

Teachers' Views on Educating Children with Communication, Language and Speech disorders

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Abstract

This study aims to examine teachers' views about the difficulties they face in communication, language and speech education of special needs children, and whereby contribute to its quality. The study group comprised 20 class, subject and special education teachers who agreed to participate in the research. The qualitative method of a case study was utilized in this research, and the data were collected via a semi-structured interview form. In order to draw qualitative conclusions, the participants' responses to open-ended questions were examined by experts. Research data were obtained in the fall semester of the 2019-2020 academic year. Participants' views were grouped under six main themes: "Prepared Environment for Language Acquisition," "Natural Interaction Environment," "Importance of a Supportive Family Environment," "Importance of Activity-Based Programs," "Effect of Technology Use in Education" and "Availability of Support Services." Accordingly, the teachers' views mainly focused on providing quality support services to teachers and children. It was also stated that teachers needed education about preparing activities according to communication, language and speech disorders in children and the effective use of technology.

Key words: communication; language; speech; teacher training.

Introduction

Some children face communication, language or speech disorders of different types and levels due to factors that occur before, during or after birth. Various countries have implemented different regulations regarding special education according to their own needs. The Turkish model of special education relies primarily on the integration of children with special needs into the regular classroom structure rather than on early intervention (Eurydice, 2018; Special Education Services Regulation, 2018a;

Ministry of National Education 2023 Vision Statement, 2018b; Sucuoglu & Kargin, 2006, UNESCO, 2019).

There are some variables that must be considered while creating special education curricula: students' level of academic and social development, type and level of disability, whether children received early childhood education, their current performance and familial, social and environmental characteristics (Diken & Batu, 2010; Pistav Akmese & Kayhan, 2017; Sucuoglu & Kargin, 2006). Inclusion is not all about placing special-needs students in regular classrooms. Every child has the right to equal education, so we need to place children with special needs (e.g., communication, language and speech disorders, Down syndrome, hearing loss, autism, etc.) in restrictive environments. Inclusion is based on the assumption that all children can learn (Messiou, 2017). In inclusion, children with special needs are a part of a heterogeneous group and gain experience about collaboration and peer education. Inclusion contributes to social and problem-solving skills of all students, not only those with special needs (Kefallinou et al., 2020). Inclusion positively affects students' communication, language and speech skills, participation in class and relationships with peers, as well as their academic performance. King and Ryan (2019) reported that students with language learning disorders demonstrated increased social development and language skills when they received inclusive education with their peers. For these reasons, inclusion in education should be applied for children with special needs. Furthermore, teachers should be knowledgeable about communication, language and speech development in order to support the inclusion of these children adequately.

Children learn languages faster in the period of early childhood, but their first educational setting is the family. Therefore, family-related variables like the family's interaction quality or socioeconomic status significantly influence children's communication and language development (Schwab & Lew-Williams, 2016). It was stated that children who are exposed to high-quality interaction in families with higher socioeconomic status had more efficient language experiences (Morgan et al., 2015). Teachers are the main actors of cooperation throughout the educational process, which must take the student's parents and peer groups into account (Pistav Akmese, 2018; Pistav Akmese & Acarlar, 2016). According to previous studies, the method for teaching communication skills to children with communication disorders should be based on the existing level and nature of the disability (American Speech-Language-Hearing Association, 1996; 2002). For this reason, it is important for special education personnel to be aware of and use evidence-based practices in order to determine the child's current performance correctly (Diken & Kalayci, 2019). School programs should include educational regulations that provide equal opportunities for all students. These opportunities should contribute to communication, language and speech skills that support academic success and physical development. Research shows that children who are given enough speech opportunities show higher performance in communication, language and speech than their peers who have had fewer communication opportunities (Hall, 2016). To

enable natural interactions with children in supportive family environments and thus support their language development, parents and teachers need to implement validated activities, that is, evidence-based methods (Diken & Kalayci, 2019; Kaderavek et al., 2019; van Kleeck et al., 2006).

The main aim of this study is to determine what teachers know and need for more effective teaching. The gap between expertise and knowledge required to support special-needs children and what currently exists is among the most important issues. If we can determine the knowledge teachers need to teach students with communication, language and speech disorders successfully, they can be provided appropriate training. Inclusion considers securing support services for both teachers and students as an obligation. Thus, determining the vocational training needs of teachers is crucial. Given the central role of special education teachers in facilitating the development of communication, language and speech skills of the target student population, the present study aims to investigate the views of these teachers on the following issues:

- 1 What do teachers think about the educational services provided in teaching communication, language and speech to children with disorders in the mentioned areas?
 - a What are the specific preparation activities teachers undertake before class?
 - b How sufficient are the general preparation steps undertaken by schools in support of students with communication, language and speech difficulties?
- 2 What are the problems teachers face in supporting communication, language and speaking skills of children with relevant disorders, and what do teachers think about the causes of these problems?
- 3 What are teachers' suggestions for increasing the quality of services provided in communication, language and speech education?

Methods

Semi-structured interview forms (Appendix 1) were administered to 20 special education teachers. Participants' responses to open-ended questions were examined by experts to draw qualitative conclusions. The research data were collected in the fall semester of the 2019-2020 academic year, and no data related to the research had been published before.

Research design

This study was structured as a case study, a well-known qualitative research method (Bogdan & Biklen, 2007). The sample included special education teachers who agreed to participate in the research. The survey form contained questions related to demographic characteristics as well as questions on communication, language development, verbal skills and education of students with language disabilities (Akay et al., 2014; Creswell & Guetterman, 2019).

Research sample

The sample consisted of teachers working with children with communication, language and speech disorders. Participants' demographic characteristics are presented in Table 1.

Table 1
Participants' demographic characteristics (N: 20)

Variables	Mean±SD	Min-Max.
Age	40.40±6.75	28-54
Teaching experience (years)	15.20±7.27	4-35
Classroom size	5.59±3.06	2-12
Sex	F	%
Female	17	85
Male	3	15
Undergraduate program		
Teaching mentally disabled children	4	20
Teaching children with impaired hearing	2	10
Primary School Teaching	8	40
Other (biology, geography, educational sciences, engineering, finance)	6	30
Whether they attended communication, language or speech courses		
Yes	6	30
No	12	60
Unspecified	2	10
Whether they attended in-service training about communication, language or speech		
Yes	2	10
No	18	90
General socioeconomic status of the regions where schools are situated		
Average	10	50
Below average	6	30
Low	4	20
The organization where they work		
Special education class	17	85
Special education center	2	10
Counselling Research Center (CRC)	1	5
Information source for communication, language and speech education		
Books and the Internet	11	55
Books and experts	5	25
Books, experts and the Internet	4	20

As can be inferred from Table 1, participants' age varied between 28-54 years, and they had 4 to 35 years of work experience. Twenty percent of the participants were specifically trained to teach the mentally disabled, 40% were trained as classroom teachers

and 30% graduated from other departments. Only six teachers attended language and speech courses during their undergraduate education. It is also worth noting that only two teachers attended in-service training on communication, language and speech. Half of the teachers work in schools in regions with average socioeconomic levels, while the other half work in regions with below-average or low socioeconomic levels. Insufficient number of special education teachers in Turkey prompts the observation of a discrepancy between the fields teachers graduated in and their undergraduate programs. In this regard, the Ministry of National Education (MNE) offers a 600-hour special education certificate program to different undergraduates. By obtaining this certificate, teachers are deemed competent to educate children with communication, language and speech disorders. The main goal of this research is to investigate the views of teachers who work with children with communication, language and speech disorders. In order to include a greater number of teachers in the sample, we interviewed both special education graduates and teachers with different undergraduate degrees, as well as teachers who acquired special education certificates.

Research instruments and procedures

The interviews were conducted using the 21-item interview form given in the Appendix. This qualitative-design study focused on participants' views and experiences. Data were collected using the semi-structured interview technique. To ensure that the participants expressed themselves more clearly, the interview questions were developed by three experts in the fields of qualitative research and communication, language and speech (Bogdan & Biklen, 2007; Ergenekon, 2007).

Each interview was conducted in a single session of about 25-30 minutes, using the 21-item semi-structured interview form. The questions were open-ended, subject-oriented and intelligible (Ergenekon, 2007). In addition, attention was paid to ethical rules such as confidentiality, informed consent and anonymity. For this purpose, all participants were provided with information about the purpose of the research before obtaining their informed consent. Besides, before including participants' views in the study, they approved the transcripts. Some sample questions from the interview form are given in Table 2.

Table 2
Sample questions from the semi-structured interview form

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- 4 What do you think about individualized special education in the field of communication, language and speech skills for children with disorders in the mentioned areas?
 - 5 What are your opinions about the communication between parents and their children with communication, language and speech disorders? Answer in terms of duration, quality and interaction.
 - 21 What kind of activities do you recommend to support the communication, language and speech skills of children with disorders in the mentioned areas?
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Data analysis

The data were written descriptively in a word document. The similarities and differences were examined by two qualitative research experts, extracting the codes which were then grouped into thematic categories according to their meaning (Elo & Kyngas, 2008). Two researchers processed the data with the descriptive analysis technique in NVivo software. The overlap between the scores assigned by the two researchers was calculated at 90%.

Results

Teachers who participated in the study were coded as T1 to T20 to keep their anonymity.

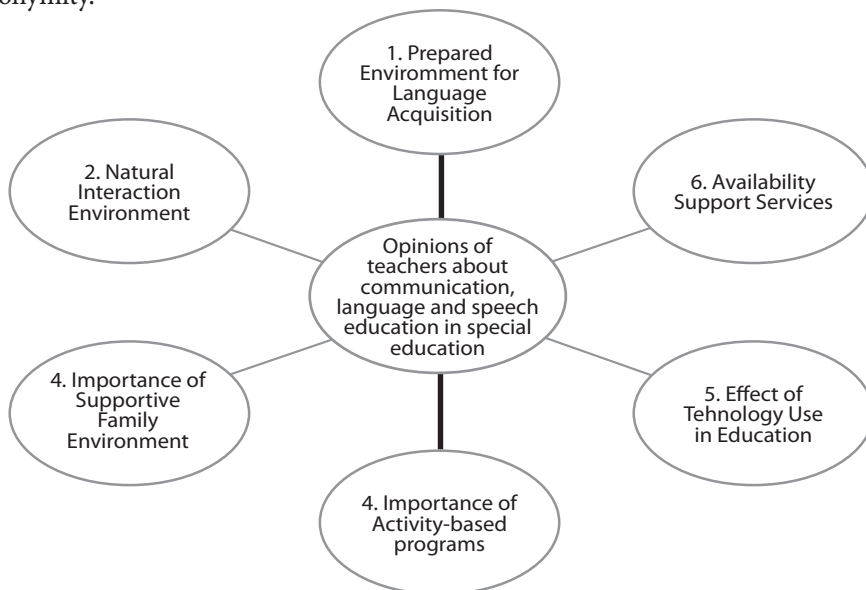


Figure 1. Main themes

As seen in Figure 1, the analysis yielded six main themes: “*Prepared Environment for Language Acquisition*,” “*Natural Interaction Environment*,” “*Importance of a Supportive Family Environment*,” “*Importance of Activity-Based Programs*,” “*Effect of Tehnology Use in Education*” and “*Availability of Support Services*.” Table 3 presents the themes, further divided into 12 sub-themes and 36 categories. It should be noted that some participants’ views fell under more than one theme or sub-theme.

As seen in Table 3, six main themes were determined from the analysis of participants’ views. Nineteen teachers favoured the presence of “*Prepared Environment for Language Acquisition*” in the classroom (1st and 2nd question). In response to the questions about the acquisition of primary communication, language and speech skills, teachers overwhelmingly favored the presence of a rich stimulating environment, the use of repetition and personal interaction with the children.

Table 3
Themes and sub-themes from data analysis

Themes and sub-themes	Number of Mentions
1. Prepared Environment for Language Acquisition	19
1.1. Correct diagnosis and detailed assessment of language acquisition problems	19
1.2. Suitability of language acquisition environment in early childhood	15
2. Natural Interaction Environment	17
2.1. Quality of stimuli	17
2.2. Peer interaction during spontaneous and structured play	10
3. Importance of Supportive Family Environment	18
3.1. Acceptance of disability by the family	17
3.2. Family-mediated language support	15
4. Importance of Activity-Based Programs	18
4.1. Quality of school-mediated language support activities	13
4.2. Assessment and continued adjustment for language development activities	14
5. Effect of Technology Use in Education	15
5.1. Use of alternative language support systems when needed	6
5.2. Use of mass media in language teaching and acquisition	11
6. Availability of Support Services	19
6.1. Support provided to teachers and students	18
6.2. Problems in inter-disciplinary cooperation	16
Total	277

Responses of seventeen teachers to questions in the category “*Natural Interaction Environment*” (3rd, 7th, 8th, 12th, 17th and 18th question) yielded some subthemes. They are as follows: the use of games in school and home environments; openness to communication; the importance of early childhood education; learning by example during educational games; use of physical materials, models and toys to facilitate the natural learning process.

The views of 18 teachers fell under the theme “*Importance of a Supportive Family Environment*” (5th, 6th and 15th question). Some important topics of this theme were as follows: quality of communication between experts and the family, early diagnosis, acceptance of the child’s disability by the family and the amount of social support provided by both the state and extended family. Most teachers (18) stated positive opinions about the importance of activity-based intervention, while two participants emphasized the primacy of family-based intervention over teacher-led activities (9th, 10th and 16th question). The theme “*Importance of Activity-Based Programs*” mentioned that in-service training provided to teachers should be activity-based and designed in the workshop format rather than as a seminar or lecture. Furthermore, teachers expressed a desire for in-service training based on the experiences of other teachers. Some participants also expressed a desire to receive in-service training customized to their needs and specific disabilities they deal with.

Another common desire was access to relevant publications. The views of 15 teachers that fell under “*Effect of Technology Use in Education*” theme (13th and 14th question)

focused on the use of augmentative communication methods, effects of mass media and the time spent by parents watching educational television programs with children. Teachers generally stated that mass media had a positive effect on language acquisition. They also thought that social media had a positive effect on parents' awareness and approach. The availability of social media support groups and expert-led online workshops that are geared towards parents' needs was regarded as a positive influence.

The views of 19 teachers fell under "*Availability of Support Services*" theme (4th, 11th, 19th, 20th and 21st question). The prominent topics of this theme were as follows: availability of support provided to teachers and students, and opinions about the cooperation of speech and language therapists with health and education personnel in the process of raising the quality of support for disabled children. The remainder of this article presents detailed participants' views in themes and sub-themes.

Prepared Environment for Language Acquisition

Most of the participants (except T1) indicated the importance of early language acquisition based on the correct diagnosis of communication, language or speech disorders. It was particularly emphasized that increasing the stimuli in a prepared environment for language acquisition, and implementing games, puppets and role-playing activities contributed to children's interaction with parents, teachers and peers. It was also stated that although teachers had comprehensive knowledge about the stages of normal communication and language development, they still needed expert support in assessing and supporting the communication, language and speech development of children with relevant disorders. Drawing attention to early education and diagnostic assessment in language development, participants emphasized the effects of observation, imitation, listening skills, joint attention, the family's influence and language acquisition in the process. An excerpt from the interview with special education teacher T6 is, "*The child learns through imitation. S/he utters sounds and syllables by imitating them. Then s/he gets to the stage of interpretation. The family has a significant role because it is the child's first teacher. Critical (language acquisition) periods are highly significant.*"

Natural Interaction Environment

In the second sub-theme, "*Natural Interaction Environment*," eight teachers expressed their views (T5, T7, T12, T16, T14, T17, T18 and T20) and mentioned the importance of natural environment in language development, with different but related variables such as peers in the same age group, family game opportunities, use of materials, early education, and the availability of support services. Concerning the age range to support communication skills, T18 stated, "*Early childhood is important. If the child does not learn how to talk in this period, s/he will have serious problems later.*" He also made the following statement about how children with communication, language and speech disorders start and continue communication in his classroom, "*They wait for*

the other person to speak first. They start by answering the question 'How are you?'" T18 and T10 stated that these children communicate to play games.

The teachers said that in they usually communicate with such children individually. Some sample excerpts from the interviews are as follows:

"They answer questions one by one." (T18)

"It is easier for children to communicate while playing a game; although we sometimes do not realize it, they communicate with each other more easily (during a game)." (T10)

Importance of a Supportive Family Environment

Teachers whose views fell under "*Importance of a Supportive Family Environment*" theme emphasized the following factors as important: communication between parents and children, educationally appropriate use of media, frequency of social interaction and parents' education levels, employment status and involvement in their children's education. Some participants stated that parents sometimes fail to support their children with communication, language and speech disorders because of stress, anxiety, frustration or social stigma. They usually focus on what the child cannot do and lower their expectations. According to the participants, schools are more supportive in this regard than some parents. Some teachers also stated that parents needed education about their children's communication, language and speech disorders and specific actions they should take or avoid in order to support their children's development successfully. Regarding the communication process of children with communication, language and speech disorders, T2 stated, "*Parents think that they communicate in a good way with their children by fulfilling all their demands, but this is not true. Mutual interest and communication where parties take turns to speak and listen are essential.*"

Importance of Activity-Based Programs

Some participants complained about insufficient education on classroom activities appropriate for children with communication, language and speech disorders, leading to the "*Importance of Activity-Based Programs*" theme. All the participants believed there were few examples about how to make educational adaptations in common classroom activities since they dealt with various levels and types of disabilities. Teachers (T5, T6, T8 and T9) mentioned that the current syllabi that focus on communication and assessment did not consider individual differences. Some sample excerpts from the interviews are as follows:

"Communication is an essential factor for learning." (T5)

"Communication and learning are mutually connected. If there is strong communication, learning becomes easier and more effective." (T8)

Effect of Technology Use in Education

In "*Effect of Technology Use in Education*" theme, the teachers stated that social media and the Internet were both effective tools for developing awareness in the community

and providing families with example interaction videos. They do caution, however, against the dangers of incorrect or harmful exemplary videos, which also spread in this manner, and express a need for access to a validated collection of correct example videos they could recommend to the parents. Fifteen participants stated that social media had a positive effect. For example, T20 stated, “*Visual communication tools are attractive as they are colorful and different.*” On the other hand, some teachers stated negative opinions:

“*Children usually end up mimicking cartoon characters. They are important for children as they watch them a lot in their daily life (instead of communicating).*” (T2)

“*I think visual media has negative effects. Children would rather play computer games than communicate.*” (T5)

Availability of Support Services

The sixth and last theme to emerge from the interviews was “*Availability of Support Services.*” Teachers underlined problems regarding both the availability of support services and the lack of interdisciplinary cooperation in supporting children with communication, language and speech disorders. Specifically, some participants complained about the lack of communication among various experts working with children. They stated that they did not have any knowledge of or communication with doctors, audiologists or speech and language therapists working with the student and the family. Even though the related laws require collaboration between experts working with such children, the lack of collaboration continues to prevent children from getting effective help in communication and language development. Some teachers stated negative opinions about the quality and efficiency of communication support services. Some sample excerpts from the interviews are as follows:

“*Support services are insufficient. Children cannot receive sufficient education since there are not enough speech and language therapists.*” (T18)

“*I believe that children should attend special education schools (institutions) because they are better at paying individualized attention to the needs of the students and developing Individualized Education Plans (IEPs). Experts and teachers in these schools work collectively and act together for the benefit of the child.*” (T17)

Discussion and conclusion

The assessment of overall participants' views leads to the conclusion that communication, language and speech skills cannot be taught in a way that excludes the family and the social environment. While each individual forms a natural interaction with their environment to obtain information by reacting to visual, physical and auditory stimuli (Kaderavek et al., 2019), children with communication difficulties require a supportive environment that facilitates frequent and quality interaction with parents and other children in order for them to fully realise their potential. The environment needs

to address common difficulties that these children generally face in each phase of communication, such as properly initiating, continuing and ending conversations in accordance with the context. Participants' views express three main issues presented further in the paper.

Importance of early diagnosis and education

According to the results of the research conducted by the National Institute on Deafness and Other Communication Disorders, identifying communication, language and speech disorders in the early period and providing suitable training ensure that these children make significant progress and experience fewer communication, language and speech disorders in adulthood. Thus, for healthy language development, it is important to raise awareness in parents starting before birth and to assess whether any disabilities exist in the baby's auditory or other senses (National Institute on Deafness and Other Communication Disorders, 2017).

Once the problems are identified, it becomes necessary to support children and parents through both health services and specialized education. In addition, family physicians should refer parents to appropriate therapists, specialists and educators. Educators (such as early childhood education specialists, speech and language therapists or psychologists) need to guide parents in creating an environment that facilitates language acquisition if suited to the needs of the child. Children who are not exposed to a quality environment for language acquisition, especially in the early childhood period, or children with special needs (e.g., communication, language or speech disorders, Down's syndrome, hearing loss, autism, etc.) need to work with teachers who are well-trained in supporting the development of communication, language and speech skills in the relevant age group. If their needs are not addressed, children with special communication needs tend to avoid contact, not use language and become uncommunicative.

When these children start school, teachers need to encourage them and support their communication, language use and speaking via evidence-based practices (Justice et al., 2008). It is vital for the child to receive support both from the family and education specialists in early childhood (0-6 years, before the beginning of formal education).

Importance of a supportive environment

Once children with special communication needs enter the classroom, a much larger burden falls on both the class and special education teacher in supporting their development as well as integration with the rest of the class. Although parental support remains important, teachers become the main providers of a supportive school environment based on the needs of these children. A very effective tool to support children with special needs is activity-based programs in which children interact with their peers in a structured way. Another important takeaway from the interviews is the importance of tailoring communication according to understanding

levels of special-needs children. There is a need for the Individualized Education Plans (IEPs) implemented by teachers to be developed by a qualified team of experts. Furthermore, the importance of teachers' professional knowledge, skills and practices and quality educational regulations for the development of communication, language and speech skills in the school environment must be recognised (Akay et al., 2014; Diken & Batu, 2010; Kayhan, 2016; Pistav Akmese, 2018). Ebbels et al. (2017) point to the need of using holistic assessment strategies when evaluating and creating curricula for special-needs children, considering their sociodemographic characteristics, access to resources, linguistic background of the family and specific academic and behavioural issues that the child might experience. A study by Morgan et al. (2015) on the relationship between socioeconomic levels of families and children's language development, wherein they specifically examined whether 24-month-old children's oral vocabulary predicted their academic performance and behaviour at the age of 60 months, showed that family stress levels and socioeconomic characteristics partially predict children's expressive language skills.

In other respects, studies show that very few teachers can use evidence-based practices and strategies related to communication, language and speech education, including the preschool period. The gap between the required expertise and knowledge for aiding such children and what currently exists leads to the third and most important point: the importance of a supportive environment for teachers.

The importance of a supportive environment for teachers

The most important result that emerged from the current study is that most teachers feel the lack of support from parents, school and the education system in general. Regarding parental support, it is important that parents accept their child's disability and be willing to collaborate with teachers, school and other experts supporting the development of their child. Schools, on the other hand, can support teachers by limiting the number of students in the classroom, enabling teachers to access materials and customize educational material to children's needs, providing in-service education and, most importantly, ensuring collaboration between the teachers and experts such as audiologists, speech and language therapists and psychologists.

At this point, support from the education system itself is the most significant. The views of the teachers who participated in the study support this finding: they need expert support in choosing appropriate strategies and materials, planning the lessons and assessing the child's developmental level. Although speech and language therapists and teachers have general knowledge about students with communication, language and speech disorders, the biggest handicap is the lack of specialized professional knowledge and education (Dockrell et al., 2017).

While teachers are well aware of different strategies and curricula required for different types and levels of disabilities, they have more trouble finding materials and examples (especially videos) as education becomes more specialized (Kayhan, 2016).

Another important finding of this study overlaps with the literature. A vast majority of prospective teachers emphasized the importance of pre-vocational education, similar to the findings of Pistav Akmese and Kayhan (2017). The participants in their research stated that if they graduated by gaining competencies related to communication, language and speech skills, they would be successful in developing activity-based education plans and supporting children's communication skills with the right methods.

Our participants generally agreed that technology was a positive factor in supporting the education of children with communication, language and speech disorders, and they expressed a desire to use technology more effectively. The use of educational technology at schools, teaching activities on digital platforms, educational data mining and the use of assistive technology can be taught to teacher candidates in the special education field. Some participants specifically pointed to the usefulness of online videos that dramatize interaction scenarios for children with special education needs, especially those tailored to the children's specific needs.

In summary, the education system should create a well-developed network of both offline (books, experts, mechanisms to connect schools with experts, in-service training sessions) and online resources (example interaction videos, training guides, etc.) to support all teachers in the country, as well as steer the legal framework into allowing and encouraging both teachers and parents to utilize such resources. To this end, the education system should train and hire experts to create a body of knowledge encompassing curricula and videos designed to fulfil the needs of children with communication, language and speech disorders.

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Appendix II: Original questions posed to the teachers (English)

Q-1 In your opinion, how do children learn a language? What variables influence language learning? Answer by considering the role of the child, their family and environment in this process.

Q-2 Why is it important to acquire communication skills in childhood?

Q-3 Why are communication, language and speech skills often associated with childhood?

Q-4 Do you find out-of-school support education practices for special-needs children to be sufficient for gaining communication skills and language development? What are your opinions on this?

Q-5 How do you evaluate the preferences of adults (parents, teachers etc.) regarding communicating with children today? Answer in terms of duration, quality and interaction.

Q-6 In your opinion, how can parents support their children's communication, language and speech skills?

Q-7 Considering the experiences of children in the age group you work with about starting communication, could you tell us how they initiate conversations in the classroom?

Q-8 What do you think about the processes of communication and involvement in children in the age group you work with? What characteristics most affect these behaviors in children?

Q-9 What are your thoughts on the relationship between communication and learning?

Q-10 In your opinion, what are the characteristics of activities that will contribute to the language development of children in educational environments?

Q-11 In your opinion, what are the characteristics of an educational environment where communication, language, and speech skills are supported? Answer in terms of physical arrangements, curricula, teachers, and peer relations.

Q-12 What are your opinions about the effects of attending school on the learning experiences of special-needs children? To what extent can the quality of peer interaction contribute to the language development and communication skills of special-needs children?

Q-13 Do children in the age group you work with have imaginary heroes or playmates that they prefer to communicate with? In your opinion, what variables most affect these preferences?

Q-14 What is your opinion about the relationship between mass media and the communication processes of children?

Q-15 In your opinion, what are the duties of families to support the competence of their children in terms of meaning, vocabulary, and language use in social life? What are your suggestions in this regard?

Q-16 What are your suggestions for arrangements in preschool and primary school curricula to develop communication, language, and speech skills?

Q-17) In your class, what is the level of participation of your inclusion student in language activities?

Q-18) What is your approach to improve the participation of your inclusion student in language activities?

Q-19) Considering the characteristics of the children in the age group you work with, what types of activities do you use most in language development and speech?

Q-20) What difficulties do you experience in supporting the development of communication, language, and speech skills in special-needs children?

Q-21) What types of support should teachers receive to improve children's communication, language, and speech skills? What are your suggestions in this regard?

Stavovi učitelja o obrazovanju djece s komunikacijskim i jezično-govornim teškoćama

Sažetak

Ovo istraživanje imalo je cilj ispitati stavove učitelja o teškoćama s kojima se susreću u obrazovanju djece s jezično-govornim poremećajima. Ovim se istraživanjem stoga nastojalo doprinijeti kvaliteti obrazovanja u području komunikacije, jezika i govora. Grupa ispitanika obuhvatila je ukupno 20 učitelja razredne, predmetne nastave i specijalnih pedagoga koji su pristali sudjelovati u istraživanju provedenom upotrebom kvalitativne metode studije slučaja. Podatci su sakupljeni putem obrasca polustrukturiranoga intervjua. Odgovore sudionika na otvorena pitanja analizirali su stručnjaci s ciljem dobivanja kvalitativnih zaključaka. Podatci su sakupljeni tijekom jesenskoga dijela 2019./2020. školske godine. Stavovi ispitanika grupirani su u šest glavnih tema: „Pripremljena okolina za učenje jezika”, „Okolina prirodne interakcije”, „Važnost podupiruće obiteljske okoline”, „Važnost programa zasnovanih na aktivnosti”, „Učinak upotrebe tehnologije u obrazovanju” i „Dostupnost službi potpore”. Rezultati pokazuju da su stavovi učitelja usredotočeni uglavnom na pružanje kvalitetne podrške učiteljima i djeci. Također je utvrđeno da učitelji trebaju obrazovanje o pripremanju aktivnosti prilagođenih komunikacijskim, jezičnim i govornim teškoćama djece i u području učinkovite upotrebe tehnologije.

Ključne riječi: govor; jezik; komunikacija; obrazovanje učitelja.

Uvod

Neka se djeca suočavaju s različitim komunikacijskim, jezičnim ili govornim teškoćama zbog faktora koji se događaju prije, tijekom ili nakon rođenja. Mnoge zemlje primjenjuju različite propise kojima se regulira specijalno obrazovanje, prema vlastitim potrebama. Turski model specijalnoga obrazovanja primarno se oslanja na integraciju djece s posebnim potrebama u redovno školovanje, prije nego na ranoj intervenciji (Eurydice, 2018; Posebna uredba Ministarstva nacionalnoga obrazovanja, 2018a; Vizija obrazovanja za 2023. godinu Ministarstva nacionalnoga obrazovanja, 2018b; Sucuoğlu i Kargin, 2006, UNESCO, 2019).

Prilikom oblikovanja kurikula specijalnoga obrazovanja treba razmotriti neke varijable: razinu školskoga i socijalnoga razvoja učenika, vrstu i razinu teškoće, postojanje ranoga obrazovanja djeteta, trenutačan djetetov uspjeh te obiteljske, socijalne i okolišne

karakteristike (Diken i Batu, 2010; Pistav Akmese i Kayhan, 2017; Sucuoglu i Kargin, 2006). Inkluzija ne podrazumijeva samo smještanje učenika s posebnim potrebama u redovnu školu. Svako dijete ima pravo na jednako obrazovanje, pa djecu s posebnim potrebama (npr. komunikacijskim, jezičnim i govornim teškoćama, Downovim sindromom, gubitkom sluha, autizmom itd.) treba smještati u restriktivne okoline. Inkluzija je zasnovana na pristupu da sva djeca imaju sposobnost učenja (Messiou, 2017). Prilikom inkluzije djeca s posebnim potrebama sudjeluju u heterogenoj skupini i stječu iskustva o suradnji i školovanju u skupini vršnjaka. Inkluzija doprinosi socijalnim vještinama i vještinama rješavanja problema svih učenika, ne samo onih s posebnim potrebama (Kefallinou i sur., 2020). Inkluzija pozitivno utječe na komunikacijske, jezične i govorne vještine učenika, njihovo sudjelovanje u nastavi i odnose s vršnjacima, pa i na njihov školski uspjeh. King i Ryan (2019) navode da je društveni razvoj učenika s posebnim potrebama i razvoj njihovih jezičnih vještina brži kada su oni uključeni u redovno obrazovanje i školuju se uz svoj vršnjake. Zbog toga se inkluzija treba primjenjivati u obrazovanju djece s posebnim potrebama. Osim toga, učitelji bi trebali poznavati razvoj komunikacije, jezika i govora takve djece kako bi im pomogli u procesu inkluzije.

Djeca brže uče jezik tijekom razdoblja ranoga djetinjstva, a njihova prva okolina obrazovanja jest obitelj. Stoga obiteljske varijable, poput interakcija unutar obitelji ili socioekonomskoga statusa, predstavljaju važne utjecaje na razvoj komunikacije i jezika (Schwab i Lew-Williams, 2016). Dokazano je da djeca koja su izložena visokokvalitetnim interakcijama u obiteljima s višim socioekonomskim statusom uspješnije uče jezik (Morgan i sur., 2015). Učitelji su glavni akteri suradnje u obrazovnom procesu koji treba u obzir uzimati roditelje i vršnjačke skupine učenika (Pistav Akmese, 2018; Pistav Akmese i Acarlar, 2016). Prijašnja istraživanja utvrdila su da metode poučavanja djece komunikacijskim vještinama trebaju proizlaziti iz postojeće razine i prirode teškoće učenika (Američko društvo za govor, jezik i sluh, 1996; 2002). Zbog toga je važno za da stručnjaci specijalnoga obrazovanja budu osviješteni i koriste iskušane prakse za ispravno utvrđivanje trenutnoga djetetova uspjeha (Diken i Kalayci, 2019). Školski programi trebali bi uključivati obrazovne propise koji osiguravaju jednake prilike za sve učenike. Te prilike trebale bi doprinositi komunikacijskim, jezičnim i govornim vještinama koje su u osnovi školskoga uspjeha i fizičkoga razvoja. Istraživanja također pokazuju da djeca koja su imala dovoljno prilika za govor i vremena za kvalitetnu komunikaciju uspješnija u komunikaciji, jeziku i govoru nego njihovi vršnjaci koji su imali manje prilika za komunikaciju (Hall, 2016). Kako bi omogućili prirodne interakcije s djecom u podupirućoj obiteljskoj okolini i pomogli njihov jezični razvoj, roditelji i učitelji trebaju provoditi provjerene aktivnosti i u praksi iskušane metode (Diken i Kalayci, 2019; Kaderavek i sur., 2019; van Kleeck i sur., 2006).

Cilj je ovoga istraživanja utvrditi što učitelji znaju i trebaju za učinkovitije poučavanje. Jedno od najvažnijih pitanja je nerazmjer između stručnosti i znanja koji su potrebni kako bi se pomoglo takvoj djeci i postojećega stanja. Ako možemo utvrditi znanje

potrebno učiteljima za poučavanje učenika s teškoćama u komunikaciji, jeziku i govoru, možemo im i osigurati primjereno obrazovanje. Inkluzija podrazumijeva obvezu pomoći i za učitelje i učenike. Stoga je krucijalno ustanoviti potrebe stručnoga obrazovanja radno aktivnih učitelja. S obzirom na središnju ulogu učitelja specijalnoga obrazovanja u omogućavanju razvoja komunikacijskih, jezičnih i govornih vještina učenika s teškoćama u razvoju, ovo istraživanje nastoji ispitati stavove tih učitelja o sljedećim područjima:

1. Što učitelji misle o dostupnom obrazovanju u području komunikacije, jezika i govora za djecu s komunikacijskim, jezičnim i govornim teškoćama?
 - a) Koje su specifične aktivnosti pripreme učitelja za nastavu?
 - b) Uolikoj mjeri opći koraci pripreme škole zadovoljavaju potrebe učenika s komunikacijskim, jezičnim i govornim teškoćama?
2. S kojim se problemima susreću učitelji u obrazovanju djece s komunikacijskim, jezičnim i govornim teškoćama i koji su uzroci tih problema?
3. Koji su prijedlozi učitelja za povećanje kvalitete obrazovanja u području komunikacije, jezika i govora?

Metode

Dvadeset učitelja ispunjavalo je obrasce polustrukturiranoga intervjua (Dodatak 1). Stručnjaci su analizirali odgovore sudionika na pitanja otvorenoga tipa kako bi donijeli kvalitativne zaključke. Podatci u ovom istraživanju sakupljeni su tijekom jesenskoga dijela školske 2019./2020. godine. Nikakvi podatci vezani uz istraživanje nisu prethodno objavljeni.

Dizajn istraživanja

Ovo istraživanje strukturirano je kao studija slučaja, dobro poznata kvalitativna metoda istraživanja (Bogdan i Biklen, 2007). Uzorak istraživanja sačinjavali su učitelji specijalnoga obrazovanja koji su pristali sudjelovati u istraživanju. Obrazac intervjua sadržavao je pitanja o demografskim karakteristikama učitelja, kao i pitanja o razvoju komunikacije, jezika, verbalnih vještina u obrazovanju učenika s jezičnim teškoćama (Akay i sur., 2014; Creswell i Guetterman, 2019).

Uzorak istraživanja

Uzorak je uključivao učitelje koji rade s djecom s teškoćama u komunikaciji i jezično-govornim teškoćama. Demografske osobine sudionika prikazane su u Tablici 1.

Kao što je vidljivo iz Tablice 1, dob sudionika bila je između 28 i 54 godine, a njihov je radni staž u rasponu od 4 do 35 godina. Dvadeset posto sudionika obrazovano je za poučavanje učenika s intelektualnim teškoćama, 40 % njih završilo je obrazovanje za osnovnoškolske učitelje i 30 % ispitanika obrazovani su na odsjecima koji nisu pedagoškoga smjera. Samo šest učitelja koji su diplomirali na odsjecima za specijalno obrazovanje slušali su kolegije jezika i govora tijekom dodiplomskoga studija. Također

Tablica 1
Demografske osobine sudionika (N: 20)

Varijable	Aritmetička sredina \pm SD	Min-Mak.
Dob	40,40 \pm 6,75	28-54
Godine radnog iskustva	15,20 \pm 7,27	4-35
Veličina razrednog odjela	5,59 \pm 3,06	2-12
Spol	F	%
Ženski	17	85
Muški	3	15
Dodiplomski program		
Poučavanje učenika s intelektualnim teškoćama	4	20
Poučavanje učenika s teškoćama u području sluha	2	10
Učitelj u osnovnoj školi	8	40
Ostalo (biologija, geografija, obrazovne znanosti, inženjerstvo, financije)	6	30
Pohađanje kolegija u području komunikacije, jezika i govora		
Da	6	30
Ne	12	60
Neodređeno	2	10
Sudjelovanje u stručnom usavršavanju u području komunikacije, jezika i govora		
Da	2	10
Ne	18	90
Opći socioekonomski status učenika		
Prosječan	10	50
Ispod prosjeka	6	30
Nizak	4	20
Organizacija u kojoj rade		
Razred specijalnoga obrazovanja	17	85
Centar za specijalno obrazovanje	2	10
Savjetodavno istraživački centar (CRC)	1	5
Izvor informacija u obrazovanju u području komunikacije, jezika i govora		
Knjige i internet	11	55
Knjige i stručnjaci	5	25
Knjige, stručnjaci i internet	4	20

vrijedi napomenuti da su samo dva učitelja pohađala profesionalno usavršavanje u području komunikacije, jezika i govora. Pola učitelja radi u školama u regijama prosječnoga socioekonomskog statusa, dok druga polovina radi u područjima ispodprosječnoga socioekonomskog statusa. Možemo zamijetiti razliku između područja na kojima su učitelji diplomirali i njihovih dodiplomskih studijskih programa zbog nedovoljnoga broja specijalnih pedagoga u Turskoj. S obzirom na to, Ministarstvo nacionalnoga obrazovanja (MNO) nudi program posebnoga obrazovanja u obimu od 600 sati u

sklopu različitih dodiplomskih studija. Oni studenti koji steknu ovu potvrdu i naslov učitelja osposobljeni su za obrazovanje djece s komunikacijskim, jezičnim i govornim teškoćama. Ovim istraživanjem nastojalo se ispitati stavove učitelja koji rade s djecom s komunikacijskim i jezično-govornim poremećajima. Kako bismo u uzorak uključili što veći broj učitelja, intervjuirali smo specijalne pedagoge, učitelje razredne i predmetne nastave te one koji su u svom dodiplomskom obrazovanju stekli i diplomu za rad s djecom s teškoćama.

Instrumenti i postupci istraživanja

Intervjui su provedeni putem obrasca s 21 česticom, koji je naveden u Prilogu. Budući da se istraživanje fokusiralo na stavove i iskustva ispitanika, govorimo o njegovom kvalitativnom dizajnu, a podatci su sakupljeni pomoću tehnike polustrukturiranoga intervjua. Kako bismo osigurali jasno izražavanje sudionika, pitanja intervjua razvijena su na osnovi mišljenja tri stručnjaka u polju kvalitativnoga istraživanja i komunikacije, jezika i govora (Bogdan i Biklen, 2007; Ergenekon, 2007).

Svaki je intervju proveden jednokratno uz pomoć obrasca polustrukturiranoga intervjua, a trajao je 25-30 minuta. Pitanja su bila otvorenoga tipa, usmjerena na temu i logična (Ergenekon, 2007). Osim toga, pazilo se na etička pravila povjerljivosti, informiranoga pristanka i neuključivanja osobnih podataka. Zbog toga su svi ispitanici bili informirani o svrsi istraživanja prije nego su pristali na sudjelovanje. Ispitanike se također tražilo da odobre prijepise intervjua prije nego su njihovi stavovi uključeni u istraživanje. Primjeri nekih pitanja intervjua prikazani su u Tablici 2.

Tablica 2.

Neka pitanja iz obrasca polustrukturiranoga intervjua

-
4. Što mislite o individualiziranom specijalnom obrazovanju kao podršci razvoju komunikacijskih, jezičnih i govornih vještina djece s teškoćama u tom području?
 5. Koje je Vaše mišljenje o komunikaciji između roditelja i djece s teškoćama u području komunikacije, jezika i govora? Odgovorite s obzirom na trajanje, kvalitetu i interakciju.
 21. Koje aktivnosti preporučujete za pomoć u razvoju komunikacije, govora i jezika učenika s teškoćama u tom području?
-

Analiza podataka

Podatci su prikazani u Word programu, a sličnosti i razlike među njima analizirala su dva stručnjaka za kvalitativno istraživanje, na osnovi čega su ekstrahirani kodovi. Nakon toga su kodovi grupirani prema značenju, tj. pretvoreni u tematske kategorije. (Elo i Kyngas, 2008). Dva istraživača obradila su podatke tehnikom deskriptivne analize u programu NVivo. Podudarnost između podataka dva istraživača bila je 90 %.

Rezultati

Učitelji koji su sudjelovali u istraživanju kodirani su kao U1, U2, U3 ...i U20 zbog njihove anonimnosti.

Slika 1.

Kao što se vidi iz Slike 1, analiza je polučila šest glavnih tema: *Okolina pripremljena za učenje jezika*, *Okolina prirodne interakcije*, *Važnost podupiruće obiteljske okoline*, *Važnost programa zasnovanih na aktivnosti*, *Učink upotrebe tehnologije u obrazovanju* i *Dostupnost službi potpore*. U Tablici 3 prikazane su teme koje su dalje podijeljene na 12 podtema i 36 kategorija. Treba napomenuti da su stavovi nekih sudionika kategorizirani u više tema, tj. podtema.

Tablica 3

Teme i podteme iz analize podataka

Teme i podteme	Broj spominjanja
1. Okolina pripremljena za učenje jezika	19
1.1. Točna dijagnoza i detaljna procjena problema u učenju jezika	19
1.2. Primjerenost okoline za stjecanje jezika u ranom djetinjstvu	15
2. Okolina prirodne interakcije	17
2.1. Kvaliteta podražaja	17
2.2. Interakcija s vršnjacima tijekom spontane i strukturirane igre	10
3. Važnost podupiruće obiteljske okoline	18
3.1. Prihvatanje teškoće od strane obitelji	17
3.2. Obiteljski posredovana jezična potpora	15
4. Važnost programa zasnovanih na aktivnosti	18
4.1. Kvaliteta jezičnih aktivnosti u školi	13
4.2. Vrednovanje i kontinuirana prilagodba aktivnosti jezičnoga razvoja	14
5. Učink upotrebe tehnologije u obrazovanju	15
5.1. Korištenje alternativnih sustava za potporu razvoju jezika, prema potrebi	6
5.2. Upotreba masovnih medija u poučavanju i učenju jezika	11
6. Dostupnost službi potpore	19
6.1. Pomoć učitelju i učenicima	18
6.2. Problemi u interdisciplinarnoj suradnji	16
Ukupno	277

Kao što je vidljivo iz Tablice 3, šest glavnih tema proizašlo je iz analize stavova sudionika. Devetnaest učitelja favoriziralo je prisutnost *Okoline pripremljene za učenje jezika* u učionici (prvo i drugo pitanje). Kao odgovor na pitanje o stjecanju osnovnih vještina komunikacije, jezika i govora, učitelji su u velikoj većini favorizirali prisutnost okoline bogate podražajima, ponavljanje i osobnu interakciju s djetetom.

Analizom odgovora sedamnaest učitelja na pitanja u kategoriji *Okolina prirodne interakcije* (3., 7., 8., 12., 17. i 18. pitanje) formirane su sljedeće istaknute podteme: upotreba igara u školi i kod kuće, otvorenost za komunikaciju, važnost obrazovanja

u ranom djetinjstvu, učenje po modelu tijekom obrazovnih igara, upotreba fizičkih materijala, modeli i igračke koji omogućavaju proces prirodna učenja.

Stavovi 18 učitelja svrstani su pod temu *Važnost podupiruće obiteljske okoline* (5., 6. i 15. pitanje). Neke važne podteme u ovoj kategoriji, tj. temi su: kvaliteta komunikacije između stručnjaka i obitelji, rana dijagnoza, prihvaćanje teškoće djeteta od strane obitelji i količina društvene podrške koju pružaju država i šira obitelj. Većina učitelja (18) navelo je pozitivne stavove o važnosti intervencija zasnovanih na aktivnosti, dok su dva sudionika naglasila važnost intervencija obitelji prije onih učitelja (9., 10., i 16. pitanje). Tema *Važnost programa zasnovanih na aktivnosti* obuhvaća tvrdnju da bi profesionalno usavršavanje učitelja trebalo biti bazirano na i osmišljeno u obliku radionica, prije nego seminara ili predavanja. Osim toga, učitelji su izrazili želju da stručno usavršavanje bude zasnovano na iskustvu drugih učitelja. Neki sudionici također su izrazili potrebu za sudjelovanjem u stručnom usavršavanju prilagođenom njihovim potrebama i specifičnosti teškoća djece s kojom rade.

oš jedna izražena potreba u velikom broju je pristup relevantnim publikacijama. Stavovi 15 učitelja koji su svrstani pod temu *Učinak upotrebe tehnologije u obrazovanju* (13. i 14. pitanje) fokusirali su se na upotrebu augmentative metoda komunikacije, učinke masovnih medija i vrijeme koje roditelji provode gledajući obrazovne programe s djecom. Učitelji su općenito navodili da masovni mediji imaju pozitivan utjecaj na učenje jezika. Također su smatrali da društvene mreže imaju pozitivan učinak na svijest i pristup roditelja. Dostupnost grupa podrške na društvenim mrežama i stručno vođene mrežne radionice koje za cilj imaju zadovoljiti potrebe roditelja, smatraju se pozitivnim utjecajem. Stavovi 19 učitelja svrstani su pod temu *Dostupnost usluga podrške* (4., 11., 19., 20. i 21. pitanje). Istaknute podteme u ovoj tematskoj kategoriji su: dostupnost podrške za učitelje i učenike i mišljenja o suradnji s govorno-jezičnim terapeutima, tj. logopedima. Ostatak ovoga rada predstavlja detaljniju analizu stavova sudionika unutar navedenih tema i podtema.

Pripremljena okolina za učenje jezika

Većina sudionika (osim njih 11) ukazalo je na važnost intervencija ranoga stjecanja jezika vođenih točnom dijagnozom komunikacijskoga, jezičnoga i govornoga poremećaja. Posebno je istaknuto da povećavanje broja podražaja u pripremljenoj okolini za učenje jezika i primjena igara, lutki i aktivnosti igranja uloga doprinose interakciji djece s roditeljima, učiteljima i vršnjacima. Također je navedeno da, unatoč sveobuhvatnom znanju o stadijima urdnoga jezičnoga razvoja i razvoja komunikacije, učitelji još uvijek trebaju stručnu pomoć u razvoju i ocjenjivanju komunikacijskoga, jezičnoga i govornoga razvoja djece s relevantnim teškoćama. Privlačenjem pažnje na rano obrazovanje i dijagnostičko vrednovanje sudionici su naglasili učinke promatranja, imitacije, vještina slušanja, zajedničku pažnju, učinak modela i stjecanje jezika u tom procesu. Slijedi isječak iz intervjua s učiteljem specijalnoga obrazovanja T6: „*Dijete uči oponašanjem. Ono izgovara glasove i slogove oponašajući ih. Zatim slijedi*

faza interpretacije. Obitelj ima važnu ulogu jer je ona u stvari prvi učitelj djece. Kritična razdoblja (stjecanja jezika) su vrlo značajna.”

Okolina prirodne interakcije

Osam učitelja izrazilo je svoje mišljenje o temi *Okolina prirodne interakcije* (U5, U7, U12, U16, U14, U17, U18 i U20) i spomenuli važnost prirodne okoline u jezičnom razvoju s različitim, ali međusobno povezanim varijablama, poput vršnjaka, igranja igara u obitelji, upotrebe materijala, ranoga obrazovanja i dostupnosti podrške. S obzirom na dob učenika, učitelj U18 je izjavio: „*Rano djetinjstvo je važno. Ako dijete ne uči govoriti u ovom razdoblju, kasnije će imati velikih problema.*” Ovaj učitelj je također izjavio sljedeće o tome kako djeca s teškoćama u komunikaciji, učenju jezika i govoru započinju i nastavljaju komunikaciju u razredu: „*Oni čekaju druge da započnu razgovor. Odgovaraju na pitanje „Kako si?”*” Učitelji s kodovima U8 i U10 izjavili su da ti učenici komuniciraju kako bi igrali igrice.

Kada se sudionike tražilo da navedu primjer razgovora s djecom s teškoćama u komunikaciji, učenju jezika i govoru, oni su naveli da obično komuniciraju s tom djecom individualno. Neki isječci iz intervjua navedeni su u nastavku:

„*Oni odgovaraju na pitanja jedan po jedan.*” (T18)

„*Djeci je lakše komunicirati kada igraju igru. Iako ponekad to ne shvaćaju, oni međusobno lakše komuniciraju (tijekom igre).*” (T10)

Važnost podupiruće obiteljske okoline

Učitelji čiji stavovi pripadaju temi *Važnost podupiruće obiteljske okoline* naglasili su sljedeće faktore: komunikacija između roditelja i djece, obrazovano primjerena upotreba medija, učestalost društvene interakcije, razina obrazovanja roditelja, radni status roditelja i uključenost roditelja u obrazovanje djece. Neki sudionici naveli su da roditelji ponekad ne uspijevaju pružiti podršku svojoj djeci koja imaju teškoće u razvoju u području komunikacije, učenja jezika i govora zbog stresa, tjeskobe, frustracije i društvene stigme. Oni se obično usredotočuju na ono što dijete ne može napraviti i snižavaju svoja očekivanja. Sudionici smatraju da škole u ovom pogledu pružaju veću podršku od nekih roditelja. Pojedini su učitelji također izjavili da roditelji trebaju edukaciju o teškoćama djece u području komunikacije, jezika i govora, kao i o određenim radnjama koje trebaju poduzeti ili izbjeđavati kako bi pomogli svojoj djeci. S obzirom na proces komunikacije djece s teškoćama u razvoju govora i jezika, U2 je izjavio: „*Roditelji misle da sa svojom djecom komuniciraju na dobar način ako ispunjavaju sve njihove zahtjeve, ali to nije tako. Uzajamni interes i komunikacija u kojoj se uzajamno govori i sluša su najvažniji.*”

Važnost programa zasnovanih na aktivnosti

Neki su se sudionici žalili na nedostatak stručnoga usavršavanja, tj. obrazovanja o razrednim aktivnostima primjerenim za djecu s teškoćama u procesu komunikacije,

učenju jezika i govoru, što je sačinjavalo temu *Važnost programa zasnovanih na aktivnosti*. Svi sudionici smatraju kako postoji jako malo primjera o tome kako učiniti obrazovne prilagodbe uobičajenih razrednih aktivnosti, budući da su se susretali s vrlo različitim razinama i vrstama teškoća. Učitelji (U5, U6, U8 i U9) spomenuli su postojeće programe zasnovane na komunikaciji i ocjenjivanje koje ne razmatra individualne razlike. Neki dijelovi intervjuja su sljedeći:

„Komunikacija je važan čimbenik učenja.” (T5) „Komunikacija i učenje međusobno su povezani. Ako postoji razvijena komunikacija, učenje postaje lakše i uspješnije.” (T8)

Učinak upotrebe tehnologije u obrazovanju

Pod temom *Učinak tehnologije u obrazovanju* učitelji su naveli da društvene mreže i internet predstavljaju učinkovita sredstva za razvoj svijesti o zajednici i izvor videa za obitelji o interakciji. Ispitanici ipak upozoravaju na opasnost neistinitih ili štetnih videa o interakciji koji se isto šire ovim putem i izražavaju želju za revizijom sadržaja i pristupom ispravnim, tj. točnim videoprimjerima koje bi dijelili s roditeljima. Petnaest sudionika izjavilo je da društvene mreže imaju pozitivan učinak. Na primjer, U20 je izjavila: *„Sredstva vizualne komunikacije su privlačna, živopisna i drugačija.”* S druge strane, neki učitelji su izrazili negativna mišljenja:

„Djeca obično oponašaju likove iz crtića. Oni su važni za djecu jer ih često gledaju u svakodnevnom životu (umjesto da razgovaraju).” (T2)

„Smatram da vizualni mediji imaju negativan utjecaj. Djeca će radije igrati računalne igrice nego komunicirati.” (T5)

Dostupnost usluga potpore

Šesta i posljednja tema intervjuja je *Dostupnost usluga potpore*. Učitelji su naglasili probleme vezane za dostupnost usluga potpore i nedostatak interdisciplinarnе suradnje prilikom pomoći djeci s teškoćama u komunikaciji, učenju jezika i govoru. Više specifično, neki su sudionici naveli manjak komunikacije između raznih stručnjaka koji rade s takvom djecom; naveli su da nisu znali niti su imali kontakt s liječnicima, audiolozima i logopedima koji su radili s učenikom i obitelji. Čak unatoč tomu što relevantni zakoni zahtijevaju suradnju među stručnjacima koji rade s takvom djecom, manjak suradnje nastavlja biti prepreka učinkovitoj pomoći djeci s teškoćama u adekvatnom jezičnom razvoju. Neki su učitelji izrazili negativna mišljenja o kvaliteti i učinkovitosti službi potpore. Slijede neki dijelovi intervjuja sa sudionicima:

„Podrška nije dostatna. Djeci se ne može pružiti kvalitetno obrazovanje jer nema dovoljno jezično-govornih terapeuta.” (T18).

„Vjerujem da djeca trebaju pohađati (institucije) škole za specijalno obrazovanje jer se u tim školama više pozornosti daje individualiziranom pristupu i zadovoljavanju potreba svakog učenika prilikom izrade individualiziranih nastavnih planova. Stručnjaci i učitelji u tim školama rade zajedno i surađuju u korist djeteta.” (T17).

Rasprava i zaključak

Zajednička procjena stavova sudionika vodi zaključku da se vještine komunikacije, jezične vještine i govor ne mogu naučiti ako se isključi obitelj i društvena okolina. Svaka se osoba nalazi u prirodnoj interakciji s okolinom i na taj način dobiva informacije, reagirajući na fizičke i slušne podražaje (Kaderavek i sur., 2019). Kako bi razvili vještine komunikacije, jezika i govora, djeca s teškoćama u komunikaciji zahtijevaju podupiruću okolinu koja omogućava čestu i kvalitetnu interakciju s roditeljima i drugom djecom. Okolina treba riješiti uobičajene teškoće s kojima se ta djeca općenito susreću, poput ispravnoga započinjanja, tijeka i završavanja razgovora u skladu s kontekstom. Stavovi sudionika grupirani su u tri glavne teme predstavljene u nastavku rada.

Važnost rane dijagnoze i obrazovanja

Prema rezultatima istraživanja Nacionalnoga instituta za gluhoću i ostale komunikacijske poremećaje, identifikacija komunikacijskih, jezičnih i govornih poremećaja u ranom periodu i primjereno obrazovanje faktori su koji pozitivno utječu na razvoj djece s teškoćama i smanjuju pojavljivanje problema u komunikaciji, govoru i upotrebi jezika u odrasloj dobi. Stoga je za zdrav jezični razvoj važno podizanje razine svijesti roditelja prije rođenja djeteta i određivanje problema sa sluhom ili teškoća u razvoju drugih osjetila beba (Nacionalni institut za gluhoću i ostale komunikacijske poremećaje, 2017).

Nakon što se ustanovi postojanje problema, nužno je pružiti podršku djeci i roditeljima kroz zdravstvene usluge i specijalno obrazovanje. Osim toga, obiteljski liječnici trebali bi uputiti roditelje primjerenim terapeutima, specijalistima i edukatorima. Edukatori (poput stručnjaka ranoga obrazovanja, logopeda ili psihologa) trebaju voditi roditelje u stvaranju okoline koja je osmišljena prema potrebama djece i na taj način olakšava učenje jezika. Djeca koja nisu izložena dobroj i kvalitetno pripremljenoj okolini za učenje jezika, posebno u periodu ranoga djetinjstva, ili djeca s posebnim potrebama (npr. komunikacijski, jezični ili govorni poremećaji, Downov sindrom, gubitak sluha, autizam itd.) trebaju raditi s učiteljima koji su kvalitetno obrazovani u pružanju potpore razvoju komunikacije, jezika i govora u relevantnoj dobnoj skupini djece. Ako njihove potrebe nisu zadovoljene, djeca s posebnim komunikacijskim potrebama sklona su izbjegavati kontakt, ne upotrebljavati jezik i postati nekomunikativna.

Kad takva djeca krenu u školu, nužno je da imaju učitelje koji će ih potaknuti i pomoći njihovu upotrebu jezika, komunikaciju i govor te prakticiranje tih vještina kroz provjerene obrazovne prakse (Justice i sur., 2008). Za dijete je važno da dobije potporu od obitelji i obrazovnih specijalista u ranom djetinjstvu (0-6 godina, prije početka formalnoga obrazovanja).

Važnost podupiruće okoline za dijete

Jednom kada dijete s posebnim komunikacijskim potrebama uđe u razred, mnogo veći teret pada na razred i specijalnoga učitelja u procesu razvoja takve djece, kao i njihovu integraciju u razredu. Iako roditeljska podrška ostaje važna, učitelji trebaju

osmisлити podupiruću okolinu u školi zasnovanu na potrebama djece. Vrlo učinkovito sredstvo pomoći takvoj djeci su programi bazirani na aktivnosti koje djecu dovode u interakciju s vršnjacima na strukturiran način. Još jedan važan rezultat intervjuja jest važnost osmišljavanja komunikacije prema razinama razumijevanja djece s posebnim potrebama. Individualizirane programe koje će primjenjivati učitelji trebaju osmišljavati timovi kvalificiranih stručnjaka. S obzirom na to, važni su profesionalno znanje učitelja, njihove vještine i implementirane prakse u poučavanju jezika te kvaliteta obrazovanih propisa koji reguliraju razvoj vještina komunikacije, jezika i govora u školskoj okolini (Akay i sur., 2014; Diken & Batu, 2010; Kayhan, 2016; Pistav Akmese, 2018). Ebbels i suradnici (2017) naglašavaju potrebu korištenja strategija holističkoga vrednovanja prilikom osmišljavanja kriterija za ocjenjivanje djece s posebnim potrebama koji bi razmatrali njihove sociodemografske osobine, pristup pomagalima i sredstvima, jezičnu i obiteljsku pozadinu te specifične doživljaje djece i njihovo ponašanje. U još jednom istraživanju socioekonomskoga statusa obitelji i jezičnoga razvoja djece autori su ispitivali prediktivnu ulogu usmenoga rječnika djece stare 24 mjeseca u njihovom školskom uspjehu i ponašanju u dobi od 60 mjeseci i ustanovili da razine stresa i socioekonomske karakteristike djelomično predviđaju vještine jezičnoga izražavanja djeteta (Morgan i sur., 2015).

S obzirom na ostale aspekte, istraživanja pokazuju da vrlo mali broj učitelja koristi provjerene prakse i strategije u nastavi komunikacije, jezika i govora, uključujući predškolsko razdoblje. Praznina između stručnosti i znanja potrebnih za obrazovanje takve djece i postojećega stanja vodi trećem i najvažnijem pitanju: važnosti podupiruće okoline za učitelje.

Važnost podupiruće okoline za učitelje

Najvažnija ideja proistekla iz ovoga istraživanja je da većina učitelja općenito osjećaju nedostatak potpore roditelja, škole i obrazovnoga sustava. S obzirom na roditeljsku podršku, važno je da oni prihvaćaju djetetove teškoće i da su voljni surađivati s učiteljima, školom i drugim stručnjacima kako bi pomogli djetetov razvoj. S druge strane, škole mogu pomoći učiteljima tako da smanje broj učenika u razredu, omoguću učiteljima pristup materijalima i njihovu prilagodbu potrebama određenoga djeteta, za učitelje organizirati profesionalno usavršavanje i, najvažnije, osigurati prilike za suradnju između učitelja i postojeće mreže stručnih suradnika, poput audiologa, logopeda i psihologa.

Najvažnija vrsta potpore očekuje se od samog obrazovanoag sustava. Stavovi učitelja koji su sudjelovali u istraživanju podržavaju ovaj rezultat: potrebna im je stručna podrška u odabiru primjerenih strategija i materijala, planiranju i izvođenju nastave te procjeni razvojnoga stupnja djeteta. Iako logopedi i učitelji imaju opće znanje o učenicima s teškoćama u razvoju komunikacije, jezika i govora, najveći hendikep je nedostatak stručnoga znanja i edukacije (Dockrell i sur., 2017).

Iako su učitelji svjesni raznolikih strategija i kurikula koji su potrebni za različite vrste i razine teškoća, oni sve teže pronalaze materijale i primjere (posebno videa)

kako obrazovanje postaje više specijalizirano (Kayhan, 2016). Još jedan važan rezultat ovoga istraživanja u skladu je s rezultatima u relevantnoj literaturi. Naime, velika većina budućih učitelja naglasila je važnost obrazovanja prije zaposlenja, slično rezultatima Pistav Akmesea i Kayhana (2017). Sudionici su u njihovom istraživanju izjavili da bi bili uspješni u planiranju na aktivnostima zasnovanoga poučavanja djece komunikacijskim vještinama da su u tijeku svojega dodiplomskog studija stekli kompetencije u području komunikacije, jezika i govora.

Naši su se sudionici općenito složili da tehnologija predstavlja pozitivan utjecaj u obrazovanju djece s teškoćama u komunikaciji, jeziku i govoru i izrazili želju za učinkovitijom upotrebom tehnologije. Upotreba obrazovne tehnologije u školama, aktivnosti poučavanja na digitalnim platformama, rudarenje obrazovanih podataka i upotreba tehnologije kao pomagala može se podučavati u obrazovanju učitelja novaka u polju specijalnoga obrazovanja. Neki su sudionici ukazali na korisnost *online* videa koji dramtiziraju interakciju djece s posebnim potrebama, posebno onih videa koji su osmišljeni za specifične potrebe djece.

Zaključno, obrazovni sustav treba stvoriti bogat korpus oboje izvanmrežnih (knjige, stručnjaci, mehanizmi za povezivanje škola sa stručnjacima, profesionalno usavršavanje) i mrežnih resursa (primjeri videozapisa interakcije, obrazovni vodiči itd.) kako bi poduprli učitelje u zemlji, kao i upravljali zakonskim okvirom koji bi dozvolio i potaknuo učitelje i roditelje na upotrebu takvih sredstava. S tim ciljem, obrazovni sustav bi trebao zapošljavati i obrazovati stručnjake i stvoriti osnovu znanja koja bi uključila kurikule i videa osmišljena prema komunikacijskim, jezičnim i govornim teškoćama djece.

Dodatak: Izvorna pitanja za učitelje

P-1 Prema Vašem mišljenju, kako djeca uče jezik? Koje varijable utječu na učenje jezika? Odgovorite tako da razmotrite ulogu djeteta, njegove obitelji i okoline u ovom procesu.

P-2 Zašto je važno steći komunikacijske vještine u djetinjstvu?

P-3 Zašto se komunikacija, jezik i govorne vještine često povezuju s djetinjstvom?

P-4 Smatrate li da su izvanškolske podupiruće prakse obrazovanja za djecu s posebnim potrebama dovoljne za stjecanje komunikacijskih vještina i razvoj jezika te djece? Koje je Vaše mišljenje o ovom pitanju?

P-5 Kako evaluirate preferencije odraslih (roditelja, učitelja itd.) s obzirom na komuniciranje s djecom danas? Prilikom odgovaranja uzmite u obzir trajanje, kvalitetu i interakciju.

P-6 Prema Vašemu mišljenju, kako roditelji mogu pomoći razvoju komunikacije, jezika i govora svoje djece?

P-7 S obzirom na Vaša iskustva sa započinjanjem komunikacije kod djece dobne skupine s kojom radite, možete li nam reći kako oni započinju razgovor u razredu?

P-8 Što mislite o procesima komunikacije i sudjelovanje djece s kojom radite u komunikaciji? Koje karakteristike najviše utječu na takva ponašanja djece?

P-9 Što mislite o odnosu komunikacije i učenja?

P-10 Koje su karakteristike aktivnosti koje doprinose jezičnom razvoju djece u obrazovanim okruženjima?

P-11 Prema Vašem mišljenju, koje su osobine podupiruće obrazovne okoline za razvoj komunikacijskih, jezičnih i govornih vještina? Odgovorite s obzirom na fizičku organizaciju, kurikule, učitelje i odnose s vršnjacima/kolegama.

P-12 Što mislite o učincima pohađanja škole na iskustva učenja djece s posebnim potrebama? Do koje mjere kvaliteta vršnjačkih interakcija može pridonijeti jezičnom razvoju i razvoju komunikacijskih vještina djece s posebnim potrebama?

P-13 Imaju li djeca u dobnoj skupini s kojom radite imaginarne heroje ili prijatelje za igru s kojima radije komuniciraju? Što mislite koje varijable najviše utječu na njihove preferencije?

P-14 Koje je Vaše mišljenje o odnosu između masovnih medija i komunikacijskih procesa djece?

P-15) Prema Vašem mišljenju, što obitelji trebaju činiti kako bi pomogle razvoj kompetencija djece s obzirom na semantiku, leksik i upotrebu jezika u društvenom životu? Koje su Vaši prijedlozi u tom području?

P-16) Koji su Vaši prijedlozi za poboljšanje predškolskih i osnovnoškolskih kurikula u vezi razvoja komunikacije, jezika i govornih vještina?

P-17) Koja je razina sudjelovanja učenika s teškoćama u razvoju u jezičnim aktivnostima u Vašem razredu?

P-18) Koji je Vaš pristup za poboljšanje sudjelovanja učenika s teškoćama u razvoju u jezičnim aktivnostima?

P-19) S obzirom na karakteristike djece s kojom radite, koje vrste aktivnosti najviše koristite za razvoj jezika i govora?

P-20) S kojim se poteškoćama najviše susrećete u potpori razvoja komunikacijskih, jezičnih i govornih vještina učenika s posebnim potrebama?

P-21) Koje vrste podrške bi učitelji trebali dobivati kako bi poboljšali komunikacijske, jezične i govorne vještine učenika? Koje su Vaše preporuke s tim u vezi?