Distance Special Education During The Pandemic Process: Teacher Opinions

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Abstract

The transition from face-to-face education to distance education was conducted in the Spring Semester of the 2019-2020 Academic Year due to the Covid-19 pandemic. The purpose of this research is to determine the opinions of special education teachers in the Turkish Republic of Northern Cyprus on distance education. In this study, the case study, which is one of the qualitative research methods, was used. The data of the research were collected by semi-structured interview technique. The data were analyzed by content analysis technique. The research was conducted with 17 special education teachers working in private education institutions according to the purposeful sampling technique. A semi-structured interview form prepared by the researchers in line with expert opinions was used as the data collection tool. Considering the results of the research, it was determined that the studies that special education teachers conducted with their students with special needs as a distance education application were adaptation studies, academic, individual and group studies. It was concluded that the technological platforms used by special education teachers in the distance education process are Zoom and WhatsApp applications. Another finding of the study is that special education teachers' distance education process is evaluated positively by families.

Keywords: Distance education, special education, teacher views, interview, covid-19

Introduction

Most governments around the world are temporarily suspending the activities of educational institutions and closing schools in order to contain the spread of the Covid-19 outbreak. These nationwide closures affect more than 91% of the world's student population. 63 million educators have been affected by school closures, causing disproportionate damage to students' learning by rapidly increasing learning inequalities during school closures (UNESCO, 2020). The closure of schools during the Covid 19 epidemic revealed the necessity of continuing education by reshaping knowledge and learning (UNESCO Futures of Education, 2020). The Covid 19 epidemic has proven to the whole world the importance of

revising education policies in order for education to continue when there is a possible crisis worldwide (UNESCO, 2020).

Schools that had to be closed during the Covid-19 outbreak forced teachers to continue their education in online learning environments. Online learning posed various challenges for students and their families since online activities require both adequate technological skills and new visions for teaching and learning strategies. Many families are faced with the limited availability of digital devices and a lack of fast enough connectivity. In addition, parents of students with special educational needs face more difficulties in supporting their children's online learning (Azoulay, 2020).

In online education, intensive use of technologies is needed to support learning processes, but a pedagogical model is needed for their effective use (Abbott, 2007; Florian, 2017; Ronchi, 2019). The ability of teachers to use digital technologies for education is important for their students to benefit from the developing technology in the best way possible (OECD, 2019). In the new educational environment, the Ministry of National Education also supported teachers for social responsibility programs through social media. Several remote in-service training programs were organized with national or international certificate during the Covid-19 period in order to ensure the continuity of the professional and personal development of teachers Approximately 125,000 teachers were trained through 17 professional development programs lasting two to three weeks (Ministry of Education, 2020). In this process, it was ensured that the existing open and distance education opportunities were used in order not to interrupt the education system in line with the suggestions of the TRNC Ministry of National Education and Culture, the Supervisory and Accreditation Board of Higher Education Institutions and education stakeholders, and effective steps were taken to ensure uninterrupted education (Egeli & Özdemir, 2020).

Despite all these trainings, the study of Martin et al. (2019), on teachers' perceptions of online education readiness showed that the experience gained from online teaching facilitates the course design of online courses. However, teachers' lower self-efficacy has been associated with little or no online teaching experience.

The necessity of taking into account that both preschool and first grade of primary school students with low individual and independent learning and working abilities, and children who need special education, have attention deficit and hyperactivity, and have learning difficulties cannot benefit from face-to-face education during the Covid 19 pandemic process, and the necessity of taking into account that their learning gaps may increase with their normally developing peers was better understood in this process (Egeli & Özdemir, 2020). Rice and Dykman (2018), stated that students with special needs can benefit from online learning activities, but there are some critical issues such as teachers 'low technological and pedagogical skills, difficulties with student success and lack of cooperation with students' parents. The most important problem in education is the fact that children with special needs may experience losses in the learning process. Based on the opinions of parents and teachers, the studies indicated that children with special needs during the distance education process did not participate in the trainings due to limited or no screen focusing time, they were unwilling to participate in the studies and their development regressed due to these reasons (Şenol & Yaşar, 2020). Due to the fact that children with special needs do not have individual and independent learning competencies, it has become difficult for their teachers to follow the progress of their education in addition to parental support in the distance education process. For these reasons, each student's learning loss will be different and this constitutes a big problem to be able to compensate for the deficiencies (Burgess &

Sievertsen, 2020; Karip, 2020). Based on all this information, this study has been prepared in order to determine the opinions of special education teachers in the Turkish Republic of Northern Cyprus during the Covid 19 pandemic process on distance education.

Aim of the Study

The aim of the study to determine the opinions of special education teachers in the Turkish Republic of Northern Cyprus during the Covid 19 pandemic process on distance education.

Methodology

This research is qualitatively designed. "Case study" one of the qualitative research designs, was used in this study. Situations can occur in various forms. An individual, an institution, a group, an environment can set an example for situations for this study (Yıldırım & Şimşek, 2006). In this study, teachers working in special education schools working in schools affiliated to the TRNC Ministry of National Education were included in the study.

Sampling of the Study

The teachers included in this study were determined by using convenience sampling, one of the "purposeful sampling" methods. Purposeful sampling allows for in-depth study of situations that are thought to have rich information (Yıldırım & Şimşek, 2006). In the study, "convenience sampling", which is one of the purposeful sampling methods, was used. This sampling method brings speed and practice to the research; because in this method, the researcher chooses a situation that is close and easy to Access (Yıldırım & Şimşek, 2006). The age of the teachers participating in the study was determined to be between 23 and 55 years old. 13 of 17 special education teachers are female and 4 of 17 special education teachers are male. The professional seniority of teachers varies between 1 and 40 years. All of the teachers work in special education schools affiliated to the TRNC Ministry of Education. The number of students in the formal education process of the teachers and the number of students who continue distance education are given in Table 1.

Table 1.
Demographic Findings for Special Education Teachers Included in the Study

Teacher	Age	Gender	Seniority	Number of students in formal education	Number of students in distance education
T1	25	F	3	20	13
T2	28	F	4	7	2
T3	23	F	1	27	1
T4	29	F	1	5	5
T5	27	F	4	4	1
T6	38	M	14	20	12

T7	34	M	12	10	8
T8	44	F	1,5	43	43
T9	31	F	5	4	4
T10	32	F	11	4	4
T11	40	F	15	40	4
T12	31	M	8	20	10
T13	32	F	5	40	40
T14	49	F	25	18	15
T15	38	F	5	2	2
T16	57	M	40	6	6
T17	55	F	40	10	5

Data Collection

In this study, "semi-structured interview" technique was used. In this technique, the researcher prepares the interview form containing the questions he/she plans to ask beforehand. Depending on the flow of the interview, side questions or sub-questions can affect the flow of the interview, and these questions can enable the person to open and elaborate their answers (Türnüklü, 2000).

The interview form prepared by the researchers was first shown to six field experts; three of them are special education experts, one of them is Turkish language expert, and two of them are assessment and evaluation experts. Necessary corrections and changes were made with the opinions and suggestions of the experts. Before the interview questions were applied, a pilot study was conducted with a special education teacher to determine the comprehensibility of the interview questions.

The interview form consists of two parts. In the first part, there are questions regarding the gender, age and professional seniority of special education teachers. In the second part of the form, there are questions determining teachers' views on the implementation of special education as distance education during the pandemic process.

Special education teachers were included in the study on a voluntary basis. The interviews were conducted during the pandemic period, with the transition to the distance education process, by contacting teachers via e-mail between September and October 2020.

Data Analysis

The data obtained from the research were analyzed by using the "content analysis" technique. Content analysis is defined as summarizing a text with smaller content categories with specific encodings (Büyüköztürk et al., 2010).

Categorical analysis, one of the types of content analysis, was used in the study. Categorical analysis generally refers to the division of a particular message into units and

then grouping these units into categories according to specific criteria (Bilgin, 2006). Direct quotations are included in order to reflect the views of the special education teachers interviewed. The results of the research are explained on the basis of these data. Thus, the validity study of the research was conducted (Aslan & Güneyli, 2008).

Findings

In this section, findings obtained from special education teachers in the research are included.

Table 2.

Opinions of Special Education Teachers about Distance Education Practices Regarding Special Education During The Pandemic Process

Opinions	f
Adaptation study	16
Academic study	11
Individual study	9
Team work	6
Practicing self-care abilities	2

Table 2 includes the findings of the distance education practices that special education teachers carried out during the pandemic process.

As can be seen from the table, special education teachers have revealed different opinions about distance special education practices during the pandemic process. These views are adaptation study (f = 16), academic study (f = 11), individual study (f = 9), team work (f = 6), practicing self-care abilities (f = 2), respectively. Examples of teacher views are given below.

For example, T2 stated his opinion as "During the pandemic process, we provided individual special education support with distance education with 2 students with special needs".

T14, on the other hand, stated that "I opened a Google classroom and loaded activities on attention perception and memory studies suitable for the students' levels, reading comprehension activities as Turkish lesson, and four operations in mathematics."

Table 3.

Special Education *Teachers' Opinions about the Technological Platforms They Use in the Distance Education Process* During The Pandemic

Opinions	f
Zoom	9
WhatsApp	7

Instagram	1
Facebook	1
Google Classroom	1
Skype	1
Google meet	1

When Table 3 is examined, they stated that special education teachers used Zoom and WhatsApp applications intensely as technological platforms in the distance education process during the pandemic.

Table 4.

The Opinions of Special Education Teachers about the Problems They Encounter in the Technological Platforms They Use in the Distance Education Process During the Pandemic

Opinions	f
Connection Problems	11
Those Who Didn't Have Any Problems	3
Teacher's Access to Student and Family	3
Limitations in Technology usage	2
Family and Student Access to Teacher	1

In Table 4, opinions about the problems faced by the special education teachers in the distance education process during the pandemic are given. Teachers stated that they experienced the most problems while connecting to the internet while conducting their lessons as distance education with students. They stated that they encountered difficulties in accessing the student and the family, they had difficulties in using technology, and that the family and the student had problems in accessing the teacher. During this period, there were also teachers who stated that they had no problems in distance education. Examples of teacher views are given below:

"Due to internet speed, audio attenuation and image freezing were experienced from time to time."(T11)

"We had trouble downloading and installing apps. But when I told them over and over with patience, it was happy to see their accomplishments. (T14)

"I had a connection problem."(T3).

"On days when the weather was bad, the lessons were interrupted due to the internet cut off."(T2)

Table 5.

Objects of Special Education Teachers on Family Participation in the Distance Education Process in the Pandemic

Opinions	f
Providing information about the education process	10
Providing activity and material support	7
Follow-up and feedback	5
No answer	3
No family involvement	2

Table 5 shows the opinions of special education teachers about family participation in the distance education process. What are your views of teachers on family participation in the distance education process in the Pandemic? The following question was asked: "Did mothers or fathers contribute the most to this process?" 16 of the teachers stated that mothers and 1 father contributed to the distance education process. Teacher opinions are given below.

"When distance education started actively, I telephoned all parents and communicated with them. We collaborated on how we can carry out the distance education work. Equal number of mothers and fathers participated."(T7)

"Throughout the process, I prepared the materials that could be easily prepared at home the day before and I sent them to the mothers and they prepared the same materials and worksheets. The next day, I modeled with my own materials and the students participated with their own materials in the lesson. During the process, I observed that mothers were more involved than fathers in education process."(T2)

"I encouraged the distance education program to be fully effective by reminding that parents have responsibilities. Since the environment of the training is home, I made sure that the follow-up control and feedback method should be under the supervision of their families and ensured the participation of their parents. Number of mothers was high in participation."(T4)

"The family was just observant. They were not involved in education process."(T11)

Table 6.
The Opinions of Special Education Teachers about the Problems They Encounter in Their Lesson Plans During the Distance Education Process in the Pandemic

Opinions	f
I did not have a problem	8
Time management	3
Family eligibility	2
Connection problem	2
The family's lack of knowledge	1

Course hours overlap with other courses	1
Teacher's lack of technology competence	1

Table 6 shows the opinions of special education teachers in the pandemic about the problems they encounter in their lesson plans during the distance education process. It has been determined that teachers have problems in their lesson plans due to time management, family eligibility, connection problems, lack of knowledge of the family, overlap in class hours, and deficiencies in the teacher's technology competence. Most of the teachers also stated that they did not experience any problems in their lesson plans. Some examples of teachers' views are given below.

"I had no problems with the lesson plans. Since I prepared my materials in advance according to the conditions, every lesson was very successful and efficient."(T8)

"The topics could not be completed in the scheduled times."(T5)

"Because of being at home all the time, the routine of meal times has changed. Since the grocery shopping took place at certain hours, we had to postpone the lessons according to shopping time."(T2)

"" I had problems with the lesson plans due to my inadequate computer use." (T14)

Table 7.
Opinions of Special Education Teachers about the Materials They Use in Their Lessons in the Distance Education Process in the Pandemic

Opinions	f
Projecting the lecture notes on the screen	4
Internet-supported material	4
Worksheets	3
Easily accessible material	2
No answer	2
Video	1
I didn't use any materials	1

In the pandemic, the opinions of special education teachers about the materials they use in their lessons in the distance education process are given in Table 7.

Teachers stated that they used the lecture notes on the screen, used internet-supported materials, prepared worksheets, and used easy-to-access materials in the distance education process. It is shown in Table 7 that there are also teachers who do not answer this question and do not use materials in their lessons. As an example of teachers' opinions:

" The works were prepared in PDF format and shared on the common screen with zoom. The studies used were then sent to the family via e-mail and repetition was requested." '(T11)

" I made sure that the materials on the subject to be covered were as easily accessible in the home environment as possible. For example, we did it with materials such as pasta, socks, and forks to distinguish few concepts." (T2)

" Generally, worksheets were used. Banana activity videos published by our Ministry on its website were recommended and a link was placed." (T6)

Table 8.
The Opinions of Special *Education Teachers about the Reinforcers They Use in Their Lessons in the Distance Education Process in the Pandemic*

Opinions	f
Verbal Reinforcer	11
Activity Reinforcer	4
Symbol Reinforcer	3
Social Reinforcer	2
Primary Reinforcer	2

Special education teachers stated that they mostly used verbal reinforcers, activity reinforcers, symbol reinforcers, social reinforcers and primary reinforcers as reinforcers in their lessons in the distance education process. Some quotations from the opinions of special education teachers are given below:

" When the homework was sent for control purposes, verbal reinforcements such as "well done, bravo, it will be better" were given if there was no mistake or needed improvement according to the result." (T6)

"I used social reinforcers during my teaching. When my younger student did the activity correctly, the food was given by the reinforcer mother. When we completed the lesson efficiently with my older student, the award for having an activity with the family was presented." (T2)

Table 9.
Special Education Teachers' Views on the Advantages That the Distance Education Process Provides for Students with Special Education Needs

Opinions	f
Continuity of education	6
Home comfort	5
Saving time	3

Motivation	3
Students' effective use of technology	2
High family involvement	2
Access of individuals with severe physical disabilities to education	2
Affordability	1
Access to the teacher	1
Experiencing a different learning process	1
No advantage	1

The opinions of special education teachers regarding the advantages of the distance education process for students with special education needs are given in Table 9. Teachers believe that the advantage of the distance education process to students is the continuity of education, easily access of lessons from home environment, saving time, increased motivation, using technology effectively and increased family participation in education, affordability of education, easier access to teachers, and experiencing a different learning process. Some quotations from the opinions of special education teachers are given below:

> *" The most important advantage of distance education was to allow families to participate in the process more than usual." (T2)*

> *"The advantages of distance education were as follows: the child did not have trouble with the school bus, did not spend time to come, felt that he was special and always considered, even if he was not able to come to school, he was as close as a phone call to his teacher."(T8)*

> *" The advantages were as follows: During the pandemic process, we supported the continuation of their previous learning, even if a little, the children had a different experience. For some kids, being on the computer has been motivating." (T11)*

> *"My severely disabled students did not experience the problems they experienced while coming to school in on line education. Shy students who had communication problems felt more comfortable in the home environment." (T4)*

Table 10.
Special Education Teachers' Opinions about the Disadvantages That the Distance Education Process Provides For Students with Special Education Needs

Opinions	**f**
Lack of attention	3
Connection problem	2
Limitation of physical intervention	2

Technological deficiencies	2
No disadvantage	2
Inability to work online in all fields	1
Course hours overlap with other courses	1
Compliance problems	1
Technology addiction	1
Limitations in learning new topics	1
Not giving reinforcements and feedback on time	1
The family's lack of knowledge	1
Class management	1

Table 10 includes the opinions of special education teachers about the disadvantages that the distance education process provides to students with special education needs. The teachers stated that the distance education process has various disadvantages such as attention problems of students, problems due to connection, limited physical intervention, and technological deficiencies.

They also stated that the distance education process is not a disadvantage for students with special education needs. Some quotations from the opinions of special education teachers are given below:

"The disadvantages of distance education are the inability to directly interfere with the student, eye contact breaks and internet-based communication disruptions." (T2)

"I experienced the disadvantages of distance education in my students with autism. Parents have not been fully qualified instructors. I could not achieve the performance I wanted because they naturally could not perform their work like a professional." (T8)

"The disadvantage of distance education was the difficulty of motivating children with hyperactivity and distraction. Building authority in on line therapy has been difficult." (T11)

"Since it is very important for special education students to have individual and one-to-one education, I had problems with attention deficit in the distance education process. It took time for a child with autism spectrum disorder to get used to the distance education process because they don't like change."(T4)

Table 11.
Opinions of Special Education Teachers about Evaluating the Distance Education Process in the Pandemic

Opinions	**f**

Data records	8
Instant feedback	5
Family assessment	4
Observation	4
Evaluations cannot be carried out effectively	3
Criteria Dependent Measure Tool	3
No answer	1

Special education teachers were asked the question of "How did you make your teaching evaluations in the distance education process?." Teachers stated that they used data records, instant feedback, family assessment, observation, criterion-dependent measurement tools as assessment tools. Another finding of the study is the special education teachers, who also stated that the evaluations are not carried out effectively. There were also teachers who did not answer this question. Some quotations from the opinions of special education teachers are given below:

"I made the evaluation of the student as attendance with the criterion-dependent measurement tool. I took note of the right, wrong or need for help in the application." (T2)

"Family's evaluation was requested." (T3)

"I made an evaluation with data records." (T1)

" Before submitting the studies, I contacted the family and informed the family about how the study should be conducted. I explained how these works were conducted to the family by using examples." (T7)

Table 12.
The Opinions of Special Education Teachers about the Education They Give To Families During the Distance Education Process in the Pandemic

Opinions	**f**
The process was informed	10
Education was not provided for the family	4
Informing the family by the school psychologist and guidance counselor	3
Information about technology usage	3
Providing instant feedback to the family	1
Training the family to support daily life skills	1

Studies for the family to realize the child's potential	1
Information for activity schedules	1

The opinions of special education teachers about the training they provide for the family were included. It has been determined that teachers have given families information about the process, about school psychologist and guidance counselor, informing the use of technology, giving instant feedback to the family, training the family to support daily life skills, studies for the family to realize the child's potential, and training on activity schedules. Some quotations from the opinions of special education teachers are presented below:

> *"Before submitting the studies, I contacted the family and informed the family about how the study should be done. I used examples and explained the family how the work should be done." (T7)*

> *"I made sure that the children were involved in household chores so that the children developed their daily life routines. I kept informing the families about the pandemic process. I emphasized the importance of routine and regular training program days and hours." (T4)*

> *" Information was given to use the online platform to give tips." (T10)*

Table 13.
Opinions of Special Education Teachers about the Reasons of the Families Who Could Not Participate in the Distance Education Process

Opinions	f
Connection problems	5
Families who do not give reasons	5
Financial problems	4
Need for Information for Technology Usage	3
Technological device shortage	3
The thought that education will not be efficient	2
Compliance problems with distance education	1
The home environment is not suitable	1

Table 13 includes the opinions of special education teachers regarding the reasons of the families who cannot participate in the distance education process.

Problems due to the connection, Financial problems, need for information for technology usage, not having a technological device, having negative thoughts about the

efficiency of distance education, adaptation problems experienced by their children towards distance education, and their inability to actively participate due to their home environment not being suitable for distance education are among the reasons for families not to participate in the distance education process. Special education teachers also stated that there are families who do not state their reasons even though they do not participate in the distance education process. Some quotations from the opinions of special education teachers are given below:

> *"Families did not want to participate in distance education due to lack of computers, money and internet shortages." (T3)*

> *" Most of the families gave reasons such as "I cannot do this, I cannot have the child seated in front of the computer, and the child does not want to do this." (T2)*

> *" There were families who could not participate in distance education due to attention problems and lack of computers." (T1)*

Table 14.
Opinions of Special Education Teachers on Families' Evaluations for Distance Education

Opinions	f
Positive	14
Distance education is challenging	3

The opinions of special education teachers regarding the families' evaluations for distance education are shown in the table above (Table 14). Special education teachers stated that most of the families expressed a positive opinion on the distance education process, and some families found this process as challenging. Some quotations from the opinions of special education teachers are given below:

> *"The family feedback was positive. They expressed that they were tired only because they had too much responsibility and burden on them during this process.' '*(T2)

> `` It was a pleasure for them to be remembered during this process, to be followed by the teacher personally to the student, and to be addressed to expectations and concerns about the school's opening process.*"* (T6)

> *"At the end of the distance education, a few families called me and thanked me for my work and efforts in this process. They stated that I did not leave their children alone in this process and that I supported them whenever possible."* (T7)

Discussion, Conclusion and Recommendations

The Covid-19 pandemic has significantly affected educational practices and teachers have suddenly started to provide distance education in this process. In this process, the education of students with special needs was also tried to be supported at home with distance education practices. In this study, the opinions of special education teachers who are providing distance education in the Turkish Republic of Northern Cyprus during the Covid-19 pandemic process on distance education were determined. In line with this purpose, interviews were conducted regarding the experiences of special education teachers in the distance education process. The results obtained from the interviews were discussed and interpreted together.

When examining the opinions of special education teachers regarding their work with their students with special needs as a distance education application related to special education during the pandemic process, it was found that teachers mostly performed adaptation studies, academic studies, individual studies and group studies. In addition, special education teachers gave opinions in the form of Zoom and Whatsapp applications as the technological platforms they use in the distance education process. Balaman and Tiryaki (2021) stated that teachers used the free version of the live course software called Zoom, especially at first, after the transition to compulsory distance education within the COVID-19 process. In addition, Davis (2021) showed that special education teachers focus more on individual education planning in the distance education process.

Special education teachers talked about the connection problems related to the problems they encounter in the technological platforms they use in the distance education process. This finding obtained from the research is consistent with the results of the research found in the literature. Şenol and Yaşar (2020) examined the special education provided during the Covid-19 pandemic in line with the opinions of teachers and parents. They reported that problems such as not being able to connect to the Internet, disconnection and limited Internet access were among the difficulties teachers frequently encountered in this process. In addition, Parmigiani et al. (2020) stated that the low quality of the Internet connection used by teachers and families negatively affected the distance education process in special education during the pandemic process.

Mengi and Alpdoğan (2020) pointed out the cooperation with families in the conduct of education activities of students who receive special education in the distance education process, and stated that the role of families in the distance education process is enormous. When examining the opinions of special education teachers regarding family participation in the distance education process during the pandemic process in parallel with this finding, it was concluded that teachers worked on informing about the education process, providing activity and material support, follow-up and feedback, and mothers took a more active role in this process. Prime, Wade, and Browne (2020) stated that informing families about the process has a critical role in the Covid-19 pandemic process so that families with children with special needs can be psychologically better and less anxious.

When examining the opinions of special education teachers about the materials they used in their lessons in the distance education process during the pandemic process, the teachers mostly stated that they used materials such as projecting the lecture note on the screen, Internet-supported materials and worksheets. In addition, special education teachers who participated in the study stated that they mostly used verbal and activity reinforcers in the distance education process. Şenol and Yaşar (2020) emphasized that providing material and material support is very important for special education practices to be more efficient during the pandemic process.

According to Kaya (2002), distance education has advantages such as minimizing the inequality of opportunity, facilitating mass education, reducing the cost in education, providing freedom to the student, providing a rich educational environment for the student, providing individual learning, and giving the individual the responsibility of learning. On the other hand, some disadvantages of distance education can be mentioned. Distance education has disadvantages such as preventing students from socializing, not providing sufficient help to students who do not have the habit of self-learning, not being able to benefit from practice-oriented lessons, and not being effective in performing skills and attitude-oriented behaviors. In this study, special education teachers stated that the distance education process has

advantages such as continuity of education and the comfort of the home environment, as well as disadvantages such as attention deficit. Special education teachers who participated in the study stated that they made evaluations through data records, instant feedback and observations in the distance education process. Balaman and Tiryaki (2020) emphasized the importance of making process-oriented evaluations rather than result-oriented evaluations in the distance education process.

As a result of the review of the literature, it was seen that a limited number of scientific studies were conducted in the field of special education during the Covid-19 outbreak. Therefore, national and international studies are needed to reveal the effects of the pandemic process on special education practices. As a result, the opinions of special education teachers in the TRNC regarding distance education practices during the Covid-19 pandemic process were obtained and interpreted in the light of the literature in this study. In parallel with the findings obtained from the research, the following suggestions can be made for further research and applications:

1. Advanced research can be conducted to reach more specific data about the distance education processes of students from different disability groups.

2. Comprehensive solution proposals can be developed by organizing descriptive, comparative or experimental studies and revealing the existing situation in order to understand the distance education processes in special education.

3. By making studies such as family education and family participation more widespread, special education, cooperation between family and students and the efficiency of special education can be strengthened.

4. The problems in this area can be overcome by developing educational and social policies aimed at eliminating the technological infrastructure problems experienced in the distance education process.

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