EXPANDED SUMMARY

The problem sentence of the study is determined as “What is the effect of elucidating studies concerning mainstreaming within the lesson of special education performed with preservice teachers of primary mathematics education on attitudes of preservice teachers concerning mainstreaming? and What are the attainments of preservice teachers in the scope of this lesson?”. Examining attitudes of preservice mathematics teachers before and after the applications made in scope of special education lessons, investigating the change of the attitudes according to the genders and expressing attainments of preservice teachers after the application are aims of this study.

In this direction the answers of the following questions are searched:

1. Is there any significant difference between the pre-post test scores of the attitudes relating to individuals affected from inability of preservice teachers?
2. Is there any significant difference between the pre-post test scores of the attitudes relating to individuals affected from inability according to gender?
3. What are the attainments of the preservice teachers in scope of special education lesson?

It was seen that there is limited number of studies offering solution concerning what can be done for mainstreaming applications to be more efficient and successful. The present study is of importance for informing the preservice teachers relating to mainstreaming, determining the attitudes of the preservice teachers relating to mainstreaming and determining the attainments got after the applications. Because the study was applied to the primary mathematics preservice teachers, it was expected to offer an insight to preservice teachers in the future and it can be evaluated as preservice training for them, the present study is thought to be of importance. Also, because one of the researchers has a mainstreaming child and two researchers are in the primary mathematics education department, it is thought that the present study is important.

In the present study from the varieties of mixed method “explanatory design” was used. This study was carried out with 38 pre-service teachers, 18 (47%) female and 20 (53%) male who are senior students in Marmara University, Educational Faculty, Teaching Primary School Mathematics Department. Attitude scale for individuals who are affected from inability and a view form were used as data gathering tools. It was concluded that initially, people with disabilities were perceived as different from others by pre-service teachers, but then people with disabilities were not perceived as different from others by pre-service teachers and the study increased awareness level of students and changed their point of views positively. Also the attitudes of the preservice teachers didn’t change according to the genders and the attainments of the preservice teachers got after the applications were expressed as “learning the basic concepts of mainstreaming”, “getting information about various retardation groups”, “understanding that mainstreaming students were not given importance in the schools”, “observing the problems of the families of the mainstreaming students”, “understanding the importance of early determination and treatment”, “learning that every retardation can be exceeded with education”, “taking opportunity for observing different lives”, “understanding importance of raising awareness of the public about the mainstreaming”, learning how to communicate with mainstreaming students”, “learning that everybody is candidate for retardation”, “learning the aim of special education”, “getting information about the shortage of special education specialist”, “learning that every child is special”, “getting information about the equipments used in the scope of special education”, “developing projects relating to mainstreaming people”, “getting information about the legal rights of mainstreaming children”, “observing that teachers areneselless about special education”, “learning what kind of services the state provide for mainstreaming children”, “learning the process from determination of retardation to preparation a report”, “learning that giftedness is included in special education”, “learning what kind of problems we can encounter and what the solutions are”, “observing that the theory and the practise about the mainstreaming children is different from each other”.