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How should a Resource Room Programme for Gifted Students be Integrated into School System? *

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Abstract: The present research aims to determine the problems encountered during the integration of a resource room for gifted students in a primary school system and examining the measures developed for dealing with these problems. Structured as an action research, this research project was conducted in a primary school in the Eskisehir province of Turkey. Participants in this research consisted of the school headmaster, the teacher of the resource room, gifted students attending the resource room, parents of gifted students and classroom teachers whose students attended the resource room, researchers and the members of the evaluation board. Data were collected using interviews, meeting reports, documents and the researcher's diary. The research data were analyzed using the systematic analysis approach. The findings of this research showed that the resource room were generally positively perceived; however, several problems were observed as the programme was carried out during regular class hours. The findings obtained in this study suggest that in order for the gifted student resource room to be efficient, it should be implemented in coordination with classroom teachers.

Keywords: Gifted students, resource room, action research.

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Introduction

Gifted individuals and the need for special education for them continue to be a controversial issue in society and among professionals. According to Davis and Rimm (2004), gifted students are a special group of students who have higher-level cognitive skills and creativity than their peers. Gifted students' quick and easy learning due to their information processing speed is regarded as their most distinctive feature (Calero, Belen & Robles, 2011; Cohen, 2006; Gagné, 2003; Gallagher, 2000; Passow & Frasier, 1996; Subotnik, Olszewski-Kubilius & Worrell, 2012). In addition, with their high-level mental skills, such as strong memories (Alloway & Elsworth, 2012; Geake, 2008), abstract thinking skills (Kettler, 2014; Persson, 2010), understanding complex concepts and relationships (Morelock & Morrison, 1999; VanTassel-Baska, 1987), gifted students come to the forefront in general education classes. These characteristics of gifted students enable them to quickly comprehend the lessons given in general education classes, and this is accompanied by the need for a more challenging education.

Since the education process in general education classrooms has focused on the education of students with typical development, it has difficulty, with its present condition, in responding to the educational needs of gifted students (Archambault, Westberg, Brown, Hallmark, Emmons & Zhang, 1993; Osin & Lesgold, 1996). Researchers state that gifted children need a challenging education concerning content, speed and scope in accordance with their characteristics (Archambault et al., 1993; Callahan, Moon, Oh, Azano & Hailey, 2015; Kearney, 1996; Osin & Lesgold, 1996; Moon, Swift & Shallenberger, 2002; Weber, Johnson & Tripp, 2013). Given the practices carried out to meet these educational needs of gifted students, different educational options are observed, from classroom practices to educational opportunities in completely separate schools (Callahan, Moon & Oh, 2017).

One of the widespread offered education options for gifted students is a pull-out program which is known as the resource room (RR). The resource room is used as an enrichment strategy that aims to serve students with special needs at K-12 grade levels in Turkey (Gucyeter, Kanli, Ozyaprak & Leana-Tascilar, 2017). In the application of RR, although students attend general education classes, they also receive support education in a different classroom environment at school for certain times per week in accordance with their individual needs (Cox & Daniel, 1984; NAGC, 2010; Rogers, 2002). Despite the intensive use of RR programs in the education of gifted students, there is no consensus on its implementation (Gubbins, 2013). Differences of opinion focus on particularly the time to spend in RR, the content of the education to be given and who will be the teachers (Cox & Daniel, 1984; Davis, Rimm & Siegle, 2011; Gallagar, 2000; MEB, 2015a; Suel, 2017; Sahin, 2015). Although RRs are easy to open and low in cost, they have faced various criticisms. In the studies conducted in RRs the focus is on various games and activities disjointedly from the general education program (Renzulli & Reis, 1991; Rogers,

2002; Sak, 2014; VanTassel-Baska, 1987) and that its activities, such as problem solving and creative thinking, are not connected with the general education program (Borland, 2013; Rogers, 2002), and that they are inadequate to meet the educational needs of the gifted students because students only benefit from these programs on certain days and hours (Clark, 2013; Feldhusen, 1989; Murphy, 2009) are the basic criticisms which are frequently expressed.

On the other hand, in the studies on RR and/or pull-out programs, it has been found that these programs generally have positive effects (Gubbels, Seger & Verhoeven, 2014; Kulik & Kulik, 1992, 2003; Rogers, 1991, 2002; Vaughn, Feldhusen & Asher, 1991). As positive effects of these programs, including challenging activities for students, students' satisfactions (Yang, Gentry & Choi, 2012), increasing student success (Aldrich & Mills, 1989; Dimitriadis, 2011; Kulik & Kulik, 1992), having a positive effect on their behavior (Dimitriadis, 2011), contributing to motivation and individual thinking skills (Moon et al., 1995) and increasing their creative skills (Delcourt, 1993), draw the attention at first.

In Turkey, there are very few studies related to RR for gifted students. The majority of the studies focus on participant views on the shortcomings and effects of RRs. In the study conducted by Bedur, Bilgic, and Taslidere (2015), with the participation of teachers from different provinces, the lack of equipment in the rooms and the shortcomings of teachers in preparing appropriate programs and their needs for support draw attention. Pemik (2017) emphasizes that the students generally play intelligence games in these rooms. Moreover, it is stated that there are problems in the programs, which have been carried out, due to the lack of curriculum and instructional plan and inadequate physical conditions and materials. In their studies, Tortop and Dincer (2016) and Nar and Tortop (2017) include findings regarding the deficiencies of in-service training of teachers working here as well as insufficient physical environment and materials. In the literature, it is seen that the studies on the RR for gifted students at the national level are mostly descriptive studies, that is, they have focused on the current situation of RR. Research results indicate that there are differences among the RR practices for the gifted students in Turkey and that they are generally teacher-oriented rather than systematic practices. Furthermore, it is noteworthy that the teachers working in RR have severe problems, especially in developing appropriate programs for the students.

In Turkey, the gifted are evaluated within special education groups. Concordantly, regulations for the gifted are generally made with the same regulations for other special education groups. In the circular numbered 2015/15 (Ministry of National Education [MoNE], 2015a) related to the opening of RR in schools, it has become compulsory to open resource rooms for students with special needs and gifted students who continue their education in the same class with their typical developed peers. In the Regulation for Special Education Services (MoNE, 2018), the resource room is defined as "the environment designed to provide support education services to the students who continue their education through full-time mainstreaming and to gifted students in the fields they need" (MoNE, 2018, p. 1). In Article 25 of the same regulation, the process of RR is explained. In the regulation, the purpose of RR is explained as providing special education support via special equipment and educational materials for students with

special education needs and gifted students. In the regulations, time and space restrictions have been made related to RR. In the relevant regulations, it is emphasized that the education to be provided in the RR should not exceed 40% of a student's weekly course hours during school course hours (MoNE, 2015b). This situation limits the duration of the program to 12 hours in primary schools. While, in the regulations, it is advised that individualized education should be provided in RR, it is also possible, if necessary, to provide group education where up to three students whose educational performance is at the same level (MoNE, 2015b). The teachers employed primarily in resource rooms are special education teachers. Primary school teachers and branch teachers can also be employed (MoNE, 2015a). Resource room teachers are not required to have any formal background in gifted education, which is a disadvantage mostly because there are not enough gifted specialists (Gucyeter et al., 2017).

Because a central policy is followed in education in Turkey, schools' making decisions at the local level is difficult. This situation also restricts the schools to the practices determined by the ministry regarding the education of gifted students. As a result of legal regulations in Turkey, RR programs come into prominence as an education option that may be applied for gifted students in state schools. However, there is no detailed resource on how to do educational planning for gifted students in these rooms. The education to be given here is under the initiative of the school administration. This causes RR practices for gifted students to stay on paper in some schools. Indeed, in Turkey, in the studies related to the RR practices for the gifted students (Bedur, Bilgic & Taslidere, 2015; Nar & Tortop, 2017; Pemik, 2017), it is emphasized that there are problems in the educational contents and also the given education is not sufficient for these students. The results of these studies reveal that there is a need for practice-based studies to conduct the RR programs for gifted students correctly and effectively in Turkey. In other words, although the RR has been started to be used in the education of the gifted students in Turkey, it is not known how the program has been conducted, whether there have been any problems in the process or not and if there have been, how to overcome these problems. With this research, it can be said that the results concerning how qualified planning and applications of RR for mainly gifted students can be realized can be revealed. In addition, this research can be a guide on how to meet the needs of gifted students nationally and internationally. Based on these thoughts, the general purpose of this study is to determine the problems encountered in the process of integrating the RR program for gifted students in a primary school, to the school system and to examine the intervention process carried out to solve these problems. Thus, answers to the following research questions have been searched during the research process:

1. What is the current situation of the resource room program for gifted students in the primary school, which has been focused on in the school system?

2. What are the interventions performed in the process of integrating the resource room program into the school system?

Methodology

Research Design

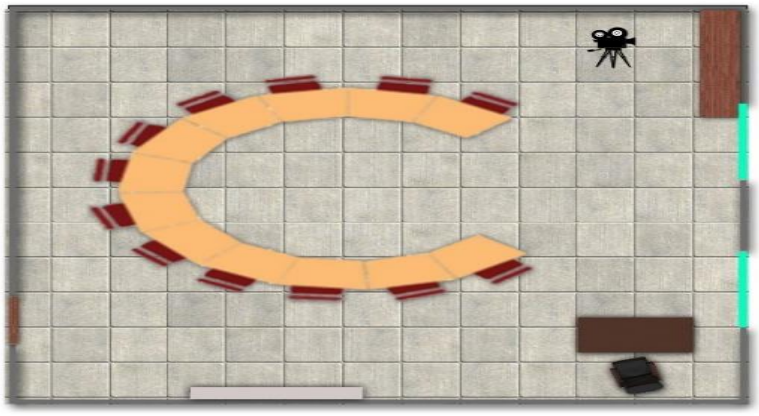
This research was designed as action research to examine and develop the integration process of the RR program for gifted students in a primary school into the school system. It is seen that process and development aspects come to the fore in the different definitions of action research (Johnson, 2014; Stringer, 2007; Yildirim & Simsek, 2016). Since this study was planned as a process-oriented study, it was intended that the problems encountered during the implementation process were determined, solutions were developed, and these solutions were put into practice, so the action research design was considered proper for this study.

Research Environment

This research was conducted in a primary school in Eskisehir/Turkey. The school consists of two buildings. Full-day education is given between 09:00 am and 2:40 pm at the school. The RR, which is the classroom in which the education for gifted students is carried out, is located on the second floor of the B-block of the school. The RR has a position on the left at the floor entrance, facing the garden. On the right of the RR is the science laboratory, and there is the counselling service opposite it. The sketch of the RR, whose interior design is different from the other classrooms of the school, is given in Figure 1.

Figure 1.

The Sketch of the Resource Room



The tools and equipment used in the RR are different from those used in other classes. There are 10 desks in total, and these are single, unlike those in the other classes. This allows lessons to be taught with students in different seating arrangements in the classroom. Education in the resource room continues four hours a week at each grade level. Here, lessons are held under the guidance of the resource room teacher. Lessons

are held during school hours. In the RR, textbooks obtained within the scope of a protocol made with a private school are used. These books contain activities prepared separately for each grade level.

Participant

Students

The students participating in this study were those who continued the RR program for gifted students at school. The number of students, which was 29 when the program started, increased to 57 in the second year. Students must be identified as gifted to be accepted into practice. Students participated in this study differently and in different numbers at each stage. A focus group discussion was held with the students during the determination of the current situation of the program. Totally, eight students from different grade levels participated in this focus group discussion. In the development phase of this research, the fourth grade was chosen as the focus class.

Parents

During the research process, the opinions of the parents whose students attended the program were taken. In total, twenty-two parents participated in two focus group discussions at the beginning of the research process. In the focus group discussions, they shared their thoughts, suggestions and concerns regarding the acceptance of their students to the program.

Classroom teachers

There were twenty-six classroom teachers in the school where this research was conducted. Twenty-two teachers, whose students from their classes, went to the resource room, participated in this study. Small focus group discussions were conducted with fifteen volunteer teachers during the phase of determination of the state. Totally, twenty-two teachers participated in the coordination discussions, which are practices for the integration of the RR application into the school system, during the development phase of this research.

Resource room teacher

The RR teacher participating in this study was a classroom teacher attending a master's program in the field of gifted education. The RR teacher received various in-service training within the scope of the education of gifted children, as well as the graduate courses he attended in the field of gifted students, including the central "Resource Room Educator Training Course for the Gifted", and courses, such as "Awareness Course for Gifted Individuals and Their Education" at the local level. During the study process, the

RR teacher, who actively collaborated with the researcher, helped the researcher in planning the meetings as well as teaching the lessons in the resource room.

Researcher

The researcher is a bachelor graduate from the Department of Psychological Counselling and Guidance and has a master's degree in Gifted Education. During his education, the researcher took courses on both the education of the gifted and qualitative research and action research. He also conducted studies on the education of gifted students for eight years at UYEP, an after-school program within Anadolu University. In action research, the role of the researcher is significant because the researcher is the person who is responsible for providing change directly in the application process. In this context, the first author of this study was the person who developed the action plan and directed the application. The researcher fulfilled the processes of planning the studies, collecting and analysing and reporting data under the supervision of the second author.

School administration

One principal and two deputy principals work in the primary school where this study was conducted. During this research, the school administration assumed administrative responsibility in the implementation of the decisions taken in the development process of the RR program. They also played a facilitating role in organizing meetings with teachers and parents. The school principal also shared his views and suggestions concerning the program in individual interviews on behalf of the school administration during this research.

Validity committee

In this study, which was derived from research conducted within the scope of the doctoral thesis, a "validity committee" with four members was formed to guide the researcher in discussing the situations and the action plans to be carried out during the implementation process. One of the members of the validity committee was an academician in the field of special education and experienced in action research, and the other three members are academicians experienced in the education of the gifted.

Data Collection and Data Collection Tools

Many data collection techniques should be used to investigate the changes and developments that occur during the realization of action research and to provide data diversity (Bogdan & Biklen, 2007; Creswell, 2014). Accordingly, data were collected through interviews, documents, meeting reports, researcher diary during the research process to triangulate findings for the validity and reliability of this research.

Semi-structured individual and focus group discussions were conducted with classroom teachers, RR teacher, students, parents and school administration in the assessment and evaluation stages of this study. In addition, unstructured interviews were conducted with the RR teacher regarding the functioning in the process during the research process. These interviews lasted 22 hours and 15 minutes in total. Interviews were recorded using an audio and/or video recording device.

During the research process, along with the interviews, the notes of the teacher meeting regarding the RR program and the reports introducing the program were taken as documents to be examined from the school where the application was conducted. In addition, the meetings held with the teachers during the research process, the minutes of the validity committee and thesis monitoring meetings, the documents developed in the process and the course materials were evaluated within the scope of the document review. Finally, during the research process, the personal information form prepared by the researcher and the diaries kept by the researcher were evaluated as data collection tools.

Data Analysis

Data analysis is the process of interpreting the obtained data. In action research, data are analysed both during the process and at the end of the process (Creswell, 2014; Glesne, 2014). The data obtained in this study were evaluated both during the process and at the end of the application with the analytical analysis approach (Gurgur, 2017). During the research process, as the data were collected, they were read, monitored and summarized and descriptively analyzed. Analysis results were discussed with the validity committee. As a result of the analysis of these data, the action plans of the development phase of the research were put forward. As a result of these analyses made in the process, some actions that were not considered functional were supported by new action plans.

Six steps that Creswell (2013, p. 197) deemed appropriate for the analysis process of qualitative data were considered in the end-of-process data analysis. These steps are to prepare and organize the data for analysis, read or examine all of the data, reveal and describe themes from the data, decide how to present themes or descriptions, interpret themes and descriptions. Here, first of all, the recordings collected during the research were turned into a written document. All the data obtained from different sources in the process were classified. Written documents obtained in this process were verified by another expert. Later, all the data obtained through interviews were organized in a way to create various themes and sub-themes. Finally, all the data obtained under the supervision of the validity committee were reported under appropriate headings in the findings section.

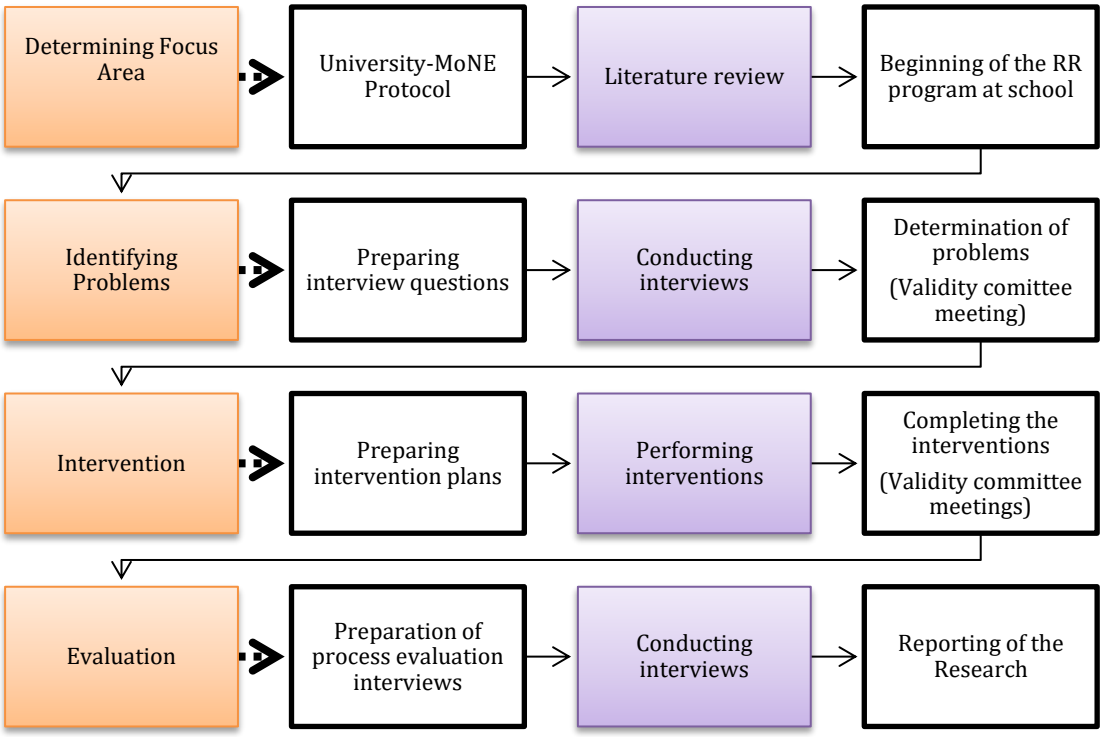
The Research Process

In general, the action research process consists of determining a subject or problem area, collecting data, analyzing data and creating an action plan (Gay, Mills & Airasian, 2012; Johnson, 2014; Yildirim & Simsek, 2016). The research cycle carried out within the framework of these steps is given in Figure 2.

As seen in Figure 2, this research was conducted in a spiral process. Firstly, the focus area was determined. Then, the current situation and problems of the program were determined. Subsequently, developmental interventions were carried out, and finally, the process was evaluated. This study was conducted based on the Protocol of Cooperation in Education between the Centre for Research and Practice on Gifted Education at Anadolu University and Tepebası District National Education Directorate. In accordance with this protocol, the RR program for gifted students in Eskisehir Tepebası Ticaret Borsası Primary School started on January 25, 2016.

Figure 2.

Summary of the Research Process



After the beginning of the 2015-2016 academic year, the researcher visited the practice school at different times and made various observations and interviews there. In the same period, he continued the literature review. In the first stage of the research, data on the physical conditions of the school and resource room were obtained through interviews and document reviews to describe the current situation and reveal the needs. At the end of this process, the main problems that needed to be addressed were

identified. At the last stage of this research, action plans were developed for the problems identified in the first stage of describing the existing situation. These actions, which were implemented in the development phase and aimed mostly to make the RR application process more functional and to integrate it into the school system, were re-evaluated with the stakeholders in the process. Depending on the evaluations, new interventions were carried out instead of ineffective ones. Finally, the evaluations of the participants regarding the process were taken and reporting started.

Trustworthiness and Ethics

In qualitative research, the concept of robustness is also used instead of the concepts of reliability and validity (Gurgur, 2017). For the robustness of this study, the criteria of cogency (internal validity), transferability (external validity), consistency (internal reliability) and approvability (external reliability) were considered (Creswell, 2014; Johnson, 2014; Merriam, 2013; Miles & Huberman, 2015; Yin, 2012; Uzuner, 2005). To increase the cogency of the research process, the researcher stayed in the research environment for a long time and by using various data collection tools, data were collected long and in-depth, and detailed descriptions were made. To ensure the transferability of the research, first of all, the research process was explained in all dimensions. In this context, the school where this research was conducted, the research environment, participants, data collection tools, data analysis process and the interventions carried out were explained in detail. For consistency in this research, the methods of collecting research data should be diversified or the person or persons who provide data control apart from the researcher should be involved in the process. In this research, firstly, the research was supervised by the validity committee and thesis monitoring committee. Finally, in the context of approvability in this study, diversification in data and data collection tools were made. All data were recorded through video and/or audio recording devices. The findings obtained were verified with different data sources. In addition, the data and the findings obtained from the data were shared with the thesis advisor, the validity committee and the thesis monitoring committee members and were presented for their approval.

In this research process, attention was paid to ethical rules. During the data collection process, the aim of the research and the research process were explained to the participants and it was stated that that they were free to leave the research whenever necessary for any reason. While this research was being reported, the real names of the participants were not used; instead the abbreviations given were used: for classroom teachers CT, for resource room teacher RT, for students S, for Parents P. Participants were informed that their identities would be kept confidential and that the data obtained would only be used in scientific studies. Finally, the collected data were presented unchanged, transferred from the records as stated.

Results

In this section, the results obtained in this study are presented in themes using figures and tables in line with the research questions.

Current Situation of the RR Program

In the first stage of the research, the purpose was to determine the current situation of the RR application for gifted students initiated at school. As a result of the analysis of the data, it was found that the findings came out mostly in the form of problems (see Table 1).

One of the most striking problems was the concerns expressed by the classroom teachers in the interviews about the program's being in the school hours. The same situation was expressed by parents and students albeit for different reasons. On this subject, one of the classroom teachers says, *"It would be nice if you prepare a schedule out of our school timetable. Because there is a disjointedness from the lessons. The student goes there, goes here [...] they rupture"* (CT-1).

Table 1.

Findings Regarding the Identified Problems, Anxiety and Suggestions

Group /Themes	Problem	Anxiety	Suggestion
Teachers	• During school hours	• Disconnection in lessons, • Falling back from the lesson, • Homework burden to the student	• After school, • Afternoon, Weekend
	• Lack of coordination with the classroom	• Falling back from the lesson, • Not being aware of the subjects taught	• Facilitating coordination between RR and the classroom
	• Identification system	• The presence of successful students who could not attend the program, • Compliance problem in the first grades	• Taking teacher opinions • Starting in the second term in the first grade
	• Lack of informing teachers	• Misleading due to lack of information, • Disclaiming /not embracing the program	• Informative seminars for teachers
	• Lack of informing parents	• Parent expectations are too high	• Informative seminars for parents
Parents	• Being during school hours • Lack of coordination with the classroom	• Seeing himself different from other students • Not being aware of what is being taught in the classroom	• Being out of school hours

	• Lack of informing teachers • Lack of informing parents • Continuation of the program after primary school	• Prejudice against the program • Exhibiting wrong attitude and behavior • What will the students be after primary school?	• Holding meetings with teachers • Informative seminars for parents • Planning
Students	• During school hours • Lack of coordination with the classroom	• Extra homework, • Fallback, extra homework	• Out of school hours

In case of coincidence between the RR program and the general education class (GEC) courses, teachers generally wanted students not to be taken in courses, such as mathematics, while students might be reluctant to attend the program when there are classes, such as physical education (CT-4).

Another problem expressed in parallel with the implementation of the program during school hours was the lack of coordination between the program and classroom lessons. The primary concern that came to the fore in this regard was students' falling behind GEC subjects. The resource room teacher also expressed the concerns of the students as "… What will be taught in the classroom when I go to the resource room? What practice will be done? Did they learn anything new? Am I missing these?" (RT).

Another source of concern about the lack of coordination between the RR program and classroom lessons was whether the lesson contents went parallel with each other. A teacher stated this situation with the following words, "I wish we were informed about this issue, the RR teacher does not know about us as if it were two separate things, we do not know about him, either. We need to establish a communication and a connection here" (CT-2). Another teacher said, "... we do not have an interlocutor on the subject." about their lacking information on the subject (CT-3). Concerns that their children were falling behind their classroom lessons because they attend the resource room were also expressed in the focus group meetings held by the parents of the students.

It was emerged that there were expectations for informing classroom teachers on various subjects during the RR process conducted for gifted students at school. Teachers stated that they needed information about both the program process and the education of gifted children. A teacher expressed his reproach that they were not consulted at the beginning of the program with the following words, "it is as if this program has been made in secret since last year. We were also teachers of the school, but we were not given any information. We cannot embrace it because of that attitude" (CT-3).

Relating to informing parents of students and educations for them, stakeholders emphasized the need for education, especially on how parents should treat these children. A teacher expressed that parents should be educated about gifted students with the following words; "[…] parental education is very important. All parents came and asked about the situation of their children. Everyone expects their child to be gifted" (CT-4). Similar views were also emphasized by the RR teacher and parents.

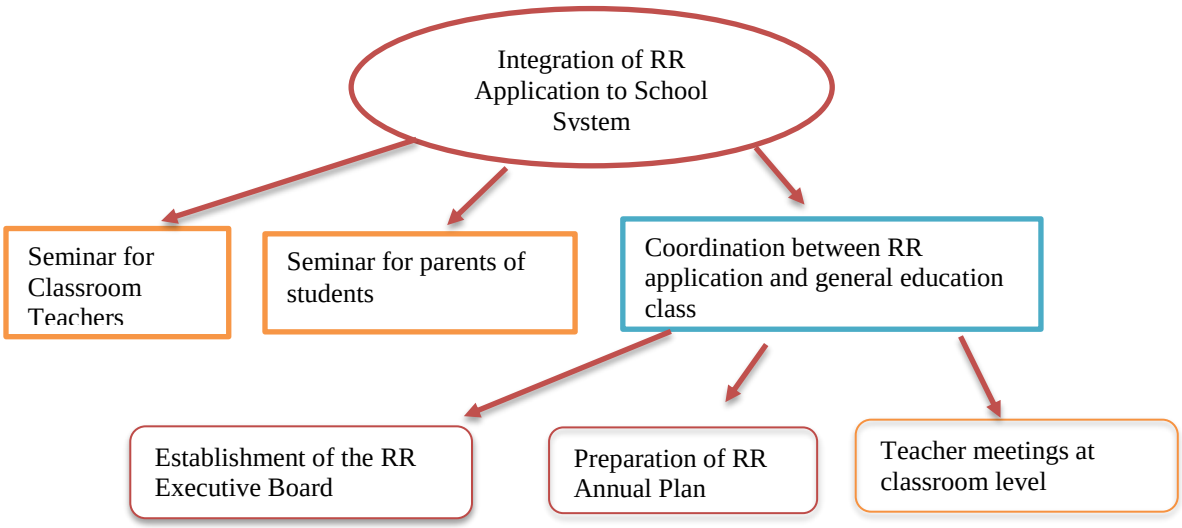
Findings obtained as a result of the interviews conducted in the current status phase of this study were evaluated in the validity committee on 07/04/2016. As a result of the evaluations made, decisions were taken related to the establishment of a board which was responsible for conducting the application in the school, to preparation of annual plans for the program and, lastly, to education for teachers and parents (Researcher diary, p. 7). The decisions taken at the meetings were shared with the school administration and the RR teacher, and some of the decisions were implemented by the school administration despite being delayed. A board named "Enriched Academic Program Executive Board" was established on 20.05.2016 to carry out the application in the school. Other planned activities were deemed suitable to be carried out in cooperation with the researcher, the RR teacher, the validity board and the school administration during the implementation of the program.

Studies on the Integration of the Resource Room Program into the School System

At this phase, various studies were conducted to increase the functionality of the program, especially in line with the problems identified at the end of the first stage. The interventions to improve the RR implementation with the decision taken at the validity committee meeting held on 07.04.2016. Development studies in the program continued until the validity meeting held on 03.05.2017.

Figure 3.

Interaction Scheme of The Studies of RR Program's Integration into the School System



To integrate the RR program into the school system, studies have been conducted under three headings (see Figure 3). These were teacher information seminars, parent information seminars, and activities carried out to provide coordination between the RR program and GEC. In this process, the main emphasized studies are the studies aimed

to provide coordination with the class. The studies conducted as part of the integration of the program into the school system were not independent of each other but were carried out in a way that they supported each other.

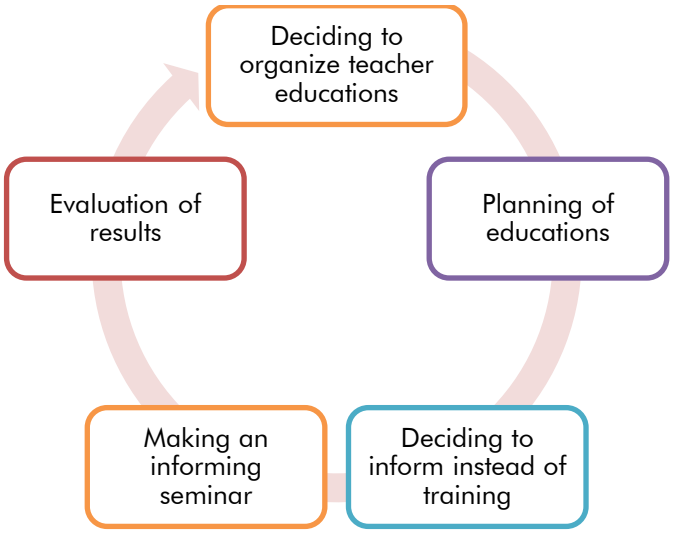
Classroom teachers' information seminar

In the interviews conducted in the current situation stage, the teachers' reproaches about the fact that they were not informed about the initiated program and that a process in which they were not involved was run in the school were determined (Committee Meeting (CM), 07.4.2016). The action cycle regarding the teacher information seminar organized within the scope of the efforts to integrate the RR program into the school system is shown in Figure 4.

The researcher had a meeting with the RR teacher at the school to discuss the date and content of the informative seminar for teachers (Researcher Diary (RD), p.15). As a result of the evaluations made, it was decided to hold the meeting on 27.10.2016 with the school administration's permission. In the process of integrating the RR program into the school system, firstly, it was planned that teachers would be trained about the strategies used in the education of gifted students and share some activities in the GEC. However, this proposal was not accepted by the validity committee due to the increase in the workload and the problems that may be experienced in ensuring teacher participation. It was deemed appropriate to hold an information seminar with the participation of all teachers working at the school. Thanks to this seminar, teachers whose students did not attend the program in their classes informed about the program and its contribution to the school. During the meeting, it was observed that teachers remain concerned about the timing of the program.

Figure 4.

Action Cycle of School Teachers' Information Seminar



Information seminar for parents of students

In the current situation stage, it was observed that the parents expressed their various concerns, although they were satisfied with their children's continuing the program (CM, 07.04.2016). Based on this, suggestions, such as sharing a topic for parents every month, establishing sharing groups and holding an informative seminar, were discussed in the validity committee meeting (CM, 26.08.2016). The validity committee decided that regular sharing groups with parents would increase the workload, and it would be sufficient to hold only an informative seminar (CM 26.08.2016). The session plan for the information seminar held for the parents of the students attending the RR is given in Table 2.

The researcher explained the reason for the seminar as meeting the parents, introducing the program and exchanging views on the implementations. The researcher informed the parents about the reports of their students and explained how they should interpret the figures in the report. Later, the parents were informed about the labelling problem encountered and preventing its negative effects on gifted students. It was evaluated that the meeting was successful in terms of informing parents and explaining the process of the program. However, it was emphasized that only various program proposals were presented to the parents' expectations related to their students' attendance to a similar program when they went to secondary school and an exact solution was not offered (CM, 03.05.2017).

Table 2.

Parents Information Seminar Session Plan

Parent information seminar	
Meeting date-duration	12.01.2017- 61' 00''
Meeting Venue	School Meeting Room
Materials	Camera, computer, projector
Participants	Parents of students (40), School administration (3), RR teacher, Researcher
Purpose	To inform the parents about the resource room program
Content	The reasons for organizing this seminar will be explained. The theoretical and legal bases of the program carried out in the school and the resource room will be introduced. The information will be provided about students participating in RR, how they are selected and their education. In this process, information will be given about what parents can do to reduce the negative effects of labeling. The work done to solve the problems seen in the process will be explained and finally, the parents' opinions about the program will be taken and their questions will be answered.

Efforts to Ensure Coordination between the Resource Room Program and the General Education Class

The actions for coordination between the RR program and GEC consisted of the establishment of an executive board in the school, preparation of annual plans for the program and coordination meetings with classroom teachers.

Establishment of enriched academic program executive board in the school

Since the concept of "gifted" in the name of the RR program, which is carried out for gifted students at school, may cause labelling, the name of the program was suggested to be used as "Enriched Academic Program" in the validity committee meeting (CM, 07.04.2016). This name change was considered effective by the researcher in the sense that emphasizes the academic side of the program and shows gifted students as the target group of the program (RD, p.19). In addition, it was decided to establish a board that will undertake the implementation of the program to ensure coordination between the RR and the GEC program (CM, 07.04.2016). In this board established under the name of "Enriched Academic Program Executive Board" at the school, there are totally five teachers, including a deputy school principal, a RR teacher, two guidance counselors and at least one teacher from each grade level, under the chairmanship of the school principal. Establishment of the executive committee in the teachers' meeting took part in the eighth article as follows: "It was decided to establish the Enriched Academic Program Executive Board to find more effective solutions to the situations, such as following all the processes of the project, improving its deficiencies and weaknesses, preparing resource room framework plans (Teachers' Board meeting minutes, 20.05.2016). This board could not be operated actively. However, The Executive Board has not been a stand-alone solution in solving the problems related to the coordination between the GEC and the RR Program.

Preparing an annual plan for the resource room

Students from different classes come to the RR. Therefore, lessons may not be taught in parallel in all classes. A new topic can be taught in one class while the same topic is handled a week later in another class. Due to similar situations, it was stated in various meetings that it would be appropriate to have a one-year plan of the program to ensure coordination between GEC and RR courses (CM, 07.04.2016; Teachers board meeting report, 20.05.2016).

Within the scope of the annual plan preparation work, the MoNE (Ministry of National Education) annual plans were examined and a draft plan was prepared. However, the annual plans could not be implemented efficiently due to the late announcement of the annual plans in the Ministry of National Education due to the coup attempt in the country and the difficulties arising from the institution in obtaining EEP (Enriched Education

Program) (CM 27.12.2016). Thus, the annual plan prepared in this context was not sufficient to provide coordination with classroom teachers.

Teacher meetings at the classroom level

Teacher meetings were held at the classroom level to provide coordination between GEC and the RR program. These meetings were held with the participation of the class teachers who sent students to the RR program at every grade level, as well as the RR teacher and the researcher. In this study, seven meetings were held with the classroom teachers (see Table 3).

Table 3.

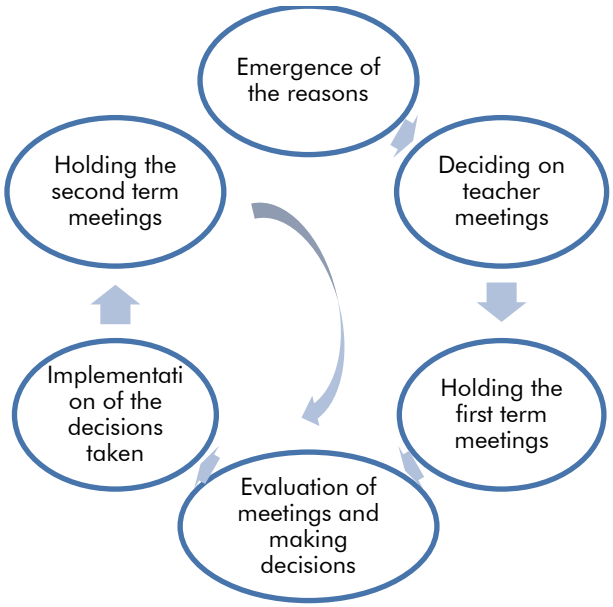
Meetings with Classroom Teachers

Meeting Number	Date	Participants	Record type	Record Duration
1	November 28, 2016	2nd-grade teachers	Camera record	14′ 29′′
2	November 30, 2016	3rd-grade teachers	Sound recording	21′ 45′′
3	December 1, 2017	4th-grade teachers	Sound recording	20′ 28′′
4	March 27, 2017	1st-grade teachers	Camera record	31′ 03′′
5	March 28, 2017	2nd-grade teachers	Camera record	22′ 32′′
6	March 30, 2017	4th-grade teachers	Camera record	15′ 48′′
7	March 31, 2017	3rd-grade teachers	Sound recording	32′ 33′′

The planning, holding and evaluation stages of these meetings held with classroom teachers spread over a long time. First of all, the problem of lack of coordination with the general education classes that emerged in the first phase of the study and the establishment of the program executive board to eliminate this problem and the failure to obtain the expected result from the annual plan preparation can be shown as the reasons for these meetings. In addition, in the information meeting held on 27/10/2016 with the participation of all teachers of the school, it was observed that the problems related to coordination still could not be solved. For these reasons, the idea of holding small group meetings with teachers was accepted in the validity committee meeting. The action cycle for the process of the teacher meetings is presented in Figure 5.

Figure 5.

Action Cycle of Coordination Meetings with Classroom Teachers



Coordination meetings were held in the resource room during the lunch break, when teachers could also participate (see Table 4). Teacher meetings held to provide coordination between the RR conducted at the school and the general education classes were evaluated in the validity committees. According to the evaluations made, the subjects taught in the RR lessons at each grade level were shared with the classroom teachers in the meetings. The opinions of the teachers related to the change in the curriculum were taken and the teachers stated that they found it positive that the lessons were collected in one day. In addition, students' attitudes and behaviours were discussed in the meetings. Teachers stated that they did not see any problems related to attendance of any of the students to RR (CM, 02.05.2017).

Table 4.

Example of Classroom Teachers Coordination Meeting Session Plan

Third grade teachers first term coordination meeting	
Meeting date-duration	30.11.2016- 21' 45''
Meeting Venue	Resource room
Materials	Camera, computer, Textbooks
Participants	5 third grade class teachers, RR teacher, Researcher
Purpose	To provide coordination between class and RR program
Content	Answers will be sought for questions like Which activities are covered in the RR program? What topics are taught in the classroom? Is there consistency between annual plans? Do the activities performed in the program have equivalents in the classroom curriculum? What was done in the classroom during the RR hours? In addition, information about the students attending the RR will be shared.

Discussion and Conclusion

The present study is aims determine the problems encountered in the integration of the RR program, which is organized for gifted students in a primary school, into the school system and to examine the process of solutions for them. During this research, one of the main problems that draw attention is the teachers' claims that they were not included in the preparation phase of the RR program. However, classroom teachers have an important effect on the success of the RR programs. There are studies emphasizing the participation of stakeholders in the success of programs for gifted students (Dade County Public Schools, 1983; Hong, Greene & Higgins, 2006; Gubbins, 2013; Milligan et al., 2012; Renzulli, 1987; van der Meulen et al., 2014). First of all, taking students out of their classrooms may negatively affect classroom arrangements. In addition, the manners and attitudes of classroom teachers are effective for the students who attend RR not to fall behind from their lessons and not to have difficulties when they attend the classroom lessons again. This situation requires managerial skills for a successful RR implementation. Actually, Renzulli (1987) emphasizes the importance of management activities in the success of such programs. In particular, classroom teachers, who have an important influence and role in the implementation process, should participate in the process from the very beginning while planning such programs.

During the research process, various development efforts were made to increase the acceptance of the RR program by the stakeholders. In the literature, the importance of positive acceptance of the stakeholders is emphasized in the success of such programs that affect the functioning of the school (Milligan et al., 2012; Schneider, 2006; Swanson, 2007). Particularly, teachers who send students from their classes to RR embrace and support have an important effect on the success of the application. Accordingly, two meetings were held for both teachers and parents to inform them and eliminate their concerns about the RR program. Thanks to these informative meetings, it was tried to make teachers and parents embrace this program by creating awareness that they were a part of this process.

Findings of the first phase of this study showed the basic problems as the schedule of the program, and lack of coordination with the GEC program and classroom teachers. Due to these problems, concerns that students will fall behind from their classes and that there might be disruptions in the education of the classroom have come to the fore. On the other hand, as a legal obligation, RR programs should be conducted during school hours (MoNE, 2012). Along with this obligation, the concerns expressed by the teachers about students' missing the class have parallels with the problems mentioned in the literature. In fact, different researchers (Davis, Rimm & Siegle, 2011; Morgan, 2007; Ritrievi, 1988; VanTassel-Baska, 1987) pointed to the problems of the programs on school time. On the other hand, in this study, although classroom teachers, parents and students expressed similar problems, the differences between their points of view on the problem are striking. In some studies (Campbell & Verna, 1998; Dade County Public Schools, 1983; Ritrievi, 1988), the classroom teachers complain that they cannot make regulations in their curriculum as they wish, which is similar to the problems stated by

our teachers. The fact that some students from their classes go elsewhere, especially in the morning classes, prevents teachers from passing to a new subject because starting a new topic may cause difficulties in the students learning this new subject. In this case, they usually need to do extra work with their students attending the RR and re-explain the missed topics or assign homework to prevent gifted students from falling behind. As a solution to this situation, teachers advocate that the program should be conducted out of school time.

Concerns of parents about the conducting program during class hours are different from teachers' concerns. Some of the parents believe that their children attending RR will fall behind the general education class program and this will put them at a disadvantage in their exams compared to classmates. The Examination system of transition to high schools in Turkey and the importance of knowledge in this examination system can be considered to have a significant effect on parents' disquietude. On the other hand, some of the students complain that this situation reflects on them as too much homework and sometimes causes them to fall behind from the subjects in the classroom. These concerns generally coincide with the findings of the literature (Dade County Public Schools, 1983; Davison et al., 2005; Ritrievi, 1988; Morgan, 2007). Since students have to transfer what their classmates wrote to their notebooks later, especially when they are not in the classroom, they face more workload. This situation forces them to restrict the time they will spare for themselves during their extracurricular hours. To summarize, given that the RR program takes place during school time is seen as a problem among stakeholders with different responsibilities, albeit for different reasons. It is seen that being excluded by classmates (Belcastro, 1987; Davis, Rimm & Siegle, 2011; Gubbins, 2013), which is shown as an important problem regarding the RR in the literature, was not expressed by the students in this study. In fact, while the students stated that they made new friends thanks to this program, they emphasized that also they did not have any problems with their classmates too. In this context, the results of the study show parallelism with the studies conducted by van der Meulen et al. (2014), Zeidner and Schleyer (1999), Cohen et al. (1994), Delcourt et al. (2007), McCulloch (2010) and Morgan (2007).

At the second stage of this research, some solutions for the encountered problems during the program were implemented. The interventions made at this stage were aimed to integrate the RR program into the school system. The main criticisms to the program stem from its time when this study was conducted. However, in the literature, there are similar objections against pull-out programs like the lack of communication and coordination with the GEC (Naidu & Presley, 1995; Rafferty, 1996; Renzulli, 1987; VanTassel Baska, 1987; Walker, 2002), gifted students' falling behind GEC programs (Davis, Rimm & Siegle, 2011), restriction of classroom teachers (Campbell & Verna, 1998; Dade County Public Schools, 1983) and extra homework (Ritrievi, 1988). However, the main reason for the RR program is to meet the educational needs of students without leaving too much from their peers (MoNE, 2015a). In other words, it is a type of grouping recommended to reduce the possible negative effects of grouping types where gifted students receive a completely separate education. In the Special Education Regulation (2012) and in the regulation of the RR (MoNE, 2015a), which was

in force at the beginning of this research, the schedule of the RR is expressed as "the supportive education services provided in the resource room should be conducted within the school's or institution's course hours (p. 3)". Thus, these regulations create a natural basis for the emergence of situations that are criticized.

During the research process, various interventions were made to provide coordination between the programs of RR and GEC. First, an executive committee has been established to be responsible for the implementation of the program at the school. It was decided to have one teacher from each grade level on this board. In addition, an annual plan has been prepared to ensure consistency between the syllabuses of them. However, both of these interventions were not sufficient to provide coordination. The reasons for the inefficacy of these two interventions in providing coordination should be evaluated within the specific conditions of the school and the period in which the study was conducted. Reasons, such as the crowded of teachers at the school and the workload of the teachers, the existence of formal procedures for the meetings prevented the executive committee from working effectively. In addition, just as the military coup attempt that occurred in Turkey in the period in which annual plans were being made and the decisions taken after that attempt affected many areas of life, it affected education order as well. Changes in the books to be used as textbooks in schools caused delays in their distribution. This situation negatively affected the annual plan preparation process in this study.

Given the findings obtained in the present study, it can be claimed that the most efficient work carried out to provide coordination between RR and general education classes is the meetings with classroom teachers. The support of classroom teachers in achieving the success of in-school education programs for gifted students is emphasized in the literature (Borland, 2013; Campbell & Verna, 1998; Davison et al., 2005; van der Meulen et al., 2014; VanTassel-Baska, 1987). In this study, class-based coordination meetings were held with classroom teachers to ensure that the classroom teachers were aware of the program process and to provide the parallelism between the program content and the general education class program. In these meetings, in addition to sharing information about the courses conducted in the RR, views on the students attending the program were exchanged with the teachers. In the meetings, generally, positive feedback was received for the development of the students and their reflections on what they learned at the RR to the classroom. These findings are in line with the research findings showing that a more qualified education process can be achieved through reflecting the education provided in the RR to the general education classes (Hoffer, 1992; van der Meulen et al., 2014; VanTassel-Baska, 2006).

In the meetings held with classroom teachers, teachers' opinions were received to provide coordination and make educational activities in both environments more efficient. In the literature, the presence of studies emphasizing the importance of teachers' participation in the process draws attention (Campbell & Verna, 1998; Davison et al., 2005; VanTassel-Baska, 2006). However, the reluctance of some teachers because of meeting times while holding the meetings made the process challenging. To overcome this problem, the researcher organized his own program according to the

teachers and held the meetings in a limited time, at lunch breaks. The limited duration of the meetings obstructed making a detailed analysis of subjects. Despite these negativities, teachers find the coordination meetings were generally successful.

As can be seen in the findings, in the meetings held with classroom teachers, their suggestions were considered and decisions were made in line with their suggestions. This situation contributed to implementing the program efficiently. In the discussions about the course hours of RR program, teachers suggested that the class hours should be collected in a single day for each class instead of separate days. This proposal was accepted and implemented in the next academic year. With this suggestion, teachers argued that they would make lesson planning in their own classrooms more efficiently. This decision has been seen as influential both for involving teachers in the RR process and for making the program more functional.

The implemented decisions related to the RR reveal the significance of effective interventions made within the school facilities. However, it should be noted that the school administration had an important effect on the implementation of this decision regarding the change of course hours. In fact, the importance of school administrations' taking an active role in the success of RR programs is emphasized in the literature (Long, Barnett & Rogers, 2015; Milligan et al., 2012; Westberg & Archambault, 1997). Although the school is a primary school, there are teachers who come from other schools for some lessons, such as English and Music. This situation may cause difficulties in organizing and making changes in the course schedule. Despite these difficulties, the school management made the necessary changes in the weekly course schedules due to the importance it attaches to the RR program. This situation actually shows the effectiveness and crucially of local dynamics in the process of the decisions making and implementation. This intervention may not be applied in another school, where it will be more difficult to change such schedule hours, although it is found efficient and applicable in this study. From this point of view, it would be beneficial to provide school administrations with various intervention opportunities within the conditions of the schools.

As a result, in this research process, which was carried out to examine the process of integrating the RR program into the school system for gifted students in a primary school, various problems were determined, and actions were taken to solve them. In this context, it can be concluded that most of the problems have been solved by the effective implementations. During the research process, it is observed that the most remarkable problem is related to the schedule of the program. Efforts were made to provide coordination with classroom teachers to overcome these problems. As a result of the research, it can be inferred that it is significant to ensure cooperation and consensus between stakeholders for effective RR programs.

Based on the research findings, some recommendations can be presented for practitioners and researchers. Firstly, it can be said that the deficiencies of the official Resource Room Guide should be eliminated. A detailed guide, which is different from other special education groups, can be prepared for gifted students. Additionally, in the

guide, it may be suggested to remove the restriction in group education, which is limited to three people, to provide flexibility concerning number and provide flexibility in the arrangement of weekly course hours. Furthermore, it can be suggested that the education for gifted students in RR programs should be related to education models for gifted students based on current scientific knowledge. In such a guide, it can be argued that standards for education to be carried out in RR should also be set. Standards for programs can be adjusted on the basis of those relevant to the educational program standards of gifted students developed by the United States National Association for Gifted Children (NAGC, 2010). It is considered that the problems related to the course hours of the RR program and its coordination with GEC, which come to the fore as the main problem in the research, are administrative problems. In this context, it may be suggested to establish a board at the school level that will carry out the process to prevent similar problems. Moreover, it may be suggested to hold regular meetings with teachers who send students from their classes to the RR program. These meetings may be held respectively at each grade level to discuss the development of the students as well as the courses taught at RR and to provide coordination with the general education class. In accordance with the findings obtained at the end of the research, it is thought that different studies are needed on RR programs for gifted students. First of all, this research was conducted in a RR applied at the primary school level. Similarly, it may be suggested to examine the RR programs implemented in different institutions and education levels in the form of action research or case study, so unique and different scientific contributions can be made related to the different educational environments and educational levels. In this research, more focus has been placed on administrative regulations. It is recommended to conduct studies on the reflections of the RR implementations on the general education class, such as the attitudes and behaviours of the classmates of gifted students who attend the RR; how the classroom environment affected by the absence of the students who attend RR can be discussed within this scope. Thanks to these studies, it is thought that more concrete information about the effects of RR programs on general education class atmosphere will be reached.

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