



Examining the Perceptions of Student Teachers on the Difficulties Encountered in Special Education Nursery Schools in Türkiye

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Abstract

This study aims to examine the opinions of students studying in special education department as third-year students in Gaziantep University. They are attending 'Special Education Nursery Schools' to observe the training sessions to improve their teaching skills in those schools in the light of the 'School and Institution Experience in Special Education Course'. In this study, the researchers preferred to use semi-structured interview method with the help of phenomenological approach because of aiming to receive the participants' emotions and thoughts in depth. Ten students participated in this study who completed successfully 'School and Institution Experience in Special Education Course' with the help of the criterion sampling technique. The data was collected using semi-structured interview form developed by the researchers. The transcripts were analyzed with descriptive analysis technique. The findings raised from the study are as follows: 1. Children with special needs in nursery schools have difficulties such as lack of verbal language output and lower attention spans. 2. Immigrant children who are attending special education in nursery schools in Türkiye have also difficulties such as lack of phonetics of some letters like "h" and "v" because they use different language at home. 3. The children also face some difficulties such as peer rejection and difficulties for adoption with other students. 4. These children also have difficulties with the inability to adapt the environment to each type of disability, the inadequacy of materials, the inability to choose methods and techniques appropriate to individual differences, inadequacies of the preparation and implementation of individualized education plans, and lack of systematic measurement and evaluation.

Keywords: children with special needs; challenges in practicum; early childhood period; qualitative research; school and institution experience in special education course

1. Introduction

Early childhood is a critical period for the cognitive, language, motor, and social-emotional development of individuals. The fact that experiences in this period focus on

language acquisition, problem-solving skills, communication, and other life skills (Bahap Kudret, 2022) also highlights the importance of the education offered in early childhood. Early childhood education is also curical for individuals with special needs as well as individuals with typical development. In order to reduce the negative effects of disabilities in individuals with special needs and to prevent the emergence of other disabilities, special education provided in early childhood gains importance (Howard et al., 2010). Special education services provided during this period aim to maximize the learning and development opportunities of children with disabilities together with their peers and play a major role in supporting their potential (Guralnick, 2011; Odom et al., 2011). In addition to meeting the developmental needs of a child, accessibility to special education in the preschool period plays a critical role in terms of factors such as raising awareness of families, increasing teacher competencies, and social awareness (DEC/NAEYC, 2009). Based on this, it is stated that the number of special education nursery schools is increasing in Türkiye (Gönen et al., 2024). However, various difficulties are encountered in the provision of special education services in the pre-school period.

When the problems encountered in preschool special education are examined, factors such as special education student teachers' difficulties in implementing individualized programs suitable for different developmental levels of special education students, lack of materials, overcrowded classrooms, and insufficient family participation draw attention (Gönen et al., 2024; Özdoğru, 2021). A review study covering early childhood and addressing barriers to education for children with special needs worldwide revealed that weak school-family communication, negative attitudes, inadequate teacher training, and accessibility were among the main barriers (Bani Odeh & Lach, 2024). In addition to the special education student teachers' competence, the most important elements in preschool special education services include the physical and psychological environment of the school, the level of support from families, social prejudices, and it is stated that the neurophysiological characteristics of children directly affect their adaptation to the school environment. (Ribstun et al., 2025). Lack of school infrastructure, lack of professional help and resources, lack of adequate financial resources, difficulties in the preparation of individual education plans, educators' perceptions of inadequacy in special education, difficulties with behaviour management, lack of cooperation between parents, and institutions are also considered among the challenges faced in preschool special education (Recciha & Puig, 2011; Zabeli et al., 2020). In addition, it is stated that factors such as language differences between professionals, insufficient participation of families in processes such as individualized education program meetings, and deficiencies in policies and guidelines are also among the difficulties encountered in preschool education (Hardin et al., 2009). Other studies in the international literature also report chaotic situations, difficulties in understanding the child's special needs, and difficulties in communicating with colleagues and collaborators (Jacobson et al., 2025) when working with children with special needs in the preschool period. communication difficulties between children with special needs and their typically developing peers, and preschool teachers feeling inadequate in the education of children with special needs (Dan, 2019).

These difficulties encountered in preschool special education are on the rise due to the unique developmental needs of children with special needs. It is known that children with special needs require specialized interventions that differ significantly from those provided to typically developing students. Factors such as the lack of qualified personnel can directly affect the quality of services provided to children with special needs and can negatively impact their developmental outcomes. In order to effectively carry out special education in the preschool period and to make the educational environment physically and psychologically supportive, it is important to conduct in-depth studies on the difficulties encountered in this

period and to systematically reveal these difficulties. In this context, it is believed that the opinions of prospective special education student teachers who have made observations in these institutions will make important contributions to understanding these problems directly from the source. Based on this necessity, the aim of this study is to examine the opinions of third year students of the special education department who go to special education nursery schools for observations about the difficulties encountered in the education of children with special needs in early childhood.

2. Method

2.1. Design

This research was conducted with the phenomenology approach, which is one of the qualitative research methods. Qualitative research is defined as research conducted to reveal events, perspectives, and perceptions realistically and holistically in a natural environment through various data collection methods such as observation, interview, and document analysis (Yıldırım & Şimşek, 2016). In the phenomenology method, the focus is on the phenomena that are frequently encountered in daily life and mostly familiar, but for which there is no thoroughly and detailed conception (Yıldırım & Şimşek, 2016), and the aim is to reveal the experiences of individuals regarding these phenomena and the meanings they attribute to these experiences (Cresswell, 2007). In this study, phenomenological approach was preferred since it was aimed to reveal the experiences of third-year students of special education department about the difficulties encountered in the education of children with special needs in early childhood and the meanings they attributed to these experiences as a result of their observations in special education nursery schools within the scope of school and institution experience in special education course.

2.2. Study Group

The study group of this research was determined by a criterion sampling method, which is a purposive sampling method. In criterion sampling, it is to examine all situations that meet a predetermined set of criteria by using a list of criteria created before or created by the researcher. (Marshall & Rossman, 2014). In this study, the criteria has been determined as being a third year student in the department of special education, having taken the School and Institution Experience in Special Education Course, and going to special education nursery schools for observation. The study group consisted of 10 special education students, 9 female (90%) and 1 male (10%).

2.3. Data Collection Tools

In this study, a semi-structured interview form developed by the researchers was used as a data collection tool. Firstly, in order to develop a semi-structured interview form, pilot applications of the prepared form were carried out through interviews. Pilot applications were conducted with 4 student teachers, and they were excluded from the study. After the pilot applications, the opinions of 3 faculty members and 4 expert teachers working in the field of special education regarding the semi-structured interview form were taken, and the form was finalized by making the necessary corrections on the form based on these opinions. Then, the interviews were planned, and the implementation started. Prior to the interviews, the students were informed about the interview, and informed consent forms were obtained from the students. One-on-one and face-to-face interviews lasting approximately 35-42 minutes were conducted with the volunteer students.

In the interviews, the students were asked the questions in the semi-structured interview form; The question “As a special education department student who has made observations in

special education nursery schools within the scope of school and institution experience course in special education, what are your opinions about the difficulties encountered in the education of children with special needs in early childhood as a result of your observations?” was asked. Then, detailed data were collected from the student teachers using prompts within the scope of this basic question. These prompts included the difficulties encountered by teachers in communicating with students with special needs, difficulties encountered in teaching processes, and difficulties encountered in the use of individualized education programs.

2.4. Data Analysis

The data obtained in this study were analyzed using the descriptive analysis method. The descriptive analysis method involves combining similar data around certain concepts and themes in order to reach certain concepts and relationships that can explain the collected data, organizing and interpreting them in a way that the reader can understand better (Yıldırım & Şimşek, 2016). In this study, the descriptive analysis method was preferred since it was aimed to present student teachers’ views on the difficulties encountered in the special education nursery schools systematically around certain themes.

To ensure the reliability of this study, the data were coded by the second and third researchers. The reliability of the data analysis was calculated using the formula $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ (Miles & Huberman, 1994). In the calculation made using the formula, the average reliability between the coders was found to be 90.32%. Since the calculated reliability level was above 80%, the data analysis was considered reliable (Miles & Huberman, 1994).

3. Results

Table 1: Opinions on difficulties encountered in communication

Theme	Code	f	%
Difficulties encountered in communication	The child has no verbal language output and children's language skills differ	6	%60
	The child has limitations in eye contact and attention	4	%40
	Coexistence of children with different types of disabilities	2	%20
	Immigrant children using different languages	2	%20
	Inadequacy of teachers in sign language	1	%10

The codes related to the theme of difficulties encountered in communication in the education of students in special education nursery schools are as follows: the child has no verbal language output and children's language skills differ (6, 60%), the child has limitations in eye contact and attention (4, 40%), children with different types of disabilities are together (2, 20%), immigrant children use different languages (2, 20%), and teachers are insufficient in sign language (1, 10%). Student teachers stated that students in special education nursery schools are generally distracted during the lesson, have difficulty in making eye contact, in communicating with students who do not have verbal language output, in skills such as understanding instructions due to inadequacies in children's language skills, and in communicating due to teachers' inability to use sign language. Special education students with different types of disabilities are educated in the same environment, and therefore, the appropriate communication method for each student differs, and this is another challenge. In

addition, student teachers stated that migrant students have additional difficulties in communication due to the fact that they use different languages. Examples of student teachers' responses are presented below:

"...When a special education student's teacher talks to a special education student, there is no effective communication because the student cannot make eye contact, or when he is interested in something, he just wants to play with it." (ST5)

"Generally, problems in communication can occur when there is distraction during class time... Communication problems can also arise depending on disability's type. For example, students with ASD cannot make eye contact or understand gestures and facial expressions. This makes communication difficult." (ST8)

"Some special education students have a deficiency in language development or do not speak at all. This causes them not to understand the special education student teacher's instructions or causes difficulties when students try to express their needs and wants..." (ST9)

"...There are also refugee students in the classroom. Therefore, I observed that there are difficulties in communication due to the foreign language. Here, there are problems both because the native language of the special education student and the native language of the special education student teacher are different, and even if the student speaks Turkish, there may be problems in pronunciation. For example, immigrant children from Syria have problems with the pronunciation of letters such as "h" and 'v' and cannot be fully understood..." (ST10)

Table 2: Opinions on the difficulties encountered in peer communication

Theme	Code	f	%
Difficulties encountered in peer communication	Inadequate language and communication skills	5	%50
	Peer rejection and bullying	4	%40
	Characteristics related to the type of need making communication difficult	2	%20
	Behavioral and adaptation problems	2	%20

The codes related to the theme of difficulties encountered in peer communication of special education students in special education nursery schools are inadequacy in language and communication skills (5, 50%), peer rejection and bullying (4, 40%), characteristics related to the type of need making communication difficult (2, 20%), behavioural and adaptation problems (2, 10%). Student teachers stated that some stereotypical behaviours of children in special education nursery schools cause them to be excluded by their peers and cause them to experience bullying, especially students diagnosed with intellectual disability and ASD have difficulties in communicating with their peers due to inadequacies in language and communication skills, obsessive behaviours in children make it difficult for them to adapt, and these children have difficulties in communicating with their peers due to their difficulties in adapting to social rules. Examples of student teachers' responses are presented below:

"...Some stereotypical behaviors of children can lead to their exclusion by their peers. Or, due to their inadequacies, late learning, etc., can lead to ridicule and exclusion by their peers. In addition, some of them have very limited language skills. For example, some of

them have no verbal output at all. This, of course, makes peer communication difficult..." (ST1)

"I think children with inadequate language skills have more problems with others. For example, a child with speech delay cannot participate in games because they cannot express themselves or their wishes, or they may have conflicts with their peers..." (ST2)

"...There are children with obsessive behavior. Or there are children with other behavioral problems. Their peers usually don't want to get too close to them. Their social acceptance is hindered. They may have difficulty adapting." (ST6)

Table 3: The differences between educational elements

Tema	Kod		f	%
Difficulties encountered in educational components	Environment regulation	Inability to adapt the environment for each type of disability	4	%40
		The physical structure of the classroom is not suitable for children with special needs	4	%40
		Inappropriate positioning of materials in the environment	2	%20
	Material usage	Inadequacy of materials	6	%60
		Difficulty in developing and using materials appropriate to individual needs	4	%40
		Inadequate budget/resources allocated for materials	3	%30
		Difficulty in the safe use of materials	2	%20
		Inadequate assistive technologies	1	%10
	The use of teaching methods and techniques	Difficulty in selecting methods and techniques appropriate to individual differences	6	%60
		Short attention span	2	%20
		Difficulty in behavior management	1	%10
		Inadequate method and technical knowledge of special education student teachers	1	%10

The theme of difficulties encountered in teaching components in the education of special education students in special education nursery schools consists of environmental organization, use of materials, and use of teaching methods and techniques. The codes related to this theme are as follows: inability to adapt the environment for each type of disability (4, 40%), inappropriateness of the physical structure of the classroom for children with special needs (4, 40%), inappropriate positioning of materials in the environment (2, 20%), inadequacy of materials (6, 60%), difficulty in developing and using materials suitable for individual needs (4, 40%), insufficient budget/resources allocated to the material (3, 30%), difficulty in safe use of materials (2, 20%), insufficient assistive technologies (1, 10%), difficulty in selecting methods and techniques appropriate to individual differences (6, 60%),

short attention span (2, 20%), difficulty in behaviour management (1, 10%), and insufficient knowledge of teachers about methods and techniques (1, 10%). Student teachers stated that in special education nursery schools, there is no environment adaptation for each type of disability, materials are located in very high places, and some physical arrangements, such as acoustics and light, are inadequate. Similarly, they stated that there was not enough financial support for the provision of materials, that it was difficult to provide or develop materials for each type of disability, and that the materials were inadequate, and sometimes there were difficulties in the safe use of materials due to disabilities. In terms of the use of teaching methods and techniques, they stated that there may be difficulties in choosing the appropriate method and technique depending on the type of disability or individual differences, such as low attention span, insufficient readiness of students, or insufficient knowledge of special education student teachers about the necessary methods and techniques. Examples of student teachers' responses are presented below:

"...There can be problems when the environment is not suitable for the child's disability. For example, too many attention-grabbing activities or products hanging on the wall can distract the child... You need to be very careful when using the materials because children can put small materials in their mouths. Materials need to be selected accordingly..." (ST3)

"There were both students with intellectual disabilities and students with autism in the class. But the classroom was not adapted for a student with autism. This situation can cause problems when you look at it. For example, when the sound with acoustic problems echoes too much, the student with autism may be uncomfortable. Therefore, organizing the environment according to only one type of disability creates difficulties." (ST7)

"Failure to position the materials correctly in accordance with the individual differences of the students can make the education process difficult. For example, there is a student with visual impairment; the child has problems when the materials are too high... In terms of materials, there is a lack of budget and some material deficiencies. In addition, the process of preparing materials is time-consuming, and not all students can participate in the application... Since there are children with different special needs in the same class, a single teaching method may not be suitable for all students. This can make the education process difficult." (ST8)

Table 4: Difficulties encountered in the use of individualized education program

Theme	Code	f	%
Difficulties encountered in the use of IEP	Challenges in the implementation of IEP	5	%50
	IEP is not prepared in accordance with student characteristics	3	%30
	Failure to update IEP	2	%20

The codes related to the theme of difficulties encountered in the use of the individualized education plan in special education nursery schools are difficulties in the implementation of the IEP (5, 50%), not preparing the IEP in accordance with student characteristics (3, 30%), and not updating the IEP (2, 20%). Student teachers stated that IEPs could not be implemented systematically in special education nursery schools depending on the type and degree of disability and that from time to time trainings independent of IEPs could be conducted, that the objectives stated in IEPs could conflict with the characteristics of the students and the types of disability, that the time may not be sufficient to realize the objectives, and that the regular updating of IEPs according to the development of the student could be disrupted. Examples of student opinions are presented below:

"...no matter how much one tries to go simultaneously with the IEP, I don't think it can be implemented systematically due to the type and degree of disability or the individual differences of the student..." (ST1)

" The IEP should be regularly reviewed and updated according to the student's development. However, this process can be hindered due to busy schedules and a lack of resources. For example, when a student makes faster progress than expected, his/her IEP needs to be updated, but teachers and experts cannot do this on time." (ST4)

Table 5: Difficulties encountered in the measurement and evaluation process

Theme	Code	f	%
Difficulties encountered in the measurement and evaluation process	Lack of systematic measurement and evaluation	6	%60
	Objectives are not written in accordance with the student	3	%30
	Not teaching objectives appropriately	2	%20
	Measurement and evaluation is affected by instantaneous factors	2	%20

The codes related to the theme of the difficulties encountered in the measurement and evaluation process in special education nursery schools are, respectively, the lack of systematic measurement and evaluation (6, 60%), not writing the objectives appropriate for the student (3, 30%), not teaching the objectives appropriately (2, 20%), and measurement and evaluation being affected by instant factors (2, 20%). Student teachers stated that in the measurement and evaluation process in special education nursery schools, difficulties such as the inability to carry out a systematic measurement and evaluation depending on the evaluation tools, the inability to make the evaluation due to the lack of appropriate goals for the student in the IEP, and instant difficulties in the evaluation of the student due to external factors were encountered. Examples of student opinions are presented below:

"I see that special education student teachers and special education students do not work systematically during the assessment, and that the use of assessment tools is inadequate. The assessments are usually in the form of a rough assessment, and the practices we learn academically about the targeted outcome are not systematically applied." (ST2)

"...For some students, I have seen that the objectives in the IEP are not fully appropriate for the individual characteristics of the special education students and the type of disability. In this case, the inappropriately selected outcome may not produce correct results within the measurement and evaluation..." (ST7)

"Traditional assessment methods may not be appropriate for children with special needs. For example, a child with intellectual disabilities may not be able to fully understand instructions or respond within the given time. Therefore, the use of standardized tools may cause difficulties. Or children are not in the same state every day. When the measurement is made, when they are sick or sleep deprived, they may not show the targeted performance. There can be such momentary effects..." (ST10)

4. Discussion

As a result of this research, it can be seen that there are difficulties in communicating with students in special education nursery schools such as the lack of verbal language output in children and children's language skills differ, limitations in eye contact and attention, children with different types of disabilities being together, immigrant children using different

languages and special education student teachers' inadequacy in sign language. When the literature is examined, it is known that children with special needs in the preschool period have difficulties due to low attention span and difficulties in communicating with children with speech difficulties (Özdoğru, 2021). In another study, special education student teachers working in special education nursery schools stated that having students with different diagnoses and levels in the same classroom was a challenge (Gönen et al., 2024). The fact that children with special needs and their teachers use different languages is listed as a challenge faced in preschool education in previous studies (e.g., Hardin et al., 2009). In another study conducted in Türkiye, it was revealed that refugee students with special needs had difficulties in communication due to language differences (Sarı et al., 2024). At this point, although it can be said that the results of the research are consistent with the literature, all these findings show that the communication process in special education nursery schools involves multidimensional difficulties and that these difficulties are affected by both child and teacher-related factors. These findings reveal the importance of taking individual differences in educational environments and disseminating alternative methods (e.g., visual supports, sign language training) into account to support communication for special education teachers who are still in their undergraduate education.

Another result of the research is that special education students in special education nursery schools face difficulties in peer communication, such as inadequate language and communication skills, peer rejection and bullying, characteristics related to the type of requirement that make communication difficult, and behavioral and adaptation problems. A review of the literature reveals that individuals with special needs are at higher risk of bullying than their typically developing peers (Berchiatti et al., 2022). In addition, student teachers stated that children with special needs were affected by the behaviors of their peers as a result of their observations in preschool special education (Recchia & Puig, 2011). It is known that healthy communication with peers is as important for individuals with special needs as their typically developing peers and that peer acceptance has a positive effect on the self-perception of these students (Pijl & Frostad, 2010). At this point, it can be said that the results of the research provide information that will contribute to the literature, and in line with this information, it can be said that it reveals the importance of developing the skills of special education student teachers in developing peer communication and creating more diverse opportunities for children with special needs to establish relationships.

As a result of the research, it was found that in the education of students in special education nursery schools, difficulties such as inability to adapt the environment according to each type of disability in teaching components, inappropriateness of the physical structure of the classroom for children with special needs, inappropriate positioning of materials in the environment, inadequate materials, difficulty in developing and using materials appropriate to individual needs, inadequate budget/resources allocated to materials, difficulty in safe use of materials, inadequate assistive technologies, difficulty in choosing methods and techniques appropriate for individual differences, difficulty in behaviour management, and inadequate knowledge of special education student teachers' methods and techniques were encountered. When the literature is examined, it can be seen that there are difficulties in the education of children with special needs such as lack of knowledge of special education student teachers, lack of appropriate design of physical environments for special education students, lack of materials and materials not suitable for special education students, lack of technological devices, and behavioral and adaptation problems of special education students (Gönen et al., 2024). In another study, behavioral problems, low attention span, and lack of adequate materials suitable for the level of the student were listed among the difficulties encountered in preschool education of children with special needs (Özdoğru, 2021). In line with the

experiences of special education teachers, material insufficiency in the education of individuals with special needs is also emphasized in different studies (Erçapan et al., 2024). Difficulties in accessing materials and assistive technologies can directly affect the learning opportunities of children with special needs and reduce the effectiveness of the teaching process (Alquraini & Gut, 2012). The lack of environmental arrangements sensitive to individual needs in special education classrooms, inadequacy of instructional materials, and limitations in special education student teachers' material development skills are also found in the international literature (Odom et al., 2011). These findings reveal the importance of reorganizing teaching environments in a way that is sensitive to all types of disabilities and the importance of continuous in-service training for teachers in this field.

In the study, it was concluded that in the use of the individualized education programs in special education nursery schools, there may be problems in the implementation of the IEP, difficulties in the preparation of the IEP in accordance with student characteristics, and difficulties such as not updating the IEP. In addition, it is seen that there are difficulties in the measurement and evaluation process in special education nursery schools, such as the lack of systematic measurement and evaluation, not writing the objectives appropriate for the student, not teaching the objectives appropriately, and the measurement and evaluation being affected by instantaneous factors. When the literature was examined, it was stated that during the preparation process of IEPs, difficulties were encountered, such as the fact that the goals and content were not appropriate for the child's needs, diagnosis, level and individual characteristics, and that schools implemented plans without getting to know the child (Güleç-Aslan et al., 2022). In another study, it was emphasized that teachers lacked knowledge about preparing functional IEPs according to the needs and characteristics of students (Çıkılı et al., 2020). In addition, systematic evaluation problems and difficulties related to IEP preparation for students with special needs in the preschool period are included in the literature (Yıldız, 2024). Although all these findings are consistent with the results of the study, they reveal that IEP preparation and evaluation processes in special education nursery schools need to be improved in terms of both teacher competencies and implementation practices.

5. Conclusion and Suggestions

This study revealed that special education nursery schools face various difficulties in the areas of communication, peer interaction, teaching process, use of materials, IEP practices, and assessment and evaluation. The results obtained from the research are as follows:

1. Language differences between students, limitations in eye contact and attention, and teachers' lack of sign language make effective communication difficult.
2. In peer relations, problems such as inadequate communication skills, peer rejection, and bullying come to the fore.
3. In addition, inadequate teaching environments, lack of appropriate materials, difficult selection of methods appropriate to individual differences, and limited use of assistive technologies negatively affect the teaching process.
4. The lack of appropriate planning for special education student characteristics in IEP preparation and implementation processes and the lack of a systematic evaluation process are other problems that draw attention.

Suggestions have been developed within the framework of these results:

1. In order for special education teacher candidates to gain knowledge and skills in different communication methods (e.g., alternative and augmentative communication, sign language, picture-based systems), the number of theoretical

and practical courses and training programmes on these topics in special education teacher training programmes at universities can be increased. Special education teacher candidates can be provided with practical training on language differences and alternative communication strategies.

2. In order for special education teacher candidates to gain practical knowledge about group activities, play-based approaches, and social skills training that support peer relationships among students with special needs, and to learn strategies that will increase interaction among children, theoretical and practical courses can be offered in relevant university programmes. Various training programmes can be organised, and special education teacher candidates can be provided with opportunities to gain experience in developing peer relationships through internships, such as institutional experience and teaching practice courses. In addition, with the cooperation of relevant ministries and administrations, social skills training can be systematically incorporated into the curricula of special education preschools in order to reduce peer rejection and bullying. Peer-mediated interventions that enhance communication between children with special needs and their peers, as well as positive behavioural support and classroom management strategies to reduce behavioural and adjustment problems, can be taught to special education teacher candidates.
3. By increasing the number of theoretical and practical courses and activities related to material design in special education for special education teacher candidates, difficulties related to material inadequacies in the educational processes of students in special education preschools can be eliminated. University special education teacher training programmes could include more content on topics such as classroom environment design, accessibility, and acoustics for children with special needs. Prospective teachers could be given lessons and training on differentiated teaching methods. In addition, budgets could be allocated at the ministerial and local government levels to increase the accessibility of assistive technologies in special education nursery schools.
4. Considering the findings obtained in the current study, special education teacher candidates, who are one of the stakeholders who will take part in the IEP team of students in special education nursery schools, can be given training on IEP preparation and implementation processes, and arrangements can be made for them to implement more on this issue in practice.
5. It is recommended that students of special education departments gain experience in solving the difficulties that may be encountered by providing more practice in special education nursery schools within the scope of application courses, such as the “School and Institution Experience in Special Education” course.

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