**DETERMINING THE NEEDS OF PRE-SCHOOL TEACHERS RELATING TO THE SPECIAL EDUCATION PROCESS**

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Development of children with special needs in pre-school years, which is very important / critical for the development of children, cannot be supported and the expected benefits of special education processes cannot be provided. This research aims to determine the needs of pre-school teachers related to the special education process.

In this research, qualitative research method was used. For this purpose, in the study, an “Interview form for determining the needs of pre-school teachers relating to special education” developed by the researchers was applied. 22 pre-school teachers working in Antalya participated in the research.

The data was analyzed with content analysis.  
According to the findings, pre-school teachers stated that they did not perform activities in preparation for integration of special needs students enrolled in their classes, their families, and other students in the class. Also, they said that they do not have in-depth knowledge about the inclusion practices and children with disabilities, do not perform effective collaboration with parents, fail to prepare individualized education plans for children with disability and fail to support the education process of the child. Finally, they stated that they were constantly stuck in ethical dilemma because they could not evaluate the child's education process and did not know the ethical principles in special education processes.

Keywords: needs; preschool teacher; special education; special needs; qualitative research