EXTENDED SUMMARY

Purpose of this research is to develop a valid and reliable attitude scale to measure their attitudes toward individuals with special needs of teacher candidates. For this purpose, the relevant literature review was made. As a result of this, the 39-items in the items pool were formed. Draft scale was presented to expert opinion and necessary adjustments that considering feedback obtained from the experts was made. 34 items draft scale form after the expert opinion was formed. Draft scale form was applied in the fall semester of 2014-2015 academic years. Draft scale form was applied to 180 teacher candidates that Kafkas University studying in Classroom Teaching, Turkish Teaching, Social Studies Teaching and Educational Sciences section. The validity study of research was made in two stages. As a first content validity and then construct validity was tested. Expert opinion was taken for the content validity. Within scope of the validity study, exploratory and confirmatory factor analysis over results obtained from pilot application was performed. The results of the exploratory factor analysis shown that consisted of 13 items in three factors the of attitudes scale toward individuals with special needs. It was determined that factor load values ranged between .551 to .860 and 58.592% of the total variance explained. The result of exploratory factor analysis was showed that have construct validity of the data collection tool. The result of made exploratory factor analysis, the distribution factors of the items was analyzed in terms of content and the factors were named. 3 items located in the first factor have been named as liking. 7 items located in the second factor have been named as sensitivity toward individuals with special needs. 5 items located in the third factor have been named as negative attitude toward individuals with special needs. Confirmatory Factor Analysis (DFA) was used to test the reliability of the scale. According to as a result of made Confirmatory Factor Analysis (DFA), compliance index values were found that NNFI=0.93; IFI=.95; CFI=.95; RMSEA= .060; GFI=.92; AGFI=.88; RMR= .044; SRMR= 0,055. When these index values is compared with critical values, Confirmatory Factor Analysis (DFA) compliance index values is seen to verify the three-factor structure as a result of exploratory factor analysis. Reliability analysis was made to test the reliability of the scale. The result of Made Reliability analysis Cronbach’s alpha internal consistency coefficient for the whole scale was determined as .841. Reliability coefficient which relating the three subscales of scale was calculated, for first factor as .803, for second factor as .812, for third factor as .712. These results have shown that negative attitude subscales “fairly reliable”; liking, sensitivity and the whole scale “extremely reliable”. Unrelated t testi was applied between item average scores of the lower-upper %27 group of each item. Spearman-Brown correlation values and Split-Half values for two half test reliability have been calculated. Spearman Brown correlation value as .772 and Guttman Split-Half the values as .751 were found. Lastly, corrected total substance correlations of each item were calculated. It has been seen that corrected total substance correlations of each item ranged between .329 to .627. As a result of the analysis, prepared scale can be said to be valid and reliable instrument to determine attitudes toward individuals with special needs of teacher candidate. When is analyzed related literature, it has been seen that a number of studies related to individuals with special needs. In addition to these studies, it is thought to contribute the education field of prepared study which attitudes scale development studies toward individuals with special needs. Therefore, It is considered contribute to special education field of attitude scale development studies towards the individuals with special needs of teacher candidates.