1.21. Solves problems requiring the operation of division.

Column 1	Column 2	Column 3	Column 4	Column 5
		6.1.20.5. Says the role of 1 in the operation of division.		6.1.20.14. Says the relationship between multiplication and division. 6.1.20.15. Determines the value that is not given in one of two mathematical expressions having a relationship of equality between them and says that the equality is satisfied. 6.1.20.16. Explains the operations that need to be carried out in order for two mathematical expressions not having a relationship of equality between them to be equal.
		6.1.21.1. Solves problems requiring the operation of division by dividing by 2, by 3, by 4, by at most 5 using numbers between 1 and 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 operation of division 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 associating the whole, half and quarter models.	6.1.22.1. Shows the object/object picture that is a whole. 6.1.22.2. Shows the object/object picture that is a half. 6.1.22.3. Says that one of 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. Says that one of four equal parts of a whole is a quarter. 6.1.22.7. Says that one of two equal parts of a half is a quarter.	6.1.22.10. Shows the whole, half and quarter models in the form of fractions. 6.1.22.11. Says the fraction that expresses a half, a quarter, a whole. 6.1.22.12. Says the part-whole meaning of the fraction.	6.1.22.13. Reads a fraction.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
	6.1.22.4. Associates the whole with the half.	6.1.22.8. Associates the quarter with the half. 6.1.22.9. Says that a whole consists of one half and two quarters.		

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.23. Shows, compares and sequences unit fractions. Section 1. Numbers and Operations			6.1.23.1. Shows each of the equal parts of a whole in the form of a fraction. 6.1.23.2. Says that each of the equal parts of a whole is a unit fraction. 6.1.23.3. Says the unit fractions of fractions whose denominator is 10, 100. 6.1.23.4. Says the stated unit fraction of a quantity by modelling it.	6.1.23.5. Compares unit fractions according to the greater-smaller relationship. 6.1.23.6. Sequences unit fractions according to the greater-smaller relationship.
6.1.24. Distinguishes and models the improper fraction and the mixed number.			6.1.24.1. Shows fractions whose numerator is greater than their denominator.	6.1.24.2. Says the proper fraction, the improper fraction and the mixed number by modelling them.
6.1.25. Models and says the stated proper fraction of a quantity.			6.1.25.1. Says fractions whose numerator is smaller than their denominator by modelling them.	6.1.25.2. Says the stated proper fraction of a quantity by modelling it.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.1.26. Compares fractions.			6.1.26.1. Shows a given fraction 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 the operations of addition and subtraction with fractions whose denominators are equal.				6.1.27.1. Carries out the operations of addition and subtraction with fractions whose denominators are equal. 6.1.27.2. Solves problems requiring the operations of addition and subtraction with fractions whose denominators are equal.
6.2.1. Distinguishes geometric shapes and solids. Section 2. Geometry	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, the square, the rectangle, the disc and the circle. 6.2.1.3. Associates simple solids used in daily life with geometric shapes by classifying them according to their properties.	6.2.1.4. Says the similarities and differences of the triangle, the square, the rectangle, the disc and the circle. 6.2.1.5. Distinguishes geometric solids on models. 6.2.1.6. Says the name of the geometric solid that is shown.	6.2.1.7. Says the faces, the corners and the edges of geometric solids. 6.2.1.8. Says the similarities and differences of the cube, the square prism and the rectangular prism. 6.2.1.9. Draws a square, a rectangle and a triangle using a ruler. 6.2.1.10. Shows the diagonals on a square and a rectangle. 6.2.1.11. Says that shapes are named according to their numbers of sides.	6.2.1.12. Names the sides and corners of the triangle, the square and the rectangle. 6.2.1.13. Says the properties of the sides of the square and the rectangle. 6.2.1.14. Classifies triangles according to their side lengths. 6.2.1.15. Forms the cube whose net is given.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.2.2. Expresses spatial relations.	6.2.2.1. Says spatial (position, place, direction) relations.	6.2.2.2. Uses mathematical language in order to denote place, direction and movement. 6.2.2.3. Distinguishes the symmetrical shapes in their surroundings. 6.2.2.4. Draws a line of symmetry in such a way as to divide a given symmetrical shape into two equal parts.	6.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 6.2.2.6. Completes a symmetrical shape one part of which is given by drawing it according to a horizontal or vertical line of symmetry.	6.2.2.7. Draws a line of symmetry on shapes whose mirror symmetry is given. 6.2.2.8. Draws the symmetry of a given shape with respect to a line.
6.2.3. Forms geometric patterns. Section 2. Geometry	6.2.3.1. Forms a pattern having at most three elements with geometric solids or shapes. 6.2.3.2. Says 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 elements left missing in the pattern.	6.2.3.4. Completes the pattern by determining the elements 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. Distinguishes the basic concepts in geometry.			6.2.4.1. Names the point by showing it with a symbol. 6.2.4.2. Says 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. Says the plane. 6.2.4.5. Shows the angle with symbols by naming it.

Objectives Level 1 Level 2 Level 3 Level 4

Section 2. Geometry

Column 1	Column 2	Column 3	Column 4	Column 5
				6.2.4.6. Determines angles as acute, right, obtuse and straight angles by measuring them with standard angle measuring tools. 6.2.4.7. Forms the angle whose measure is given using standard angle measuring tools.

Column 1	Column 2	Column 3	Column 4	Column 5
6.3.1. Measures length. Section 3. Measurement	6.3.1.1. Compares objects in terms of their lengths. 6.3.1.2. Sequences objects in terms of their lengths. 6.3.1.3. Chooses the appropriate non-standard measuring tool in order to measure a length. 6.3.1.4. Carries out measurement with the appropriate non-standard measuring tool in order to measure a length. 6.3.1.5. Solves problems in which non-standard units of length are used.	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. Says the standard units of length measurement. 6.3.1.8. Says the places of use of the standard units of length measurement. 6.3.1.9. Says 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 they have estimated with the result of the measurement. 6.3.1.12. Forms length models with standard or non-standard units of length measurement.	6.3.1.14. Forms a non-standard measuring for one metre, half a metre, 10 cm and 5 cm. 6.3.1.15. Carries out measurement using the non-standard measuring tools they have formed for one metre, half a metre, 10 cm and 5 cm. 6.3.1.16. Associates 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 the centimetre from among the standard units of measurement.	6.3.1.18. Says that the smallest unit of standard length measurement is the millimetre. 6.3.1.19. Says the places of use of the millimetre, the smallest unit of standard length measurement. 6.3.1.20. Associates the standard units of length measurement. 6.3.1.21. Makes estimates according to an appropriate unit for the lengths they can measure directly and checks their estimate by carrying out measurement. 6.3.1.22. Solves problems in which the standard units of measurement are used.

Objectives Level 1 Level 2 Level 3 Level 4

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

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.3.4. Distinguishes the concepts relating to money.	6.3.4.1. Distinguishes coins and notes with the values of 1, 5, 10, 25, 50 kuruş and 1, 5, 10, 20, 50 TL.	6.3.4.2. Associates the kuruş and the lira. 6.3.4.3. Compares different amounts of money, in such a way that the value does not exceed 100 lira, in terms of greater-smaller. 6.3.4.4. Solves problems relating to money.	6.3.4.5. Associates the kuruş and the lira. 6.3.4.6. Solves problems relating to money. 6.3.4.7. Poses problems relating to money.	
6.3.5. Distinguishes the concepts relating to time. Section 3. Measurement	6.3.5.1. Reads full hours. 6.3.5.2. Reads half hours. 6.3.5.3. Denotes the day, the week and the month on the calendar. 6.3.5.4. Makes temporal sequencings by taking particular events and situations as reference.	6.3.5.5. Reads quarter hours. 6.3.5.6. Associates the units of time measurement. 6.3.5.7. Solves problems relating to the units of time measurement.	6.3.5.8. Says the time in terms of minutes and hours. 6.3.5.9. Associates 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. Associates 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. Distinguishes the concepts relating to weighing.	6.3.6.1. Compares objects in terms of their masses. 6.3.6.2. Sequences objects in terms of their masses.	6.3.6.3. Compares objects by weighing them in terms of kilograms using standard tools. 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 they have estimated by carrying out measurement. 6.3.6.8. Solves problems relating to the kilogram/the gram.	6.3.6.9. Expresses half a kilogram and a quarter of a kilogram in terms of grams. 6.3.6.10. Uses the kilogram and the gram together when measuring mass. 6.3.6.11. Says the places in which the tonne and the milligram are used. 6.3.6.12. Associates the units tonne-kilogram, kilogram-gram, gram-milligram.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
				6.3.6.13. Converts tonne-kilogram, kilogram-gram, gram-milligram into one another. 6.3.6.14. Solves problems relating to the tonne, the kilogram, the gram and the milligram. 6.3.6.15. Poses problems relating to the tonne, the kilogram, the gram and the milligram.

Column 1	Column 2	Column 3	Column 4	Column 5
6.3.7. Measures liquids. Section 3. Measurement	6.3.7.1. Measures liquids using non-standard units. 6.3.7.2. Compares the quantity of liquid in at least three identical containers. 6.3.7.3. Sequences the quantity of liquid in at least three identical containers.	6.3.7.4. Compares the quantities of liquids by measuring them using non-standard units of liquid measurement. 6.3.7.5. Solves problems relating to the non-standard units of liquid measurement.	6.3.7.6. Carries out measurements with the units of the litre or half a litre, explaining the necessity of standard liquid measuring tools and units. 6.3.7.7. Estimates the quantity of liquid in a container with the units of the litre and half a litre. 6.3.7.8. Checks the accuracy of the quantity of liquid they have estimated by carrying out measurement. 6.3.7.9. Solves problems relating to the litre.	6.3.7.10. Says the areas of use of the millilitre. 6.3.7.11. Converts the litre and the millilitre into one another by associating them. 6.3.7.12. Uses the litre and the millilitre together in order to denote quantity. 6.3.7.13. Estimates the quantity of liquid in a container with the units of the litre/millilitre. 6.3.7.14. Checks the quantity of liquid they have estimated by carrying out measurement. 6.3.7.15. Solves problems relating to the litre and the millilitre. 6.3.7.16. Poses problems relating to the litre and the millilitre.

Objectives Level 1 Level 2 Level 3 Level 4

Column 1	Column 2	Column 3	Column 4	Column 5
6.4.1. Makes interpretations and estimates by examining simple tables and graphs.	6.4.1.1. Reads simple tables created 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 relating to the simple tables they have created having at most two data groups.	6.4.1.4. Makes conversions from the graph to a tally chart/frequency table by explaining the information shown in a shape and object graph. 6.4.1.5. Reads simple tables having at most three data groups.	6.4.1.6. Makes interpretations and estimates by examining the bar graph.
6.4.2. Forms a tally chart, a frequency table, an object, a shape and a 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 subject, classifies it and organises it in the form of a tree diagram, a tally chart or a frequency table. 6.4.2.4. Answers the questions asked relating to the tree diagram, tally chart, frequency table they have created having at most two data groups. 6.4.2.5. Collects data by asking questions about any problem or subject, classifies it and forms an object and shape graph. 6.4.2.6. Answers the questions asked relating to the object and shape graph they have created having at most two data groups.		6.4.2.7. Forms a bar graph appropriate to the data they have collected by asking questions about any problem or subject. 6.4.2.8. Uses different representations for the purpose of presenting the data they have obtained. 6.4.2.9. Makes estimates according to the bar graph, the table and other graphs.

Objectives Level 1 Level 2 Level 3 Level 4

Objectives	Target Behaviours	Explanations
6.4.3. Solves problems relating to daily life by using the information shown with the bar graph, tables and other graphs Section 4. Data Handling.	6.4.3.1. Solves problems requiring the operation of addition/subtraction by using given graphs. 6.4.3.2. Forms a graph by using the information given in the problem. 6.4.3.3. Solves problems requiring the operation of addition/subtraction by using the graphs they have formed. 6.4.3.4. Solves problems requiring the operations of addition/subtraction by making use of graphs.	6.4.3.5. Uses the bar graph, tables and other graphs in problem solving.
Column 1		Column 2
7. Module Name THE INDIVIDUAL AND THE ENVIRONMENT		
7. Aim of the Module their environment is aimed.		With the Individual and Environment Module, the acquisition of basic knowledge by individuals with an intellectual disability about themselves and
7. Sections in the Module Environment, Life in Nature, Life in Our Country		Family and Life at Home, Life at the Education Centre, Our Body and Healthy Living, Safe Living, Life in the Social
Objectives Target Behaviours		Explanations
7.1.1. Shares their identity and personal information. 7.1.1.1. Says their first name, surname and age. 7.1.1.2. Shows the card on which their parents' telephone numbers are written. 7.1.1.3. Says their parents' telephone numbers. 7.1.1.4. Shows the card on which their home address is written. 7.1.1.5. Says the full address of their home. 7.1.1.6. Says the name of their school.		
Section 7.1. Family and Life at Home 7.1.2. Distinguishes the members of the family and their roles. 7.1.2.1. Shows the members of their family on visual materials. 7.1.2.2. Says the names of the members of their family. 7.1.2.3. Shows the member of their family whose duty is said on visual materials. 7.1.2.4. Says the duties of the members of their family.		In the teaching of target behaviour 7.1.2.4., it must be emphasised that the duties of the members of the family are shared and that the roles in the distribution of duties are equal.
7.1.3. Distinguishes the parts of the house on visual materials. 7.1.3.1. Shows the parts of the house, the objects and their materials. 7.1.3.2. Says the parts of the house. 7.1.3.3. Shows the objects found in the parts of the house on visual materials.		

Section 7.1. Family and Life at Home

Objectives	Target Behaviours	Explanations
	7.1.3.4. Says the objects found in the parts of the house. 7.1.3.5. Shows the function of the part of the house on visual materials. 7.1.3.6. Says the functions of the parts of the house.	
7.1.4. Distinguishes the rules of home life.	7.1.4.1. Shows the rules of home life on visual materials. 7.1.4.2. Says the rules of home life. 7.1.4.3. Complies with the rules of home life.	For objective 7.1.4., interviews must be held with families in determining the rules of home life, and feedback must be obtained from the families' observations at home during the assessment process. For objective 7.1.4., during the work concerning the rules that must be complied with at home, work aimed at distinguishing the rules that must be complied with in the home and in the different community settings in which the individual is present must also be carried out.
7.2.1. Distinguishes the personnel at the education centre.	7.2.1.1. Shows the personnel at the education centre on visual materials. 7.2.1.2. Says the names of the personnel at the education centre. 7.2.1.3. Says/shows the duties of the personnel at the education centre.	In the teaching of objective 7.2.1., persons such as the teacher, the head, the secretary, the bus driver, the cook, the cleaner, the auxiliary staff, etc. who work at the individual's education centre must be included.

Objectives	Target Behaviours	Explanations
7.2.2. Distinguishes 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. Says the names of the parts of the education centre. 7.2.2.3. Says the functions of the parts of the education centre.	When instruction is being carried out in target behaviour 7.2.2.3., only the functions of the parts that the individual makes use of must be included.
Objectives	Target Behaviours	Explanations
Section 7.2. Life at the Education Centre 7.2.3. Distinguishes 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. Says 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.	
terminated. Objectives	While the target behaviours included in Section 3 are being worked on, the content of the instruction must be de- Target Behaviours	Explanations
Section 7.3. Our Body and Healthy Living 7.3.1. Distinguishes the parts of the body and their functions.	7.3.1.1. Shows the parts of the body. 7.3.1.2. Says the names of the parts of the body. 7.3.1.3. Shows the part of the body whose name is said on their own body. 7.3.1.4. Shows the functions of the parts of the body on visual materials. 7.3.1.5. Says the functions of the parts of the body.	While the target behaviours included in objective 7.3.1. are being worked on, work on showing/saying the body parts located within the parts of the body must be carried out. For example, showing/saying the body parts located in the arm, one of the parts of the body, such as the shoulder, the elbow, the hand, etc.
7.3.2. Distinguishes the sense organs and their functions.	7.3.2.1. Shows the sense organs. 7.3.2.2. Says the names of the sense organs.	

Section 7.3. Our Body and Healthy Living 7.3.3. Distinguishes their private parts.

Objectives	Target Behaviours	Explanations
	7.3.2.3. Says that the organs whose names are said are sense organs. 7.3.2.4. Shows the sense organs whose names are said on themselves. 7.3.2.5. Shows the functions of the sense organs on visual materials. 7.3.2.6. Says the functions of the sense organs.	
	7.3.3.1. Shows the private parts on visual materials. 7.3.3.2. Says that the parts shown on the visual material are private parts.	In the work aimed at objective 7.3.3., instruction must be structured with emphasis being placed on the fact that the private parts must not be touched by others. For objective 7.3.3., the visual material used must be a picture of a human being drawn with the silhouette technique (the image of an object appearing only with its outlines and in a single colour).
7.3.4. Distinguishes the internal organs and their functions.	7.3.4.1. Shows the internal organs on visual materials. 7.3.4.2. Says the names of the internal organs. 7.3.4.3. Says that the organs whose names are said are internal organs. 7.3.4.4. Shows the location of the internal organs on the body/on a model. 7.3.4.5. Shows the functions of the internal organs on visual materials. 7.3.4.6. Says the functions of the internal organs.	For objective 7.3.4., which internal organs will be worked on must be determined on the basis of the general education curriculum of the school the individual attends.
7.3.5. Distinguishes foodstuffs that are beneficial and harmful to health.	7.3.5.1. Shows foods that are beneficial and harmful to their health. 7.3.5.2. Says foods that are beneficial and harmful to their health.	Before proceeding to the teaching of the target behaviours included in objective 7.3.5., work on showing/saying foodstuffs must be carried out.

Objectives	Target Behaviours	Explanations
	7.3.5.3. Gives examples of foods that are beneficial and harmful to their health.	After the teaching of objective 7.3.5., 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 Living 7.3.6. Distinguishes the things that need to be done for healthy living.	7.3.6.1. Shows the things that need to be done for healthy living on visual materials. 7.3.6.2. Says the things that need to be done for healthy living.	For objective 7.3.6., whether or not the individual uses this knowledge in real life must be monitored 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 they have eaten during the day.
7.3.7. Distinguishes the things that need to be done against illnesses.	7.3.7.1. Shows the things that need to be done in order to be protected from illnesses on visual materials. 7.3.7.2. Says the things that need to be done in order to be protected from illnesses. 7.3.7.3. Shows the things that need to be done when one falls ill on visual materials. 7.3.7.4. Says the things that need to be done when one falls ill.	
7.4.1. Distinguishes the persons included in the circle of safety.	7.4.1.1. Shows the persons included in the circle of safety on visual materials. 7.4.1.2. Says the persons included in the circle of safety.	For objective 7.4.1., in the formation of the circle of safety, the persons from whom the individual can receive help in necessary situations must be determined by consulting the family or the caregivers. The individual must be taught that they must receive help only from the persons included in the circle of safety.
Section 7.4. Safe Living 7.4.2. Distinguishes the things that need to be done in order to be protected from inappropriate touching.	7.4.2.1. Shows inappropriate touching on visual materials. 7.4.2.2. Says inappropriate touching.	In the work aimed at objective 7.4.2., instruction must be structured with emphasis being placed on the fact that the private parts must not be touched by others. The inappropriate touching that is intended to be denoted in objective 7.4.2. is; - touching other than the touching by health personnel that is required by an examination,

Objectives Explanations Target Behaviours

Objectives	Target Behaviours	Explanations
	7.4.2.3. Shows what needs to be done in cases of inappropriate touching on visual materials. 7.4.2.4. Says what needs to be done in cases of inappropriate touching.	- touching other than the touching by the persons included in the circle of safety that is necessary for the individual to carry out the actions of dressing, using the toilet and eating. In the teaching of target behaviours 7.4.2.3. and 7.4.2.4., work on showing/saying 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. Distinguishes simple accidents and injuries and the things that need 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. Says the situations that may cause simple accidents. 7.4.3.3. Shows the things they need to do in order to be protected from simple accidents on visual materials. 7.4.3.4. Says the things they need to do in order 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. Says the first-aid steps that need to be taken in the face of simple accidents and injuries.	Objective 7.4.3. refers to simple accidents and injuries arising from the use of flammable, caustic, piercing and cutting substances; of electrical and gas household appliances; of chemical substances, and from walking on a slippery floor. In the teaching of objective 7.4.3., it must be borne in mind 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.

The subjects to be taught for this section, such as relatives, neighbours, occupations, vehicles, etc., must be determined by taking into consideration the individual's performance and the environment in which they live, and the materials to be used must be decided upon. For example, in the teaching of occupations, for an individual in the pre-school period, the occupations that the individual encounters in their daily life, such as the doctor, the teacher, the

police officer, etc., must be dealt with.

Column 1		
7.5.1. Distinguishes the persons 7.5.1.1. Shows the close relative whose degree of kinship is said in their immediate environment. on visual material. 7.5.1.2. Says the degree of kinship of the close relative who is shown. 7.5.1.3. Says the name of their close relative who is shown.		
Section 7.5. Life in the Social Environment 7.5.2. Distinguishes 7.5.2.1. Shows occupations on visual materials. occupations. 7.5.2.2. Says the name of the occupation that is shown. 7.5.2.3. Shows the member of the occupation whose duty is said on visual materials. 7.5.2.4. Says the duty of the member of the occupation who is shown. 7.5.2.5. Shows the institution in which the member of the occupation works on visual materials. 7.5.2.6. Says the institution in which the member of the occupation works.		
7.5.3. Distinguishes vehicles ac- 7.5.3.1. Shows vehicles on visual material according to their types. rials. 7.5.3.2. Says the names of vehicles. 7.5.3.3. Says the names of the types of vehicles. 7.5.3.4. Shows vehicles according to their types. 7.5.3.5. Says vehicles according to their types.		
Objectives	Target Behaviours	Explanations
7.5.4. Distinguishes traffic rules. Section 7.5. Life in the Social Environment	7.5.4.1. Shows the colour of the traffic light whose function is said. 7.5.4.2. Says the functions of the colours on traffic lights. 7.5.4.3. Shows the basic traffic sign whose function is said. 7.5.4.4. Says the function of the basic traffic sign that is shown. 7.5.4.5. Shows the crossings that pedestrians must use when crossing the road on visual materials. 7.5.4.6. Says the crossings that pedestrians must use when crossing the road. 7.5.4.7. Says what pedestrians need to do when crossing the road on visual materials. 7.5.4.8. Says what pedestrians need to do when crossing the road.	In the instructional process, simulated settings must be made use of first of all.
7.5.5. Distinguishes shopping places.	7.5.5.1. Shows shopping places on visual materials. 7.5.5.2. Says the names of shopping places. 7.5.5.3. Shows the shopping places whose function is said. 7.5.5.4. Says the functions of shopping places.	

Section 7.5. Life in the Social Environment 7.5.6. Distinguishes the means of communication.

Objectives	Target Behaviours	Explanations
	7.5.6.1. Shows the means of communication on visual materials. 7.5.6.2. Says the names of the means of communication. 7.5.6.3. Gives examples of the means of communication.	
7.6.1. Distinguishes living and non-living entities according to their properties. Section 7.6. Life in Nature	7.6.1.1. Shows living and non-living entities. 7.6.1.2. Says that the entity that is 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 properties of living and non-living entities on visuals. 7.6.1.5. Says the common properties of living and non-living entities. 7.6.1.6. Says the differences between living and non-living entities.	
7.6.2. Distinguishes celestial bodies.	7.6.2.1. Shows celestial bodies on visual materials. 7.6.2.2. Says the name of the celestial body that is shown.	For objective 7.6.2., which celestial bodies will be worked on must be determined on the basis of the general education curriculum of the school the individual attends.

Objectives	Target Behaviours	Explanations
7.6.3. Distinguishes the parts of the day and the things done in the parts of the day.	7.6.3.1. Shows the parts of the day on visual materials. 7.6.3.2. Says the names of the parts of the day.	

Section 7.6. Life in Nature 7.6.6. Says the months.

Objectives	Target Behaviours	Explanations
7.6.4. Says the days.	7.6.4.1. Says the names of the days in order. 7.6.4.2. Says the days that are weekdays. 7.6.4.3. Says the days that are at the weekend.	After the teaching of the target behaviours included in objective 7.6.4., work on saying what comes before and after a given day must be included.
7.6.5. Distinguishes the seasons according to their properties.	7.6.5.1. Shows the visual bearing the properties belonging to the seasons. 7.6.5.2. Says the names of the seasons in order. 7.6.5.3. Says the properties of the seasons.	While objective 7.6.5. is being worked on, instruction must be structured by giving more weight to the season that one is currently in. While target behaviour 7.6.5.3. is being worked on, instruction must be structured by taking into consideration the things done according to the seasons, the changes in clothing, the changes in the weather and the changes in plants.
	7.6.6.1. Says the names of the months in order. 7.6.6.2. Says the names of the months belonging to the seasons.	After the teaching of the target behaviours included in objective 7.6.6., work on saying what comes before and after a given month must be included.
7.6.7. Says the elements of the parts of the year.	7.6.7.1. Says that there are four seasons in a year. 7.6.7.2. Says that the seasons occur through the rotation of the earth around the sun. 7.6.7.3. Says that there are twelve months in a year. 7.6.7.4. Says that there are fifty-two weeks in a year. 7.6.7.5. Says that there are three hundred and sixty-five days in a year. 7.6.7.6. Says that there are four weeks in a month.	

Section 7.6. Life in Nature 7.6.9. Explains natural events.

Objectives	Target Behaviours	Explanations
	7.6.7.7. Says that there are thirty days in a month. 7.6.7.8. Says that there are seven days in a week. 7.6.7.9. Says that a day is twenty-four hours. 7.6.7.10. Says that night and day occur through the rotation of the earth on its own axis.	
7.6.8. Uses the concepts of time correctly in their daily life.	7.6.8.1. Shows the date of the day they are in as month, year, day on the calendar. 7.6.8.2. Says the date of the day they are in as month, year, day. 7.6.8.3. Uses the concepts "yesterday", "today" and "tomorrow".	For objective 7.6.8., a timeline must be prepared and the concept of time must be worked on using the timeline. The timeline 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 Infancy", "My Childhood").
	7.6.9.1. Shows natural events on visual materials. 7.6.9.2. Says the names of natural events. 7.6.9.3. Says how natural events occur. 7.6.9.4. Shows the weather on visual materials. 7.6.9.5. Says the weather conditions. 7.6.9.6. Shows the symbol of the weather on visual materials. 7.6.9.7. Says the weather condition whose symbol is shown.	For objective 7.6.9., the region in which the individual lives must be taken into consideration. Instruction must be structured starting from the teaching of the natural event that they most frequently encounter in the region in which they live.

Objectives	Target Behaviours	Explanations
7.6.10. Distinguishes natural disasters.	7.6.10.1. Shows natural disasters on visual materials. 7.6.10.2. Says the names of natural disasters.	For objective 7.6.10., the region in which the individual lives must be taken into consideration. Instruction must be structured starting from the teaching of the natural disasters that they are most likely to encounter in the region in which they live.
Objectives	Target Behaviours	Explanations
7.7.1. Distinguishes basic knowledge about our country. Section 7.7. Life in Our Country	7.7.1.1. Says the name of our country. 7.7.1.2. Says that the founder of our country is Atatürk. 7.7.1.3. Shows Türkiye on visual materials. 7.7.1.4. Says that the country that is shown is Türkiye. 7.7.1.5. Says the capital of our country. 7.7.1.6. Shows the Turkish Flag. 7.7.1.7. Says that the flag that is shown is the Turkish Flag. 7.7.1.8. Says the name of the Turkish National Anthem. 7.7.1.9. Says that the anthem whose name is said is the Turkish National Anthem.	
7.7.2. Recognises the different types of region in our country according to climate, vegetation, landform and population distribution.	7.7.2.1. Recognises the different types of region in our country according to their climatic properties. 7.7.2.2. Recognises the different types of region in our country according to their vegetation properties. 7.7.2.3. Recognises the different types of region in our country according to their landforms. 7.7.2.4. Recognises the different types of region in our country according to population distribution.	For objective 7.7.2., it is recommended that instruction be carried out starting from the region in which the individual lives. In the teaching of objective 7.7.2., work may be carried out on visual materials for individuals who are unable to have expressive language skills.
Objectives	Target Behaviours	Explanations
7.7.3. Says the climate, vegetation, landform and population characteristics found in our country.	7.7.3.1. Says the basic properties of the climates experienced in our country. 7.7.3.2. Says the basic properties of the types of vegetation found in our country. 7.7.3.3. Says the basic properties of the landforms found in our country. 7.7.3.4. Says the characteristics of population distribution in our country.	For objective 7.7.3., it is recommended that instruction be carried out starting from the region in which the individual lives. In the teaching of objective 7.7.3., work may be carried out on visual materials for individuals who are unable to have expressive language skills.
Section 7.7. Life in Our Country 7.7.4. Says basic knowledge relating to settlement units.	7.7.4.1. Says the names of settlement units. 7.7.4.2. Says those who administer settlement units.	
7.7.5. Distinguishes basic knowledge relating to Atatürk.	7.7.5.1. Shows Atatürk on visual materials. 7.7.5.2. Says that the person in the picture that is shown is Atatürk. 7.7.5.3. Says Atatürk's personal details. 7.7.5.4. Says what Atatürk did for our country.	For target behaviour 7.7.5.3., the individual is expected to say details such as his date of birth/death, the place where he was born/died, where his tomb is, etc. While target behaviour 7.7.5.4. is being worked on, emphasis must be placed on information such as that Atatürk saved our country from the enemy, founded our republic, brought many innovations to our country, etc.
Objectives	Target Behaviours	Explanations
7.7.6. Distinguishes basic knowledge relating to national and religious festivals. Section 7.7. Life in Our Country	7.7.6.1. Says the names of national festivals. 7.7.6.2. Shows what is done on national festivals on visual materials. 7.7.6.3. Says what is done on national festivals. 7.7.6.4. Says the characteristics of national festivals. 7.7.6.5. Says the names of religious festivals. 7.7.6.6. Shows what needs to be done on religious festivals on visual materials. 7.7.6.7. Says what is done on religious festivals. 7.7.6.8. Says the characteristics of religious festivals.	In target behaviours 7.7.6.4. and 7.7.6.8., the meanings that the festivals 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."

Column 1		Column 2
8. Module Name SELF-CARE SKILLS		
8. Aim of the Module their self-care skills is aimed.		Through the Self-Care Skills Module, the performance by individuals with an intellectual disability of
8. Sections in the Module Eating and Drinking Skills		Personal Care and Hygiene Skills, Toilet Control and Toileting Skills, Dressing and Undressing Skills,
Objectives Target Behaviours		Explanations
Section 8.1. Personal Care and Hygiene Skills 8.1.1. Performs personal care and 8.1.1.1. Washes their hands. hygiene skills. 8.1.1.2. Washes their face. 8.1.1.3. Washes their feet. 8.1.1.4. Brushes their teeth. 8.1.1.5. Cleans their nose. 8.1.1.6. Combs their hair. 8.1.1.7. Washes their hair. 8.1.1.8. Takes a bath. 8.1.1.9. Cuts their fingernails. 8.1.1.10. Cuts their toenails. 8.1.1.11. Shaves. 8.1.1.12. Changes a sanitary pad. 8.1.1.13. Uses deodorant/perfume. 8.1.1.14. Removes their body hair.		In objective 8.1.1., steps aimed at drying must be added to the skill analyses to be carried out for the skills requiring washing. While the target behaviours included in objective 8.1.1. are being worked on, work on awareness of the situations in which the individual will need to perform these skills must also be carried out simultaneously. For example, an increase in the awareness that they need to brush their teeth after eating must also be ensured. For the tooth-brushing skill included 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.), removing body hair (8.1.1.14), etc. must be carried out through family education with the knowledge and consent of the family. For the teaching of these target behaviours, the caregiver(s) from the circle of safety must be determined and the work must be carried out in cooperation with only this person/these persons. Priority must be given to selecting the person(s) determined from the circle of safety from among those of the same sex.
Objectives	Target Behaviours	Explanations
Section 8.2. Toilet Control and Toileting Skills 8.2.1. Achieves toilet control.	8.2.1.1. Expresses that they need to go to the toilet with gestures and facial expressions, physical movements, alternative means of communication. 8.2.1.2. Says that they need to go to the toilet.	Before beginning the teaching of the target behaviours included in objective 8.2.1., the individual's state of readiness must be assessed together with the family. Whether or not they are ready for this education must be determined by taking into consideration the individual's state of health and the results of the daytime and night-time dryness records. In the toilet training of individuals with a physical disability, cooperation must be established with doctors and physiotherapists. For all individuals, the teaching of toileting skills must first be started with the traditional method. However, for individuals who are unable to display the desired performance in traditional toilet training, intensive toilet training may also be used.
8.2.2. Performs the toileting skill.	8.2.2.1. Uses the toilet with the help of the persons included in the circle of safety. 8.2.2.2. Uses the toilet. 8.2.2.3. Cleans their body after using the toilet. 8.2.2.4. Cleans the toilet after using the toilet.	

Objectives	Target Behaviours	Explanations
8.3.1. Takes off their clothes. Section 8.3. Dressing and Undressing Skills	8.3.1.1. Takes off their socks. 8.3.1.2. Takes off their trousers. 8.3.1.3. Takes off their jumper. 8.3.1.4. Takes off their T-shirt. 8.3.1.5. Takes off their skirt. 8.3.1.6. Takes off their cardigan. 8.3.1.7. Takes off their jacket. 8.3.1.8. Takes off their waistcoat. 8.3.1.9. Takes off their sweater.	When working on the skills of taking off/putting on trousers/a skirt, instruction must be started with elasticated trousers/a skirt and later work must be carried out with trousers/a skirt with a zip and buttons. Since the skill analyses of taking off and putting on an anorak, an overcoat and a winter coat display similar characteristics, they have been dealt with together as a target behaviour. The instructional process must be planned according to the garment the individual uses. In the teaching of undressing and dressing skills, the characteristics of the season must be taken into consideration. For example, while putting on and taking off boots is worked on in the winter season, putting on and taking off a T-shirt, a hat, etc. must be worked on in the summer season. In order for the acquisition, fluency, maintenance and generalisability of dressing skills to be ensured, cooperation must be established with the family.

Section 8.3. Dressing and Undressing Skills 8.3.2. Puts on their clothes.

Objectives	Target Behaviours	Explanations
	8.3.1.10. Takes off their anorak/overcoat/winter coat. 8.3.1.11. Takes off their shoes/boots/high boots. 8.3.1.12. Takes off their hat. 8.3.1.13. Takes off their gloves. 8.3.1.14. Takes off their scarf. 8.3.1.15. Takes off their vest. 8.3.1.16. Takes off their underwear. 8.3.1.17. Takes off their tights. 8.3.1.18. Takes off their dress.	In the teaching of the undressing and dressing target behaviours, the necessary arrangements must be made by taking the individual's privacy into consideration.
	8.3.2.1. Puts on their socks. 8.3.2.2. Puts on their trousers. 8.3.2.3. Puts on their jumper. 8.3.2.4. Puts on their T-shirt. 8.3.2.5. Puts on their skirt. 8.3.2.6. Puts on their cardigan. 8.3.2.7. Puts on their jacket. 8.3.2.8. Puts on their waistcoat. 8.3.2.9. Puts on their sweater. 8.3.2.10. Puts on their anorak / overcoat / winter coat. 8.3.2.11. Puts on their shoes / boots / high boots. 8.3.2.12. Puts on their hat. 8.3.2.13. Puts on their gloves. 8.3.2.14. Puts on their scarf.	
Column 1		Column 2
8.3.2. Puts on their clothes.		8.3.2.15. Puts on their vest. 8.3.2.16. Puts on their underwear. 8.3.2.17. Puts on their tights. 8.3.2.18. Puts on their dress.
8.3.3. Undoes the fastenings on clothes.		8.3.3.1. Undoes a press stud. 8.3.3.2. Undoes a Velcro fastening. 8.3.3.3. Undoes a zip. 8.3.3.4. Undoes a button. 8.3.3.5. Undoes a hook and eye. 8.3.3.6. Undoes a clip. 8.3.3.7. Unties a shoelace.
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 a Velcro fastening. 8.3.4.3. Fastens a zip. 8.3.4.4. Fastens a button. 8.3.4.5. Fastens a hook and eye. 8.3.4.6. Fastens a clip. 8.3.4.7. Ties a shoelace.
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 scarf. 8.3.5.5. Uses glasses. 8.3.5.6. Uses jewellery. 8.3.5.7. Puts on a hair slide/hairband.

Section 8.3. 8.3.6. Dresses appropriately to the place, the time and the situation.

Objectives	Target Behaviours	Explanations
	8.3.6.1. Dresses appropriately to the seasons. 8.3.6.2. Dresses appropriately to the setting.	
8.4.1. Performs eating skills. Section 8.4. Eating and Drinking Skills 8.4.2. Performs drinking skills. 8.4.3. Performs appropriate eating behaviours.	8.4.1.1. Eats food using their fingers. 8.4.1.2. Eats food using a fork. 8.4.1.3. Eats food using a spoon. 8.4.1.4. Eats food using a fork and knife together. 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. 8.4.3.1. Takes as much food onto their plate as they will finish. 8.4.3.2. Eats their food in the appropriate order. 8.4.3.3. Eats without talking while there is a mouthful in their mouth. 8.4.3.4. Uses a napkin at the table.	While eating skills are being worked on, instruction must be planned by bearing in mind the time period in which the individual comes to the education centre. The individual's motivation must be ensured by starting the teaching of eating skills with the foods and drinks the individual likes and by offering the individual a choice in the materials to be used. In the teaching of eating and drinking skills, table manners and rules of etiquette must be included in the skill analyses by taking into consideration the characteristics of the cultural environment in which the individual finds themselves. In the teaching of eating and drinking skills to individuals with a physical disability, cooperation must be established with physiotherapists.
Column 1		Column 2
9. Module Name DAILY LIVING SKILLS		
9. Aim of the Module their daily living skills is aimed.		Through the Daily Living Skills Module, the performance by individuals with an intellectual disability of
9. Sections in the Module		Kitchen Skills, Using Household Appliances and Equipment, Clothing Organisation and Care, Home Organisation and Care
While the objectives and target behaviours in Section 1 are being worked on, they must be worked on with a holistic approach by taking into consideration the safety skills included in the COMMUNITY LIVING SKILLS module. Objectives Target Behaviours		Explanations
9.1.1. Performs the skills prior 9.1.1.1. Washes food. to food preparation. 9.1.1.2. Chops food. 9.1.1.3. Grates food. 9.1.1.4. Peels food.		
Section 9.1. Kitchen Skills 9.1.2. Prepares simple 9.1.2.1. Makes a sandwich. food. 9.1.2.2. Makes a salad. 9.1.2.3. Makes a toasted sandwich. 9.1.2.4. Makes cacik.		
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 cake.		More advanced dishes may be cooked according to the individual's level. For target behaviour 9.1.3.3., work must be started initially with instant soup, and the teaching of different types of soup must be included according to the individual's performance.
9.1.4. Prepares drinks. 9.1.4.1. Prepares a powdered drink. 9.1.4.2. Prepares fruit juice.		In enabling target behaviour 9.1.4.1. to be acquired, instruction must be diversified by using hot and cold water.

Section 9.2. Using Household Appliances and Equipment 9.2.1. Uses white goods.

Objectives	Target Behaviours	Explanations
	9.1.4.3. Makes ayran. 9.1.4.4. Brews tea. 9.1.4.5. Makes Turkish coffee.	In the teaching of target behaviour 9.1.4.2., the teaching of skills such as squeezing by hand, using a juicer for hard fruit, etc. must be included by taking the individual's life experience into consideration.
	9.1.5.1. Serves food. 9.1.5.2. Serves drinks.	For objective 9.1.5., a start must first be made 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.

Objectives	Target Behaviours	Explanations
9.1.6. Sets and clears the dining table.	9.1.6.1. Places the utensils appropriate to the foods/drinks on the table. 9.1.6.2. Places the appropriate utensils on the table according to the number of persons. 9.1.6.3. Clears the dining table.	For objective 9.1.6., the instructional processes must be structured by taking the cultural life experiences of the individual and their family into consideration.
Objectives	The objectives and target behaviours in Section 2 must be worked on with a holistic approach by associating them with the other target behaviours in this module. For example, in the teaching of the skill of making a cake, the skills of using a mixer and using an oven must be worked on. The objectives and target behaviours in Section 2 must be worked on with a holistic ap- Target Behaviours	proach by taking into consideration the safety skills included in the Community Living Skills module. For example, while work is being carried out with electrical household appliances, the teaching of precautions against the risks that may arise must be included. Explanations
	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 9.3. Clothing Organisation and Care 9.3.2. Carries out the care of clothes.

Objectives	Target Behaviours	Explanations
9.2.2. Uses small household appliances. Section 9.2. Using Household Appliances and Equipment	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 the teaching of the target behaviours included in objective 9.2.2., instruction relating to the routine maintenance and cleaning of small household appliances must be carried out.
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 included in objective 9.2.3., the use of attachments such as headphones, a charger, etc. must also be included.
9.3.1. Ensures the organisation of clothes.	9.3.1.1. Folds clothes. 9.3.1.2. Places clothes in the wardrobe. 9.3.1.3. Organises their wardrobe by classifying clothes according to their seasons.	
	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 a garment.	

The objectives and target behaviours in Section 4 must be worked on with a holistic approach by associating them with the other target behaviours in this module. For example, the skills of using an iron and doing the ironing must be worked on together. The objectives and target behaviours in Section 4 must be worked on with a holistic approach by taking into consideration the safety skills included in the Community Living Skills module. For example, while skills such as cleaning the toilet, cleaning windows, mopping the floor, etc. are being worked on, the teaching of precautions against the risks that may arise must be included.

Column 1	Column 2
9.4.1. Ensures cleanliness 9.4.1.1. Washes the dishes. and order in the kitchen. 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 objective 9.4.1. is being planned, the step of putting the utensils 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 the dishes both by hand and in the dishwasher must be carried out.
Section 9.4. Home Organisation and Care 9.4.2. Ensures cleanliness 9.4.2.1. Makes the bed. and order in the bedroom. 9.4.2.2. Tidies 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 bearing the individual's home life in mind (for example, a floor bed, making a bed on a sofa bed, etc.).

Column 1		Column 2
9.4.3. Ensures cleanliness and 9.4.3.1. Takes out the rubbish. order in the home. 9.4.3.2. Dusts. 9.4.3.3. Mops the floor. 9.4.3.4. Sweeps the floor. 9.4.3.5. Tidies a cupboard. 9.4.3.6. Cleans a cupboard. 9.4.3.7. Washes clothes. 9.4.3.8. Hangs out washing. 9.4.3.9. Does the ironing. 9.4.3.10. Cleans windows. 9.4.3.11. Cleans the washbasin. 9.4.3.12. Cleans the toilet.		In the teaching of target behaviours 9.4.3.3. and 9.4.3.4., instructional activities must be diversified by using different materials (a hand brush, a vacuum cleaner, a floor cloth, a mop). For target behaviour 9.4.3.7., the teaching of the skills of washing clothes both by hand and in the washing machine may be carried out.
Column 1		Column 2
10. Module Name COMMUNITY LIVING SKILLS		
10. Aim of the Module the basic skills in community life is aimed.		Through the Community Living Skills Module, the acquisition by individuals with an intellectual disability of
10. Sections in the Module		Safety, Shopping, Social Venues, Institutions and Organisations, Transport and Communication, Planning Daily Life
Objectives Target Behaviours		Explanations
10.1.1. Protects their 10.1.1.1. Refuses an offer of food/drink privacy. coming from persons who are not included in the circle of safety. 10.1.1.2. Refuses an offer of help coming from persons who are not included in the circle of safety. 10.1.1.3. Refuses an offer of an outing coming Section 10.1. Safety from persons who are not included in the circle of safety. 10.1.1.4. Does the things that need to be done in cases of neglect and abuse.		For objective 10.1.1., first of all, in the formation of the circle of safety, 3 persons from whom the individual can receive help in necessary situations must be determined by consulting the family or the caregivers. The individual must be taught that they must receive help only from the persons included in the circle of safety. In the work aimed at the target behaviours included in objective 10.1.1., the teaching of skills such as saying no, shouting, going to a safe area, informing the persons included in the circle of safety, etc. must be included. The target behaviours included in objective 10.1.1. must be worked on in simulated settings by making use of scenarios. Planning aimed at the generalisation of these target behaviours to natural settings must be included.
10.1.2. Protects them- 10.1.2.1. Goes down/up the stairs by holdselves against the risks ing on to the banisters. and dangers that may 10.1.2.2. Avoids walking on a wet and arise in different settings. slippery floor. 10.1.2.3. Uses cutting tools in a safe manner. 10.1.2.4. Uses electrical and gas household appliances in a safe manner. 10.1.2.5. Uses cleaning materials in a safe manner.		For the target behaviours included in objective 10.1.2., putting cutting tools or cleaning materials in places the individuals cannot reach or telling the individuals that they must not touch these substances is not sufficient. Systematic instruction must definitely 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.
Objectives	Target Behaviours	Explanations
	10.1.2.6. Uses furniture in a safe manner. 10.1.2.7. Uses the window and the balcony in a safe manner. 10.1.2.8. Uses the door in a safe manner.	
10.1.3. Ensures their safety in emergencies. Section 10.1. Safety	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, health and security personnel in order to ensure their safety in emergencies.	For objective 10.1.3., an emergency aid guide may be created together with the individual and the individual may be enabled to keep this guide with them. The emergencies that need to be worked on may include situations such as injuries, poisonings, accidents, natural disasters, etc. In the teaching of the target behaviours included in objective 10.1.3., in addition to carrying out work at the level of knowledge and concepts, practice-oriented work must also be carried out in simulation settings.

Objectives	Target Behaviours	Explanations
10.1.4. Ensures their own safety in traffic.	10.1.4.1. Ensures their safety as a pedestrian. 10.1.4.2. Ensures their safety in vehicles.	The necessary planning must be carried out in order for the target behaviours included in objective 10.1.4. to be displayed in natural settings. For the skill of ensuring their safety as a pedestrian included in target behaviour 10.1.4.1., the teaching of the skills of crossing the road by using the pedestrian crossing in a safe manner, walking on the pavement in a safe manner, using underpasses and footbridges in a safe manner, and complying with traffic signs is included. For the skill of ensuring their safety in vehicles included in target behaviour 10.1.4.2., the teaching of the skills of fastening the seat belt, remaining seated for the duration of the journey, and complying with the rules when getting off and getting on a vehicle is included.

Section 10.2. Shopping 10.2.1. Does the shopping.

Objectives	Target Behaviours	Explanations
	10.2.1.1. Makes preparations prior to shopping. 10.2.1.2. Does the food shopping. 10.2.1.3. Does the clothes shopping. 10.2.1.4. Does the shopping for personal care products. 10.2.1.5. Does the shopping for cleaning materials. 10.2.1.6. Does the stationery shopping.	Work aimed at the generalisation of the target behaviours included in objective 10.2.1. to natural settings must be carried out. While the skill analyses to be used in the teaching of the target behaviours included in objective 10.2.1. are being prepared, the points that need to be paid attention to during the purchase of products must be emphasised (the expiry date, sizes, etc.).
10.3.1. Uses social venues. Section 10.3. 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 a park/garden/picnic areas, etc. 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 (a museum, an 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 their needs.	Since the target behaviours included in objective 10.3.1. are chained skills, a skill analysis must be carried out in the instruction and assessment process. While the skill analysis is being carried out, instruction must be provided by determining the rules that must be complied with in these venues. The target behaviours included in objective 10.3.1. must be worked on in natural settings if possible, and if conditions are not suitable, simulated settings must be created. In the teaching of target behaviour 10.3.1.1., an adaptation must be made for restaurants/café's providing a self-service. The expression "settings appropriate to their needs" referred to in target behaviour 10.3.1.8. denotes settings such as a tailor's, a dry cleaner's, a repairer's, etc.
10.4.1. Uses institutions Section 10.4. Institutions and organisations. 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 included in objective 10.4.1. are chained skills, a skill analysis must be carried out in the instruction and assessment process. While the skill analysis is being carried out, instruction must be provided by determining the rules that must be complied with in these venues. The target behaviours included in objective 10.4.1. must be worked on in natural settings if possible, and if conditions are not suitable, simulated settings must be created.

Objectives	Target Behaviours	Explanations
10.5.1. Uses urban transport services. Section 10.5. Transport and Communication 10.5.2. Uses intercity transport services.	10.5.1.1. Uses the school bus. 10.5.1.2. Uses a bus. 10.5.1.3. Uses a dolmuş (shared taxi). 10.5.1.4. Uses a train/the metro. 10.5.1.5. Uses a ferry. 10.5.1.6. Uses a taxi. 10.5.2.1. Uses a coach. 10.5.2.2. Uses a train. 10.5.2.3. Uses a ship/ferry. 10.5.2.4. Uses an aeroplane.	Since the target behaviours included in objectives 10.5.1. and 10.5.2. are chained skills, a skill analysis must be carried out in the instruction and assessment process. While the skill analysis is being carried out, instruction must be provided 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 they will go to must be added to the skill analyses carried out for the target behaviours included in objectives 10.5.1. and 10.5.2. The target behaviours included in objectives 10.5.1. and 10.5.2. must be worked on in natural settings if possible, and if conditions are not suitable, simulated settings must be created. In the teaching of the target behaviours included in objectives 10.5.1. and 10.5.2., instruction must be carried out with the means of transport that the individual is likely to use frequently in their daily life.
10.5.3. Uses communication services.	10.5.3.1. Uses a 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 the individuals' use of the internet and social media.
10.6.1. Plans their daily life. Section 10.6. Planning Daily Life	10.6.1.1. Plans the tasks/duties they will carry out during the day in order of importance. 10.6.1.2. Carries out the tasks/duties they will carry out according to the setting they are in. 10.6.1.3. Uses their free time productively.	For objective 10.6.1., time charts appropriate to the individual may be prepared so that they can use their time in a planned and effective manner in home, work, school and community settings. Instruction aimed at enabling individuals to use the time charts that have been 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 aimed at the activities that have been determined may be planned.

appendices appendices

assmt.: Assessment

Column 1	Column 2
	CRITERION-REFERENCED TEST (CRT) APPENDIX-1
Name and Surname of the Individual Academic Year Module Name Target Behaviours	: _____ Name of the Teacher : _____ Date : _____/_____/_____ : _____ _____ Section No: _____ Initial assmt. : ____/____/____ Interim assmt. : ____/____/____ Final assmt. : ____/____/____ Yes/No Materials/Questions Instruction Criterion Initial assmt. Interim assmt. Final assmt.
1.	
2.	
3.	
4.	
5.	
6.	
7.	

assmt.: Assessment

Objectives	Target Behaviours	Explanations
	CHECKLIST	APPENDIX-2

Objectives	Target Behaviours	Explanations
Name and Surname of the Individual Academic Year Module Name Target Behaviours	: _____ Name of the Teacher : _____ / / Date : _____ Section No: _____ Initial assmt. Interim assmt. Final assmt. Initial assmt. Interim assmt. Materials/Questions Yes (+)/No (-) Yes (+)/No (-)	: _____ : _____ : _____ / / / : / / / : / / / Final assmt. Explanations Yes (+)/No (-)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Note: It may be prepared on a 3-, 4- or 5-point scale according to the skill to be measured.

Column 1	Column 2
RUBRIC	APPENDIX-3
Name and Surname of the Individual : _____ Date of Starting and Finishing the Education : ____/____/____ Date of Assessment : ____/____/____ Module - Section Name : ____/____/____ Objective/Target Behaviour :	
Performance Level and Descriptions	
Criteria Insufficient (3)	Moderate (2) Good (1)

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

x: Target behaviour aimed to be attained

+: Target behaviour attained

Section 3.1

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18
					PER FOR MAN CE R ECO RD F ORM											APP ENDI X-4	
Name and Surname of the Individual Date of Pre-As sessment	: ____ /____ /____ ____	: ____ ____ ____ ____ ____ ____				Name of the Teacher	Date of Final Assessment				: ____ /____ /____ ____		: ____ ____ ____ ____ ____ ____				
	Objective s	Assessment								Target Behaviour Number							
	Objective 1.1.1	Pre	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
		Final	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
	Objective 1.1.2	Pre	x	x	x	x	x										
		Final	+	+	+	+	+										
	Objective 1.1.3	Pre	x	x	x	x	x	x	x	x							
		Final	+	+	+	+	+	+	+								
	Objective 2.1.1	Pre	x	x	x	x	x	x	x	x	x	x					
		Final	+	+	+	+	+	+	+	+							
	Objective 2.1.2	Pre	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Final	+	+	+	+	+	+	+	+	+	+	+	+			
	Objective 3.1.1	Pre	x	x	x												
		Final	+	+	+												
	Objective 3.1.2	Pre	x	x													

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18
		Final	+	+													
	Objective 3.1.3	Pre	x	x													
		Final	+	+													

Note: The IEP Progress Monitoring Summary Form is filled in on the basis of the data obtained from the assessments carried out during the process of implementing the IEP, during instruction and at the end of instruction. The data included in this form are taken into consideration for the informal (rough) assessments to be carried out in the following academic year.

Section 1.2 (Section

Column 1	Column 2
	IEP PROGRESS MONITORING SUMMARY FORM APPENDIX-5
Name and Surname of the Individual Academic Year Date of Pre-Assessment Sections Modules Included in the Module	: _____ Name of the Teacher : _____ : _____/_____/_____ Date of Final Assessment : ____/____/_____ Target Behaviours Target Behaviours Target Behaviours Reasons for Objectives Aimed to be Taught Worked On Performed Not Attained Recommendations Non-Attainment Included in the IEP
	Objective 1.1.1
	Objective 1.1.2
Name) (Module Name) Module 1	Objective 1.1.3
	Objective 1.1.4
	Objective 1.2.1
Name)	Objective 1.2.2
(Module Name) Module 2 Section 2.1 (Section	Objective 2.1.1
Name)	Objective 2.1.2

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

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

Objectives	Target Behaviours	Explanations
	PORTFOLIO CHECKLIST	APPENDIX-6
Name and Surname of the Individual : _____ Academic Year : _____/_____ Works/Products	Name of the Module Private Educational Institution	Date : ____/____/_____ : _____ Guidance and Research Centre (GRC)
	Explanation	Explanation
The Individual's IEP		
IIP (Individual Instruction Programme)		

Objectives		Target Behaviours		Explanations	
IEP Progress Monitoring Summary Form (2 Copies)					
Performance Record Forms					
Sample IIP					
Sample Progress Monitoring Record Form					
Sample Progress Monitoring Graph					
Sample Measurement Tools (Tests)					
Samples of Homework Carried Out in the Instructional Process					
Samples of Worksheets Completed by the Individual in the Instructional Process					
Samples of Audio Recordings and Videos Containing the Individual's Work (May be Included Provided that Permission is Obtained from the Family)					
Column 1	Column 2	Column 3	Column 4	Column 5	
		PORTFOLIO RUBRIC		APPENDIX-7	
	Name-Surname of the Individual Date of Starting the Education Needs Improvement (1)	: _____ : _____ _____/_____ ____ EXPLANATION: This tool has been prepared for the purpose of assessing the portfolios in which the various products that our individuals have prepared according to the relevant module or modules during the academic year and the various measurement tools applied by teachers with regard to their instruction and development are brought together. In the scoring of the individual portfolios that have been prepared, score each of the criteria below by examining them separately. Moderate (2)	Date of Assessment Name of the Module Good (3)	: ____/____/____ : ____ ____ Very Good (4)	

Column 1	Column 2	Column 3	Column 4	Column 5
Content	Almost none of the works that should be present within the scope of Section 1, Section 2 and Section 3 are present in the portfolio. Only the individual's IEP is present. A record form and/or progress graphs showing the individual's progress are also not included.	The individual's IEP and Performance Record Form within the scope of Section 1 are present in the portfolio. The works that should be present within the scope of Section 2 and Section 3 are not included. A record form and/or progress graphs showing the individual's progress are partly present but provide very superficial information.	A significant portion of the works that should be present within the scope of Section 1, Section 2 and Section 3 are present in the portfolio. The sample products coincide with the information in the performance record form and a record form and/or progress graphs showing the individual's progress are included.	All of the works that should be present within the scope of Section 1, Section 2 and Section 3 are present in the portfolio. The sample products coincide with the information in the performance record form and a record form and/or progress graphs showing the individual's progress are included.
State of Attainment of the Objectives	When the products, the forms and the performance record form in the portfolio are examined, it is seen that none of the objectives determined prior to instruction have been attained or that only one or two of them have been attained.	When the products, the forms, the performance record form, etc. in the portfolio are examined, it is seen that approximately half of the objectives determined prior to instruction have been attained.	When the products, the forms, the performance record form, etc. in the portfolio are examined, it is seen that a significant portion of the objectives determined prior to instruction have been attained.	When the products, the performance record forms, etc. in the portfolio are examined, it is seen that the objectives determined prior to instruction have been fully attained.

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

Column 1	Column 2	Column 3	Column 4
The measurement tools placed in the portfolio as samples do not generally coincide with the individual's Measurement Tools objectives and with the target behaviours in the modules. In addition, they need to be improved in terms of technique (the properties and variety they should possess) and quality (content).	The measurement tools placed in the portfolio as samples generally coincide with the individual's objectives and with the target behaviours in the modules. However, they need to be improved in terms of quality (in terms of content).	Although the measurement tools placed in the portfolio as samples coincide with the individual's objectives and with the target behaviours in the modules, they need to be improved somewhat further in terms of technique (the properties and variety they should possess).	The measurement tools placed in the portfolio as samples have been prepared appropriately in terms of a broad scope, the number of questions, technique, etc. in such a way as to measure the individual's objectives and the target behaviours in the modules.
Reporting Progress No tool reflecting the individual's developmental process is present in the portfolio.	The sample record charts/graphs presented in the portfolio do not reflect the individual's developmental process. Or they are not fully related to the objectives.	Although the sample record charts/graphs presented in the portfolio generally reflect the individual's developmental process, they do not provide detailed information.	The sample record charts/graphs presented in the portfolio provide detailed information about the individual's performance.
Variety of Products Samples of only one type of the works carried out with regard to the individual's objectives have been given in the portfolio.	Samples of two or three types of the works carried out with regard to the individual's objectives are also present in the portfolio.	Samples of two or three types of the works carried out with regard to the individual's objectives are also present in the portfolio. The number of samples specific to the type is also at a sufficient level.	Various samples of the works carried out with regard to the individual's objectives (test samples, worksheets, videos, audio recordings, homework, activities) have been presented in the portfolio. The samples presented are both sufficient in number and reflect the individual's different characteristics in terms of quality.

Column 1	Column 2	Column 3	Column 4
The documents and products in the portfolio have been filed at random without being in accordance with Section 1, Section 2, Organisation Section 3. The file appears to be quite disorganised.	The documents and products in the portfolio have been filed in accordance with Section 1, but the other sections have been filed in a confused manner.	The documents and products in the portfolio have been filed appropriately according to Section 1 and Section 2 and are generally organised.	The documents and products in the portfolio have been filed in accordance with Section 1, Section 2, Section 3. The file is quite good in terms of organisation.

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

Column 1
Strengths of the File: Explanation
Aspects of the File That Need to be Improved:

SUPPORT EDUCATION PROGRAMME FOR INDIVIDUALS WITH AN INTELLECTUAL DISABILITY