Professional Ethic Dilemma Solving Styles of Teachers in Special Education

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Abstract

The current study investigated the steps followed by teachers working in special education field to solve ethical dilemmas, their dilemma solving styles, as well as their viewpoints regarding the dilemma situations. A total of 15 teachers, who worked in different institutions for children with special needs, participated in the study. The study employed a qualitative case study research design. The data were collected through ethical dilemma mock scenarios and structured interview questions related to them. The data were thematized using descriptive analysis under 10 headings in Ethical Codes Guidebook for Special Education Teachers. Furthermore, the results were visualized to describe participant behaviors across themes. As a result, teachers in special education field could find solutions for potential ethical dilemmas, offer suggestions for colleagues, and evaluate the results.

Introduction

Ethics, philosophically described as theory of moral, act as a compass to discriminate what is right or wrong while describing daily life values (Akfert, 2012). In this sense, ethics are a standard development or a guidance process for people how to act in any situation (Klimsza, 2014). Ethics are a philosophy area that deals with good-bad and right-wrong behaviors of individuals (Moore, 2010). Ethics, a discipline examines moral standards within a person or societies, is described as the philosophy of moral (Velazquez, 2002). It is only possible through ethics to determine what will and will not be done in any goals and situations (Aydın, 2013). Ethics is a discipline to examine an individual's steps with questions such as "What should I do?", "What shouldn't I do?", "How should I act?", and "How should I live?", thus it is one of the most significant values to be followed in maintaining various professions. This has recently raised the awareness of how ethics are important. Professional ethics are a type that gets specific rules and norms about a profession to be followed by workers in their relationships with each other or a society (Kumar, 2015). Professional ethics require workers to obey specific behavioral rules wherever they are and follow specific behavioral patterns in their relationships with each other (Aydın, 2013; Kuçuradi, 1988). Professional ethics codes motivate workers to exhibit ethical behaviors and guide them about consistent behavioral patterns regarding right and wrong actions by exposing them colleague pressure (DeSensi & Rosenberg, 1996). Professional ethics codes are

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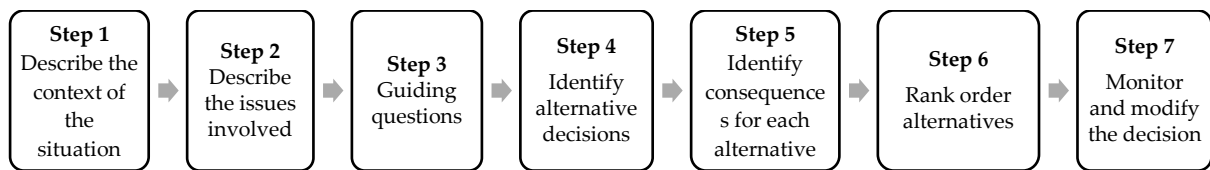[3] Anadolu University, Faculty of Education, Department of Special Education, Türkiye, svuran@gmail.com

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developed to meet recent needs that arise over time (Özdemir, 2021). As a result of increasing concern towards professional ethics, there are common efforts to develop ethical codes to obey among individuals across different professions (Duran, 2014).

One of the professions for which ethical codes have been developed is teaching profession. It is possible to state that the relationship between teaching profession and ethics is far more significant than the any other profession groups in terms of both the development of ethical codes and training individuals who train others for any profession (Toprakcı, 2010). Considering education and training appear in every area in life, they have an inevitable bound with the ethics. The existing connection between education and ethics guides teachers to make ethical decisions in their profession (Aydın, 2013). One group of individuals in teaching profession who must make ethical decisions is special education teachers. Bigbee (2011) states the importance of the connection between special education field and ethics with three reasons: (a) the challenges faced by special education teachers due to administrators, students, and families; (b) lack of assistance provided to teachers by administrators in special education field due to unawareness of the complexity of the connection; and (c) lack of concern towards ethical issues at in-service teacher training programs. In a study on theoretical knowledge regarding ethics, professional ethics, and reflection of these concepts to special education, professionals in special education were provided with a 9-step ethics evaluation framework with examples (Özdemir, 2021). This framework may guide special education teachers to solve ethical dilemmas in particular. Akçamete, Kayhan, Karasu, Yıldırım, and Mümin (2016) conducted a study to establish professional ethics codes for special education professionals and to determine to what extent they obey professional ethics codes. As a result, they found that the professionals thought special education ethical codes were important and that professionals give more importance to them as their educational level is higher. Furthermore, İmert (2019) investigated the relationship between managers' manners of communication and their ethical leadership in special education and rehabilitation centers. The results indicated a positive and statistically significant relation between the variables in that increased communication levels in managers provided the expansion of ethical leadership practices. In another study by Kurtulan (2007) that examined the practices of teachers in special education schools in terms of professional ethics norms investigated the relationship between demographic variables and their opinions regarding ethical assumptions, professional values, and education-training conditions. As a result, the teachers inadequately defined professional ethics values and stated that there was no complete professional culture. Although young special education teachers were more critical regarding professional experiences, their philosophical and moral concerns were not high as they did not sufficiently embraced their profession. An ethical codes guidebook, edited by Vuran (2020), was developed for special education teachers by a committee of academics, teachers, and representatives of non-profit organizations (Vuran, 2020). The guidebook describes ethical codes for special education teachers under thirteen headings. It is also a significant source for these teachers to solve ethical dilemmas. Although ethical codes do not always guarantee the correct professional behaviors and solution to ethical dilemmas (Özdemir, 2021), the determination of professional ethics codes for special education teachers may prevent them from exhibiting unacceptable behaviors. It is rather likely for teachers in special education field to face with ethical dilemmas for various reasons.

An ethical dilemma is a complexity to choose from among two or more values when in a decision- or acting-requiring circumstance (Lindsay & Clarkson, 1999). Ethical dilemmas being related to moral values arise when different beliefs or values conflict during a decision-making process, and require to choose which one must come before the other (Glanz, 2010; Shapira-Lishcinsky, 2011, 2018). Facing with two or more acceptable options and indecisiveness situation in solution when these options conflict with each other is also an ethical dilemma (Kutlu, 2008). During an ethical dilemma, it is not possible to state that one decision that is made is acceptable and the other one is totally unacceptable (Tezcan & Güvenç, 2020). An individual facing with an ethical dilemma makes his/her decision after evaluating the situation by himself/herself. There are not only ethical codes and ethics guidebooks, but also various approaches for individuals to reach for a solution during this decision-making process. One of these approaches was developed to solve ethical dilemmas in special education by Stockall and Dennis (2015). This framework approach of seven steps is described in Figure 1.

| **Step 1** Describe the context of the situation | **Step 2** Describe the issues involved | **Step 3** Guiding questions | **Step 4** Identify alternative decisions | **Step 5** Identify consequences for each alternative | **Step 6** Rank order alternatives | **Step 7** Monitor and modify the decision |

Figure 1. Seven steps to solve ethical dilemmas in special education

One profession group that often face with ethical dilemmas is teachers. The frequency of experiencing dilemmas is high as their behaviors may exhibit ethical meaning and they may have direct or indirect effect on a lot of people (Koç, 2010; Shapira-Lishchinsky, 2011). Today, rapid changes in expectations and competition have increased teachers' burden and exposed them to more situations in which they must make decisions (Erdoğan, 2019). Thus, increased number of situations may make them experience more ethical dilemmas. Furthermore, the fact that teachers in special education are advocates of individuals with special needs (SN) increases their ethical responsibilities (Fiedler & Van Haren, 2009). Also, ethics situations they face with while training the individuals with SN may be different from those in the other teaching professions. Special education teachers may make decisions that have short- and long-term effects for the individuals with SN. For example, a student placement decision at a school may affect the student's educational opportunities immediately and continuously. Additionally, ethical standards gain more importance for special education teachers as they train individuals characterized as vulnerable and minority (Fiedler & Van Haren, 2009). Therefore, special education teachers are surrounded by ethical challenges and dilemmas due to unique characteristics of special education (Gartin & Murdinck, 2000). In fact, they are faced with these challenges since they work with vulnerable groups of individuals, must cooperate with different professional groups, often encounter emergency situations, as well as due to unawareness of societies about individuals with SN and special education. Thus, teachers in special education are supposed to be able to find ethically acceptable solutions to challenges they encounter. It is significant how they perceive ethical dilemmas and what steps they take in an ethical dilemma situation. Taking these, the purpose of the current study was to investigate the steps followed by teachers working in special education to solve ethical dilemmas, their dilemma solving styles, as well as their viewpoints regarding the dilemma situations.

Method

Experimental Design

The current study employed a qualitative case study research design to examine the ethical dilemma solving styles of teachers in special education and their viewpoints regarding dilemma situations. Case study research design can be used to demonstrate the interaction in a single or multiple case in-depth, when the boundaries between phenomenon and context may not be clearly evident (Yin, 2004). The case in the current study was the description of teachers' reactions for ethical dilemma situations and their solution offers to them.

Working Group

In identifying the working group of participants, maximum variation sampling, a kind of purposive sampling, was used. Maximum variation sampling aims to construct the working group with participants of different characteristics through identifying the common points of cases that show variations (Yıldırım & Şimşek, 2003). The characteristics of the study group are given in Table 1.

Table 1. Characteristics of working group

Participant Code	Gender	Age	Work Institution	Major of Graduation	Seniority Year
Participant 1	Female	39	Special Education Class	Intellectual Disabilities	15
Participant 2	Female	40	Special Education Class	Intellectual Disabilities	15
Participant 3	Male	33	Special Education School	Intellectual Disabilities	5
Participant 4	Female	35	Special Education School	Intellectual Disabilities	12
Participant 5	Female	42	Special Education School	Primary School Teaching	20
Participant 6	Female	40	Special Education School	Visual Impairment	18
Participant 7	Female	48	Special Education School	Deaf Education	26
Participant 8	Female	37	Special Education Class	Deaf Education	10
Participant 9	Male	48	Special Education Class	Intellectual Disabilities	20
Participant 10	Male	33	Special Education School	Intellectual Disabilities	11
Participant 11	Female	32	Special Education and Rehabilitation Center	Preschool Teaching	7
Participant 12	Female	35	Special Education and Rehabilitation Center	Preschool Teaching and Preschool Teaching	12
Participant 13	Female	30	Special Education and Rehabilitation Center	Preschool Teaching	5
Participant 14	Female	28	Special Education and Rehabilitation Center	Child Development	5
Participant 15	Male	32	Special Education and Rehabilitation Center	Primary School Teaching	10

Special education services in Türkiye are provided in various education levels (i.e., early childhood, preschool, primary school, secondary school, and higher education) and means of education (i.e., informal education, supplementary training, home schooling, hospital schooling, and parent training). Individuals with SN get training services at special education schools and classes based on their age and severity of the disability, as well as special education and rehabilitation centers where they can attend supplementary training (aka special education support service). Furthermore, different professionals work in these special education institutions based on the characteristics of the students with SN. Therefore, the maximum variation sampling was used in identifying participants to demonstrate this variability in special education. The following inclusion criteria were followed in identifying the participants: working in different schools in special education field, working for five or more years, and volunteering to participate in the study.

Data Collection Tool

Developing Ethical Dilemma Mock Scenarios

Data were collected through ethical dilemma mock scenarios. Scenario-based forms can be used to describe participant opinions regarding various topics. These forms allow participants to describe their opinions regarding delicate issues such as attitude, perception, norm, belief, and ethical dilemma (Barter & Renold, 1999; Gezer, 2020; Wilks, 2004). Special education senior students at Anadolu University asked various teachers in special education to describe what ethical dilemmas they face with to develop ethical dilemma mock scenarios. In fact, the researchers asked each of a total of 31 teacher candidates taking "Professional Ethics in Special Education" lesson to reach three teachers and report ethical dilemma situations they encounter. The teacher candidates were provided a one-hour training about how they should behave during the interviews, record teacher responses, and report ethical dilemmas, as well as what they would ask the teachers during the interviews. During the training, the teacher candidates were instructed to ask the teachers such questions as "Could you tell ethical dilemma situations you encounter while working in special education field?" They were also provided with the demographic form and question form. The teacher candidates were also instructed to identify teachers based on the pre-determined inclusion criteria such as working in different types of schools (i.e. special education school or special education and rehabilitation center) and having at least 2-year experience. One month after the training, the teacher candidates interviewed a total of 90 teachers, which resulted in 260 dilemma situations. The dilemma situations were then classified under two headings as "challenges in special education" and "ethical dilemmas" by the three authors separately. In fact, a total of 62 ethical dilemmas were distributed to each of 13 ethics headings reported in Ethical Codes Guidebook for Special Education Teachers (honesty, objectivity, sensitivity and respect, privacy, advocacy for rights and privileges, preventing neglect and abuse, avoiding taking advantages, professional reputation, professional competency, delivering effective instruction, researcher responsibility, cooperation and effective communication, and social responsibility; Vuran, 2020). The authors separately and together evaluated each dilemma situation under 13 heading and then identified ethical dilemmas that would fall into each heading. A mock scenario was developed for each 13 ethical codes that represented the headings. The mock scenarios were developed based on the headings in the Guidebook because there are guiding information under each heading to help special education professionals solve ethical dilemmas. To increase comprehensibility of 13 ethical dilemmas by the teachers, the authors evaluated them and turned ethical dilemma situations into mock scenarios. The mock scenarios were then proofread by an independent language professional and sent to 6 experts who had publications related to ethics and special education. The experts were also provided with Ethical Codes Guidebook for Special Education Teachers. The experts stated their opinions regarding the scenarios in terms of accuracy and fluency of the language as well as the compliance between the scenario and the heading. The experts also reviewed whether they were actually an ethical dilemma. Based on their opinions, a total of 13 ethical dilemmas were finalized as "Ethical Dilemma Mock Scenarios" to collect data.

Interviews

Data were collected through structured interview questions for the ethical dilemma mock scenarios. The participants were first read the ethical dilemma scenario and asked a related question (i.e., "How would you overcome this challenge? What would you do if it were you? Do you think this is a problem? Why? Why not?") A pilot session was conducted with two teachers before the interviews, but the data were not included in the analyses. After the pilot session, both teachers were asked whether the questions were comprehensible, and dilemmas were related to frequently encountered by special education teachers. Based on their responses, scenarios were reviewed in terms of language and comprehensibility, then structured interview questions were developed regarding the scenarios. The first author conducted all interviews with the participants face-to-face. The participants were those working in special education and never had interviews regarding the subject at play. The interviews lasted between 40 – 70 min.

Data Collection Procedure
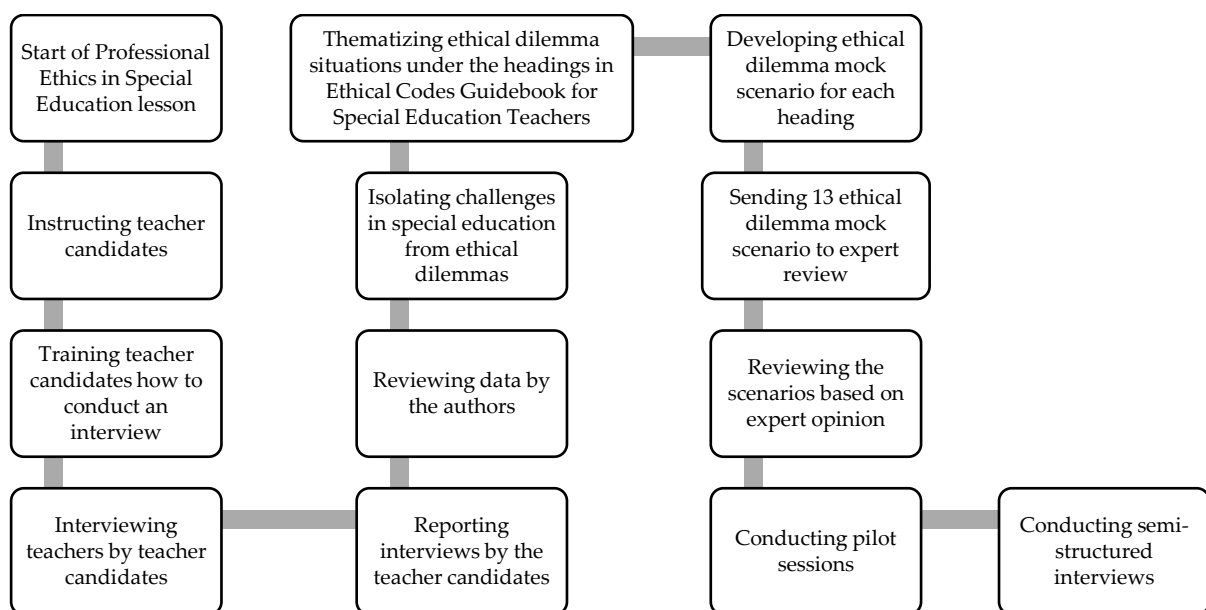
Figure 2 displays the data collection flow in the study.

Figure 2. Data collection flowchart

Data Collection, Analysis, Trustworthiness, and Research Ethics

One-to-one interviews were conducted with teachers in special education, which resulted in a total of 138-page transcriptions of 520 min. The transcriptions were made verbatim for each participant separately, and read thorough by the second and third authors.

The data were descriptively analyzed. In descriptive analysis, the data are classified based on pre-determined themes, the results are reported based on the classification, and data are interpreted through subjective knowledge (Baltacı, 2019). The purpose of descriptive analysis is to report results by interpreting them. The analysis process includes identification of framework, sorting the data into the framework, presentation of the data, and (d) interpretation (Yıldırım & Şimşek, 2003). The themes were selected as the 13 headings in Ethical Codes Guidebook for Special Education Teachers (Vuran, 2020) and participant responses for each mock scenario was thematized and interpreted under these headings. Each author first coded each data across the themes separately, and then they together discussed coding discrepancies until agreement was reached.

The authors adhered to and followed the points given below for trustworthiness reasons.

- Determination of the mock scenarios based on first-hand individual experiences,

- Reviewing the mock scenarios by the professionals, as well as having them expert reviewed,

- Collecting data from multiple sources (i.e., interviews and document analysis) in the development and interpretation of the data

- Using the mock scenarios in pilot sessions before initiating the interviews

- Individual codings process by the authors followed by group discussions to ensure high intercoder agreement.

- The following quotient was used to calculate intercoder agreement coefficient across each of 13 scenarios (Miles & Huberman, 1994): [Agreement = Agreement/(Agreement + Disagreement)] Intercoder agreement coefficient for ethical dilemma scenarios was calculated as 98% for Scenario 1; 97% for Scenario 2, 98% for Scenario 3; 99% for Scenario 4; 92% for Scenario 5; 95% for Scenario 6; 98% for Scenario 7; 99% for Scenario 8; 91% for Scenario 9; 96% for Scenario 10; 91% for Scenario 11; 95% for Scenario 12; and 97% for Scenario 13.

The authors also adhered to ethical codes such as giving consent, privacy, respect to private life, honesty, and adherence to the data (Christians, 2005; Yıldırım & Şimşek, 2003). In terms of ethical codes, the following precautions were taken:

- Each participant was individually informed about the study and written consent was obtained before and after the study. Participants were notified in verbal and written form that they could withdraw from the study whenever they wished.

- The study has only reported demographic information of the participants and not included any private information to disclose the identities of participants.

- No information regarding the participants was shared publicly.

- The interviews were conducted during the day and time when the participants wished.

- The recordings of the interviews were transcribed verbatim.

- Before initiating the study, ethical consent was obtained from Social Sciences and Humanities Scientific Research Ethics Committee at Anadolu University.

Results

The findings were obtained through the analyses of participant responses regarding how they would react in the given mock scenario. The figures were drawn for each theme. The arrow thickness in the figures represents the intensity of participant responses regarding ethical dilemma situations. In fact, the thickness increases as given responses are higher in sub-themes.

Findings Related to Honesty Theme

The following mock scenario was given to the participants in this theme: "You work at a special education and rehabilitation center. One of your student's diagnosis report is due, however the student does not need a report renewal anymore. The management of the school wants the renewal so as not to lose the student. You are a novice teacher, and you are broke. The management threatens to kick you off if you do not approve the report. How would you overcome this challenge? Why? Why not?" The participant behaviors regarding honesty theme are presented in Figure 3.
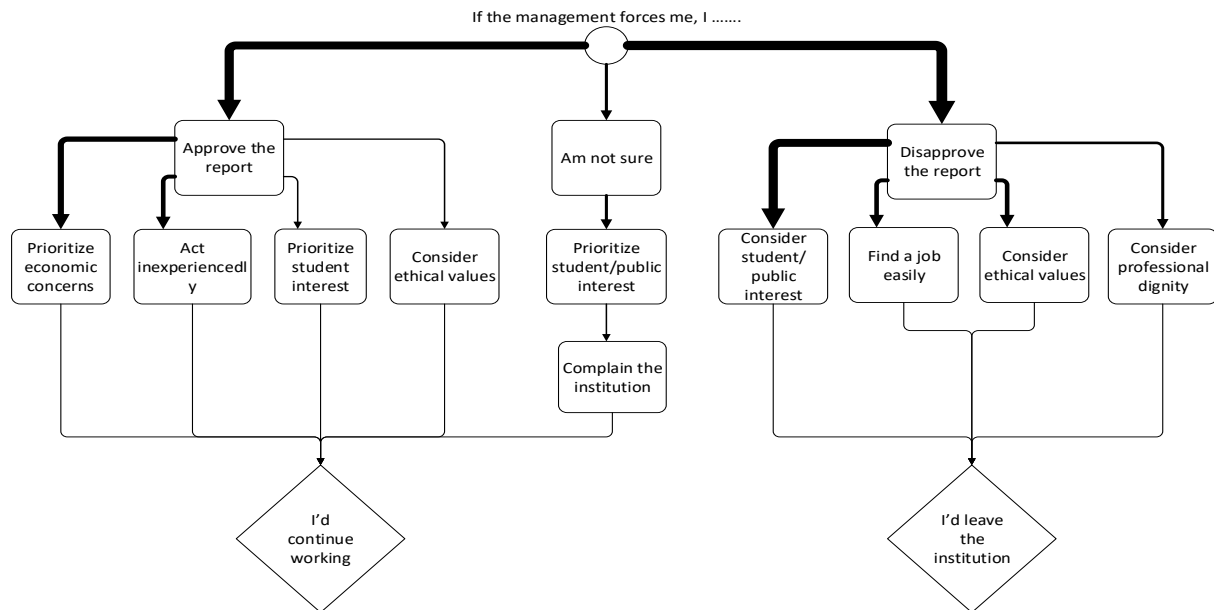
Figure 3. Participant behaviors regarding honesty theme

The data in this theme were analyzed under three sub-themes as *approve the report, disapprove the report,* and *am not sure.* For *approve the report* sub-theme, the participants said that the management would force them to do so; they would prioritize their economic concern; and they would think that was how it worked in the sector due to their inexperience. Participant 4 remarked, "*I am novice. To be clear, novice people are likely to be immature. Because of this inexperience, I think I'd do what they asked me for.*" Additionally, the participants stated they would allow the student to get more training which was a benefit for the student, if they approved the report. Participant 10 said, "*Well, there're many families with no opportunities to access training services. I'd accept that for this child to improve, develop, and learn some things well.*" One of the participants stated he would accept it even though he knew it was unethical: "*...Yes, it is not ethical what the institution is doing here, but I'd not risk it... I'd approve the child's report.*" The findings showed that the participants would continue working there even after approving the report.

For *disapprove the report* sub-theme, the participants indicated that they would disapprove the report due to student/public interest in that the student would continue education with typically developing peers without being stigmatized and the state would subsidize the family anymore. Participant 13 said, "*Considering that I'm working for children to be able to reach the same performance level with their peers and to be a part of daily life, then I'd proudly and readily say them that the report was over, and they'd not have to come back again.*" Additionally, the participants stated that they would not approve the report because they would pursue professional ethics to prevent bad reputation for the profession and they thought the request was unethical. Participant 8 said, "*It's because of child's benefit and public interest. The state pays something for that child. The money's for the child to benefit from trainings and socialize, not for the institutions to get richer. I, as a teacher, can work at another place or somewhere else that adheres to ethical values.*" The participants stated that they would leave the institution upon the institutional constraint.

For *am not sure* sub-theme, Participant 3 said that he would make application for complaint of the institution by disguising his identity due to student/public interest and then he would wait for the institution fix the problem: "*First, I'd use my right to complain. We, as people, have the right to make anonymous complaints in directorate of communications. A person can create a complain letter by disguising his identity. If I make this complaint officially, some institutions avoid doing such things when they are informed of the complaint as they will fall into disrepute.*" The participant assumed the institution would fix the problem, thus he would not quit the job.

Findings Related to Objectivity Theme

The following mock scenario was given to the participants in this theme: "There are students in your classroom showing good academic performance. You share your time more with these students assuming you can make their performance better. Then, you notice that you neglect the rest of the students at class and that you work with those that you find quick and easy to teach. Do you think this is a problem? Why? Why not?" How would you overcome this if you think it is a problem?" The participant behaviors regarding objectivity theme are presented in Figure 4.
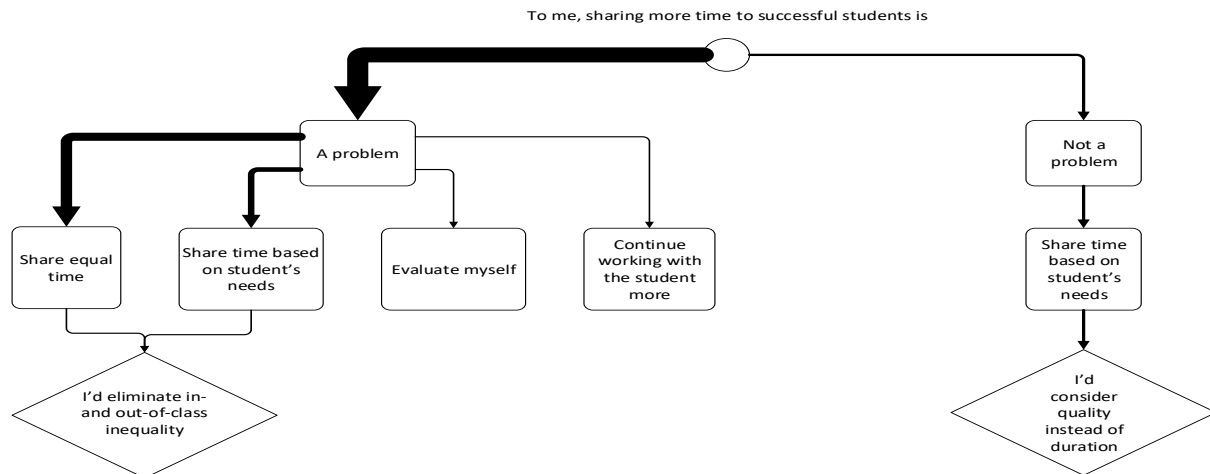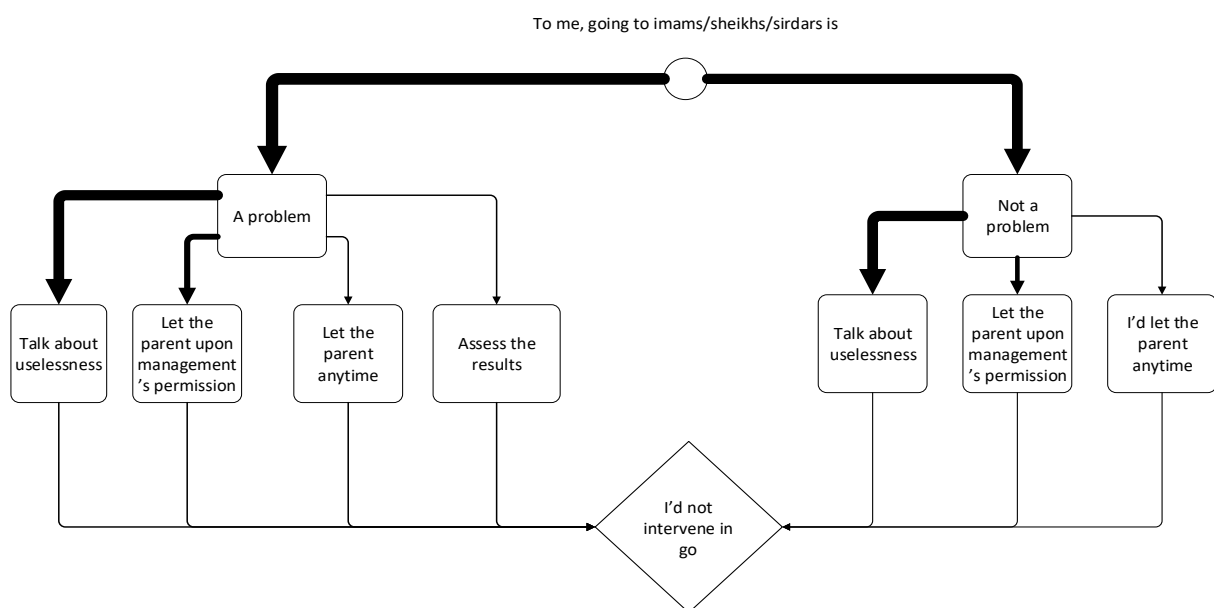

Figure 4. Participant behaviors regarding objectivity theme

The data in this theme were analyzed under two sub-themes as *A problem* and *not a problem.* For *a problem* sub-theme, the participants, who noticed neglecting the other students at class and working with those that they found quick and easy to teach, said that they would share equal time across each student and modify time based on student needs. Participant 1 remarked, *"I'd try to spend equal time. I mean not less or more time for anyone; I mean I'd try to spend equal time."* The participants stated that, for time modification, they could make students help each other, group students, work with those severely affected by a disability, measuring generalization in high-functioning students while working with those severely affected by a disability, and employing in-class strategies such as sharing students with the co-teacher. Additionally, the participants indicated they would try to solve the problem by giving homework and directing families to the other institutions. Participant 5 said, *"I'd direct the family if they're economically good. I mean they could take private lessons, right? There are such institutions using activities for children who cannot perform them with the others. There're ateliers for the activities that a child can do. I'd direct them to ateliers. Then, I'd direct them to the municipality for any opportunities if their economic condition is okay. I'd say 'Go here, go there. There're these institutions. You can train [their child] well' and so on."* One of the participants indicated that when he noticed the neglect situation, he would evaluate his mistakes to identify why the students were progressing slowly. Participant 12 stated, *"I'd stop there for sure. If I'm spending less time with some students, then why? In fact, I'd try to identify why the student performance was progressing slowly and reasons in his background information."* One of the participants said he would continue working with the student who showed higher performance even though the noticed the neglect situation: *"To be honest, we keep this in this way. I mean we're in conscientious scruple, but we're doing this as we care about those with higher performance with more pluses."*

As to *not a problem* sub-theme, the participants indicated that they would share time based on their students' need and that quality of the training was more important than the time shared. Participant 7 remarked, "*Well, If they can benefit from it, we have to give more time. If one could progress with self-care skills, I'd take that chance at any time. Because I support the other academically, maybe I could spend more time with him and I think that is not a problem. I mean the quality is important here. I don't think the time and the duration are important. The result is important to me.*"

Findings Related to Sensitivity and Respect Theme

The following mock scenario was given to the participants in this theme: "A parent wants to take his/her child out of the classroom. When you ask why, the parent says he/she will take the child to an imams/ sheikhs/sirdars, saying they can pass the autism over when they pray for the child. The parent insists on taking his/her child. Do you think this is a problem? Why? Why not?" How would you overcome this if you think it is a problem?" The participant behaviors regarding sensitivity and respect theme are presented in Figure 5.

Figure 5. Participant behaviors regarding sensitivity and respect theme

The data in this theme were analyzed under two sub-themes as *A problem* and *not a problem*. For *a problem* sub-theme, the participants told that they would tell the parent the procedure would not bring any benefit to the child. Additionally, they said a parent only take his/her child out of the classroom only when the management gave permission. Participant 4 said, "*I'd try to convince the family not to. I'd mention this procedure'd not bring any benefit. If the parent was still not convinced, I'd direct him/her to the management to ask for permission. I'd tell him/her that he/she could take the child only upon the official permission.*" One of the participants indicated he would let the parent whenever he/she wanted. Another stated he would assess the student's performance before and after the visits and share the results of change with the parent. Participant 14 said, "*I'd collect pre- and post-test data for the solution. I'd ask the family, 'Okay, when will you get the effectiveness results? You tell me. For example, two weeks? Then, let's repeat the evaluation two weeks later.' We would discuss the results together.*"

For *not a problem* sub-theme, the participants stated they would tell the parent the procedure would not bring any benefit to the child, as in the *problem* sub-theme. Similarly, they stated they would tell the parent to take his/her child out of the classroom only when the management gave permission. One of the participants indicated he would let the parent whenever he/she wanted. Participant 6 said, "*It's not a big deal actually. The parent can take the child, but assuming such things will work by the parent is*

the problem for that person. Will there be a regression in the child's performance? No, I'm only responsible for what I'm doing in class. Apart from that, I cannot interfere with the problems out of the classroom, in society or at home.

The findings in this theme indicated that the participants would let the parent take his/her child out of the classroom to imams/ sheikhs/sirdars even though they thought it was a problem or not. Participant 11 said, *"Yes, the scientific results show this does not work much, but I'd say the parent "Okay, if this will relieve you and won't harm the child, then go."* Participant 15 also said, *"It's not my business that the parent takes the child to a healer. I cannot interfere with that."*

Findings Related to Protection and Advocacy for Rights and Privileges Theme

The following mock scenario was given to the participants in this theme: "A family of a student who was not accepted in your school because of having a mainstreaming report reaches you through a close friend of yours. The family is not aware of legal rights and struggles to express themselves sufficiently. Also, your child continues education at the same school where you work at. You are in bad with the school management due to some other previous problems. What would you do in such situation? Why? Why not?" The participant behaviors regarding protection and advocacy for rights and privileges theme are presented in Figure 6.
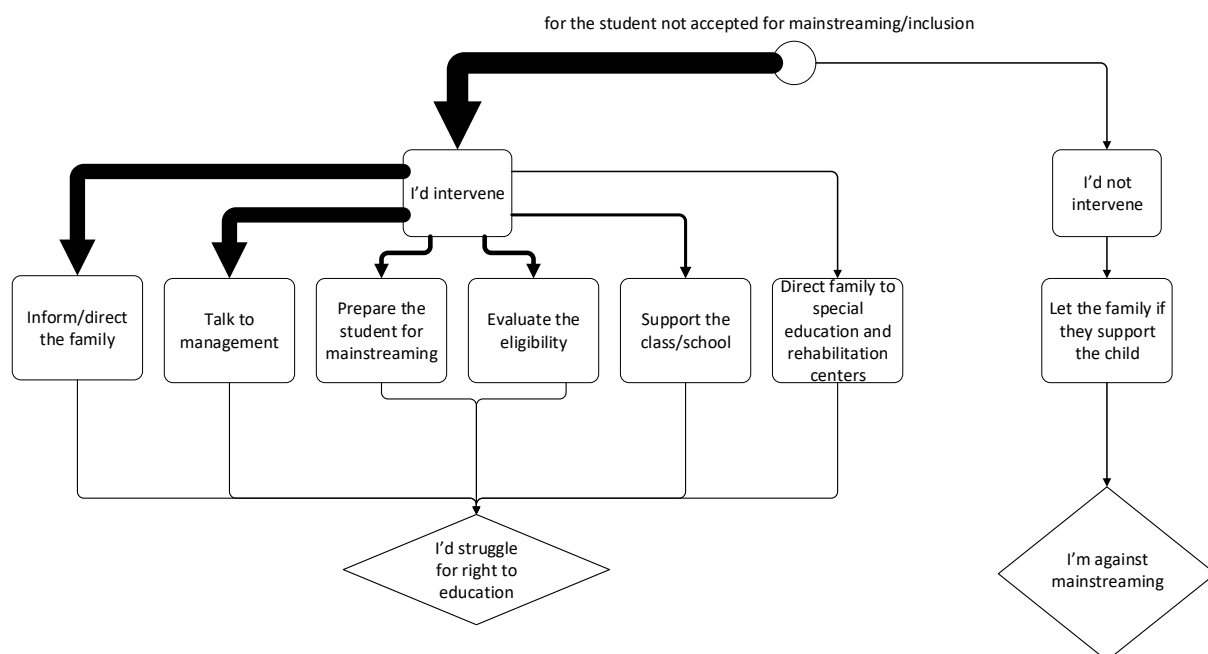
Figure 6. Participant behaviors regarding protection and advocacy for rights and privileges theme
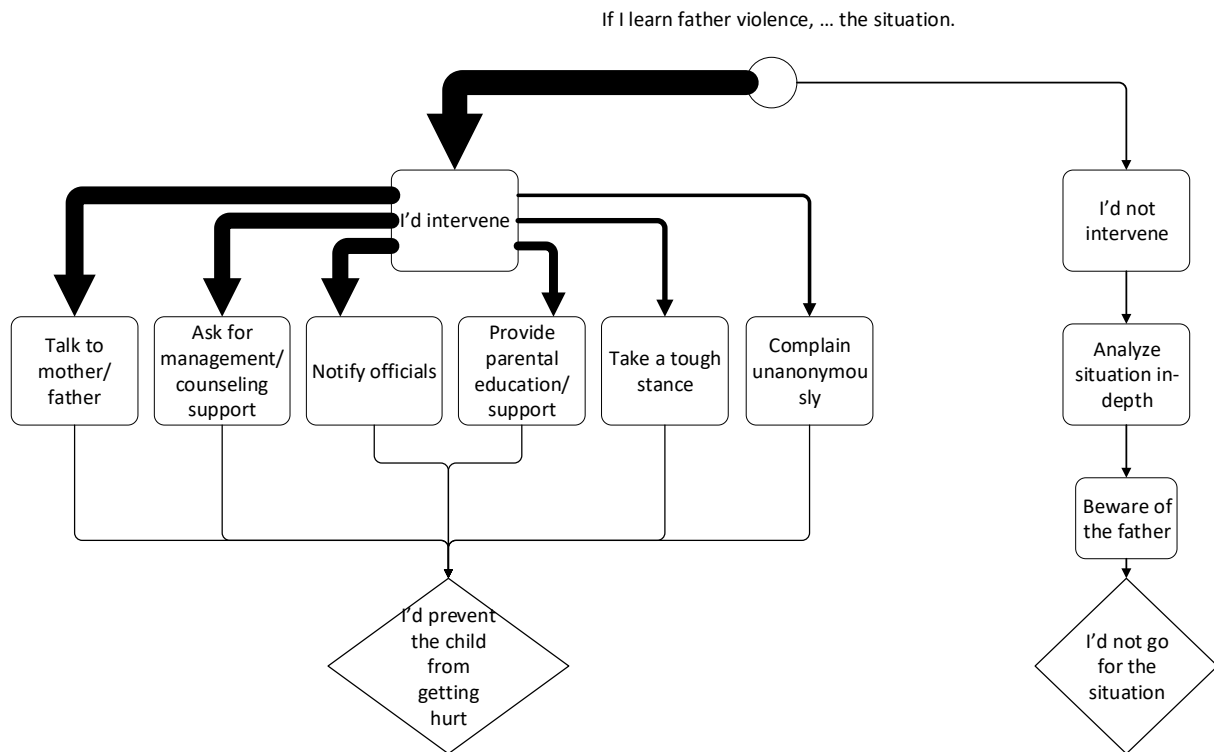
The data in this theme were analyzed under two sub-themes as *I'd intervene,* and *I'd not intervene.* For *I'd intervene* sub-theme, the participants stated that they would inform the family of their rights and what they could do, as well as directing them to responsible institutions. Participant 6 remarked, *"We'd inform the family. They've a number of rights such as right of objection. For example, there are laws, regulations that the family can be informed of. In addition, there is a guidance service as well as Counseling and Research Center. This center can inform the family, or the family can be told that they can go to district board of special education. Then, the problem is solved."* The participants said that they would visit the management even though they would be bad with them. Participant 1 stated, *"Well, the management has no right to reject the child in this situation. I'd discuss this with the management. I'd also inform the family and do my best for the child to be accepted for the school."* The participants stated they would do their own evaluation for the child whether he/she was eligible for mainstreaming and include him/her in their special education class to prepare him/her if necessary. Participant 7 said, *"I am a special education teacher obviously. If necessary, I'd*

take the child in my own class before mainstreaming to observe him/her. I'd also discuss this with the management… Whether the child was eligible for mainstreaming. I could tell the management the child could continue in part-time mainstreaming." The participants indicated that they could support the students and the teacher at class where the student was accepted in. Participant 8 stated, *"I've finished projects, activities, tried to cooperate with other teachers, and built successful relationships. Even though they [teachers] didn't ask for a help, I was the first who went their classrooms to help when I heard there was a problem, saying 'Teacher, I can help you if you like for this problem. I'm experienced with this' or 'I've some ideas for you.' When you begin solving their problems… Teachers wish to think…think that they're not alone when there's a problem."* One of the participants said to inform the family of get the special education and rehabilitation center that the student attended to advocate their rights: *"In these cases, I generally tell families to hand this over the rehabilitation centers saying 'You're getting services from there. Discuss this with those working there because they must get along with you well to keep you there. When you tell this to them, they start to advocate for you. In these cases that are related to my school, I generally put rehabilitation centers in the subject."* Therefore, participants' behaviors for the student not accepted in mainstreaming appear to be an effort for advocacy for the child's education right. Participant 9 stated, *"All in all, I'm a special education teacher. I'm in the middle of this. Because I'm aware of what an individual with a disability or his/her family is in through and I consider the right of education, I'm thinking that every person must use this right."*

For *I'd not intervene* sub-theme, a participant would not intervene in case of the situation. He mentioned the support that the family would take out of the school was important and the student must receive trainings in different ways to improve. The participant also stated that he would act in that way as he was against mainstreaming. Participant 10 said, *"I'd say the family, 'Look, there are 30 students. They're an individual. We progress more when we work one-to-one. Can you afford? Do you have money? Yes? Then, he can continue mainstreaming, but have private lessons for at least 2-3 hours a day after the school. You prepare the child for that."*

Findings Related to Preventing Neglect and Abuse Theme

The following mock scenario was given to the participants in this theme: "You observe in one of your students that he or she has been violated. One day while you are talking to his/her mother as the student has not done his/her homework, the mother says, 'His/her dad locked him/her in a dark room last night. Thus, he couldn't do his/her homework.' You have heard before that the student's father had problems with one of the teachers at school and threatened the teacher at school. What would you do in such situation? Why? Why not?" The participant behaviors regarding preventing neglect and abuse theme are presented in Figure 7.
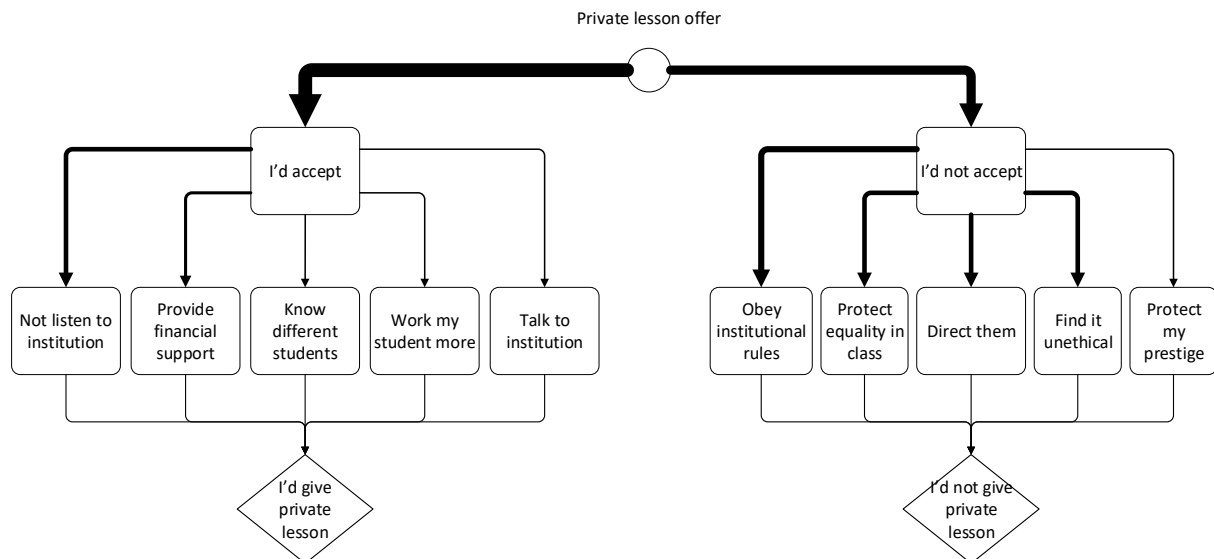
Figure 7. Participant behaviors regarding preventing neglect and abuse theme

The data in this theme were analyzed under two sub-themes as *I'd intervene* and *I'd not intervene.* For *I'd intervene* sub-theme, the participants stated that they would call the parents to the school and talk to them. They also stated they professional support was important, as such they would get help from the management and school counseling. Participant 9 said, "*The often you step out of your expertise area, the more likely the problems will get bigger. However, a school counselor can speak more appropriately and direct them accurately, which is the responsibility of him/her to report. I'd notify the teacher or the school management about the situation.*" The participants stated that they would direct the family to professionals to receive support and give trainings to them. In case the violation continued even after the interviews with the parents, the participants stated that they would anonymously or unanonymously notify the officials about the situation. Participant 11 said, "*I'd try to analyze the situation in-depth with the family by notifying the management regarding the case…to learn about the things such as behavior change in family or putting the right boundaries. Next, I'd teach the family behavioral techniques, but if this still continued, there're legislations, so I think I'd notify the officials.*" Participants indicated that taking a tough stance was important towards the father's scary attitude. Participant 8 stated, "*To be honest, I interestingly push forward in such cases, because such people become brave and face down the others by scaring them. Thus, here, it requires a breaking point. No, I'm not afraid of you. If someone's to be afraid, then it must be you because I've the capability to stop you as a teacher.*" Participants indicated that their motivation was for the child not to get hurt if they noticed the violation by the father. Participant 7 said, "*Yes, I'd stand against it. Like I said, a child's life is beyond anything to me as a principle, so I'd not withdraw what I'd do.*"

One participant said that he would not try to keep on at the situation although he would talk to the mother to gain insight into it: "*You never know him. I would try to draw my path assuming that he'd do anything to me considering what he'd done to his child. Then, after a while, I'd not…recall this and only think about myself I guess.*"

Findings Related to Avoiding Taking Advantages Theme

The following mock scenario was given to the participants in this theme: "There are a total of four students in your classroom. A family of a student offers you high amount of money for taking private lesson for their child. The institution you work mandates that you can give private lesson only to those not attending there. However, you can make use of your weekend time well and support yourself financially. How would you consider this offer? Why? Why not?" The participant behaviors regarding avoiding taking advantages theme are presented in Figure 8.

Figure 8. Participant behaviors regarding avoiding taking advantages theme

The data in this theme were analyzed under two sub-themes as *I'd accept* and *I'd not accept*. For *I'd accept* sub-theme, the participants stated that they would not give heed to the mandating. Participant 10 stated, "*I'd directly accept the offer because the institution does not determine my expense. It's because the institution does not determine my expenditures and private life.*" Participants also indicated they would accept it as it would provide financial support. Participant 15 said, "*Why? It's because of my needs. If I don't have financial needs, I won't get through such things and waste time. I'd definitely spend time for myself, but, here, financial concerns are before the time in the first place as my needs are in that way.*" The participants also indicated knowing different students and the opportunity to work with their own students for accepting the offer. Participant 14 stated, "*I'd definitely accept it because someone will give the lesson if I don't. At least, I can implement my own training both at home and classroom for the child.*" One participant stated he would discuss with the institution about why he could not give the private lesson: "*Well, I could give the private lesson only if I thought the student would really benefit from it. I'd discuss this with the institution. I'd think why the institution mandated that. I'd definitely talk to them. If I think I can support the child, I'll accept it.*" The participants stated they would give private lessons even though their institution found it unsuitable.
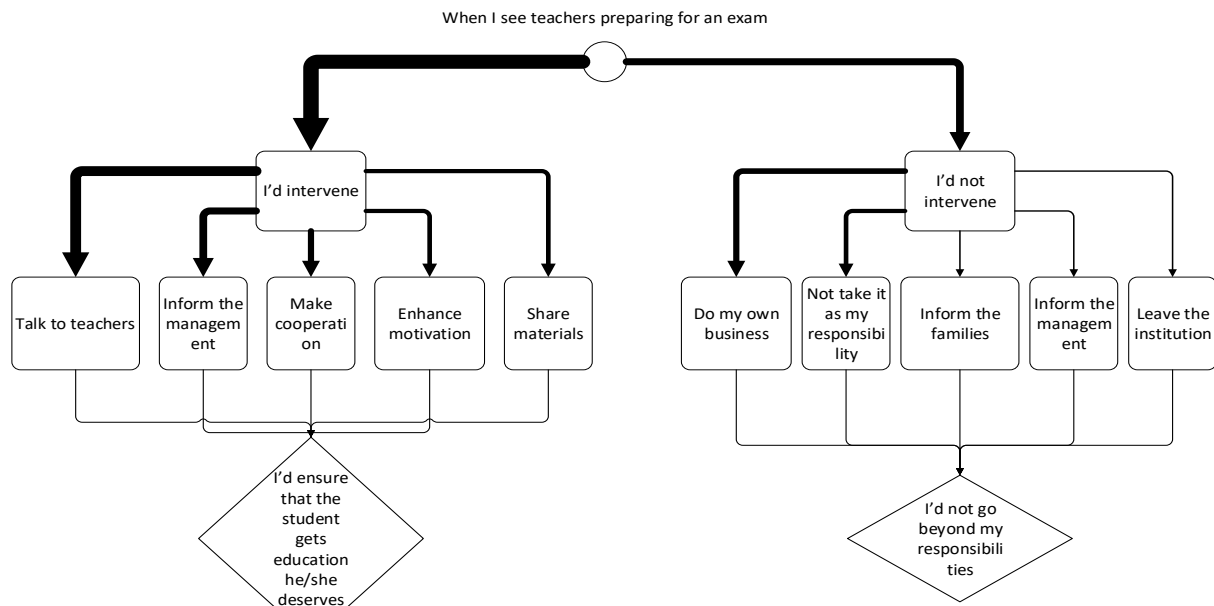
For *I'd not accept* sub-theme, the participants stated they would obey the institution's rule. Participant 2 said, "*No, I'd not accept. I've not accepted any so far. I've always had students out of where I've worked. If the institution has such rules, I obey them. I don't think I won't obey them in future, too.*" The participants also indicated that accepting the offer would function as a discrimination which would result in inequality in the class. Participant 9 stated, "*Yes, you'd make a discrimination here and make an exception. This is not okay.*" The participants also noted that they would direct to family to some other trusted teachers. Participant 1 discussed this as "*Giving lessons would improve the child for sure, but I'd offer my colleagues whom I know well and trust.*" The participants also noted that it was unethical to give private lessons to the students they taught at their own class. Participant 8 commented, "*I don't find giving private*

lessons to his/her own student by a teacher as ethical, to be honest. I've always refused the offers made to me because of this." One participant noted that the family would reveal they were taking private lesson from him, so he would refuse the offer to protect himself. Participant 6 commented on this as "*The family would tell everyone that they pay money and made the teacher give private lesson in glowing terms. All in all, the name is important. I mean maybe not everything is about money; you can give lesson a few students instead of one, so you can compensate the one in the offer. Thus, you protect your name.*" The participants said they would not give private lessons.

Findings Related to Professional Reputation Theme

The following mock scenario was given to the participants in this theme: "You've started working at a special education and rehabilitation center after graduation. You've got used to working there in a short time and got along with the other teachers. The physical resources are not sufficient, there is material shortcoming, and teachers are lack of motivation. After a while, you observe that the other teachers put materials in front of their students and study for public personnel selection examination at class. Spending their limited time by the students in this way disturbs you. What would you do in such situation? Why? Why not?" The participant behaviors regarding professional reputation theme are presented in Figure 9.

Figure 9. Participant behaviors regarding professional reputation theme
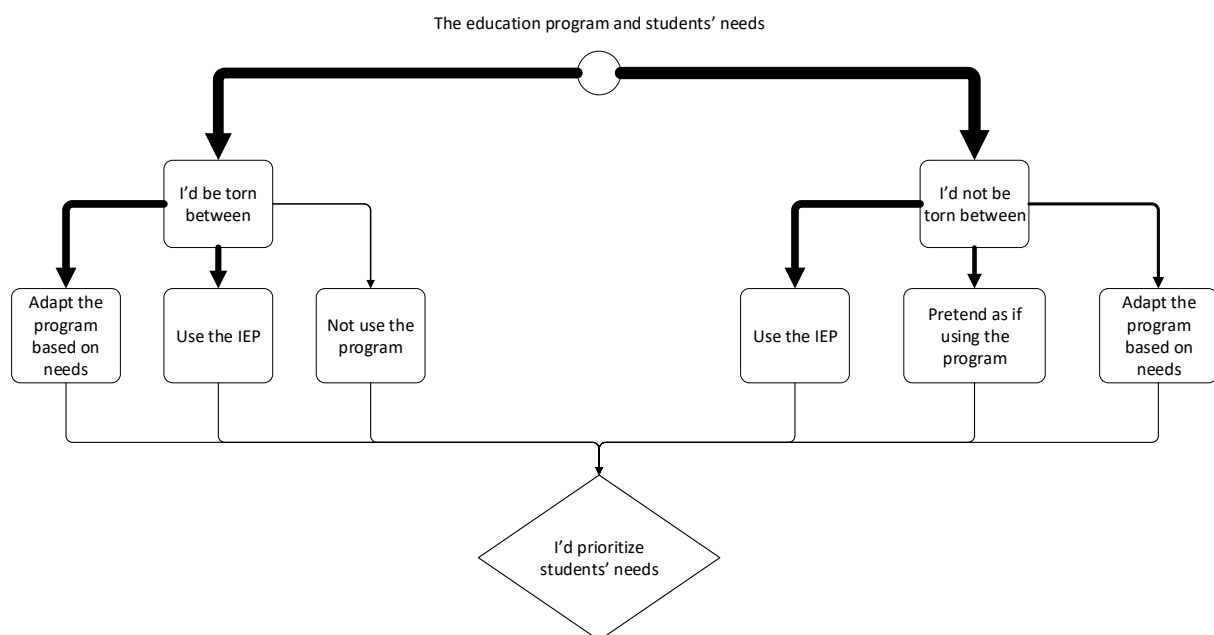
The data in this theme were analyzed under two sub-themes as *I'd intervene* and *I'd not intervene.* For *I'd intervene* sub-theme, the participants stated that they would talk to the teachers when they saw teachers preparing for an exam and not training the students during one-to-one or group lessons. Participant 2 discussed, "*I'd talk to those friends first. I mean the colleagues. I'd tell them this was not right. I'd observe their reactions such as being indifferent…If they take me into consideration even a little, I'd try to convince them.*" Also, the participants said they would inform the management of this issue. Participant 5 said, "*I'd definitely not capitulate to this. I'd talk to them in a good manner. If they still would not care, I'd take the next necessary step: discussing this with the management.*" The participants stated they would increase in-institution motivation by talking to the colleagues. Participant 12 said, "*…I'd talk…I mean I'd try to change the way I talked, and then I'd be cooperative to change this situation.*" The participants said they could develop materials on their own because of lack of materials and share them with the other teachers. Participant 4 noted, "*I'd try to overcome material shortcoming. In fact, there were times when I experienced this. There were many times I did my own material. I could show the other teachers how to use the materials to train the students and try to motivate them by doing this.*" The participants stated that they would intervene in the situation

as the students should have received sufficient training that they had to took in their limited time. Participant 14 said, "*It is such a situation that the child's right was violated, the teacher gained time for himself, in other words, sabotaging the child's time to increase his. I mean this would trigger me.*"

For *I'd not intervene* sub-theme, the participants stated that they would min their own business and take the situation as their responsibility. Participant 11 remarked, "*If they were the students that we co-teach, then I'd discuss this with the teacher. I mean I'd say or ask, 'We need to do this, he did that, she reacted it like this, how is it with you?' However, if it were not my own student, I'd not do anything. Yes, I'd be disturbed by the situation, but I'd not do anything.*" One participant indicated that he would try to make the parents take action by informing them of the situation. Participant 3 said, "*But maybe we can do something. It'll be little weird, but the other rehabilitation centers can be mentioned, and the parents can be told that they can train your child better. It's because the institutions would then ask them why they were leaving. When the parents can say no training is conducted with their child at class or no homework is given, it is as if holding the fire with a different tool, not with hands.*" One participant said he would directly inform the management of the case, and another said he would resign. Participant 6 remarked, "*I'd mind own my own business. My business with the child. However, if it's getting more and more frustrating and nothing's changed or this makes the communication worse with the child, then I'd leave the institution.*" The reasons for not intervening in the situation by the participants were not seeing it as their own business and thus not as their responsibility. Participant 7 commented on this as "*It's not responsibility to increase the others' motivation. I mean I am working at the same level with them for the same thing, yes? It's not my duty to increase motivation. That is, it's a private institution and there's a management in this institution.*"

Findings Related to Professional Competency Theme

The following mock scenario was given to the participants in this theme: "You are a teacher at a school where students with moderate and severe disabilities attend. You think that the content and subjects in the education program prepared by the Ministry of National Education is not sufficient enough to meet your students' needs. However, you are supposed to implement the education program. You are torn between what must be done and critically important behavioral outcomes not in the education program. What would you do in this situation? Why? Why not? The participant behaviors regarding professional competency theme are presented in Figure 10.

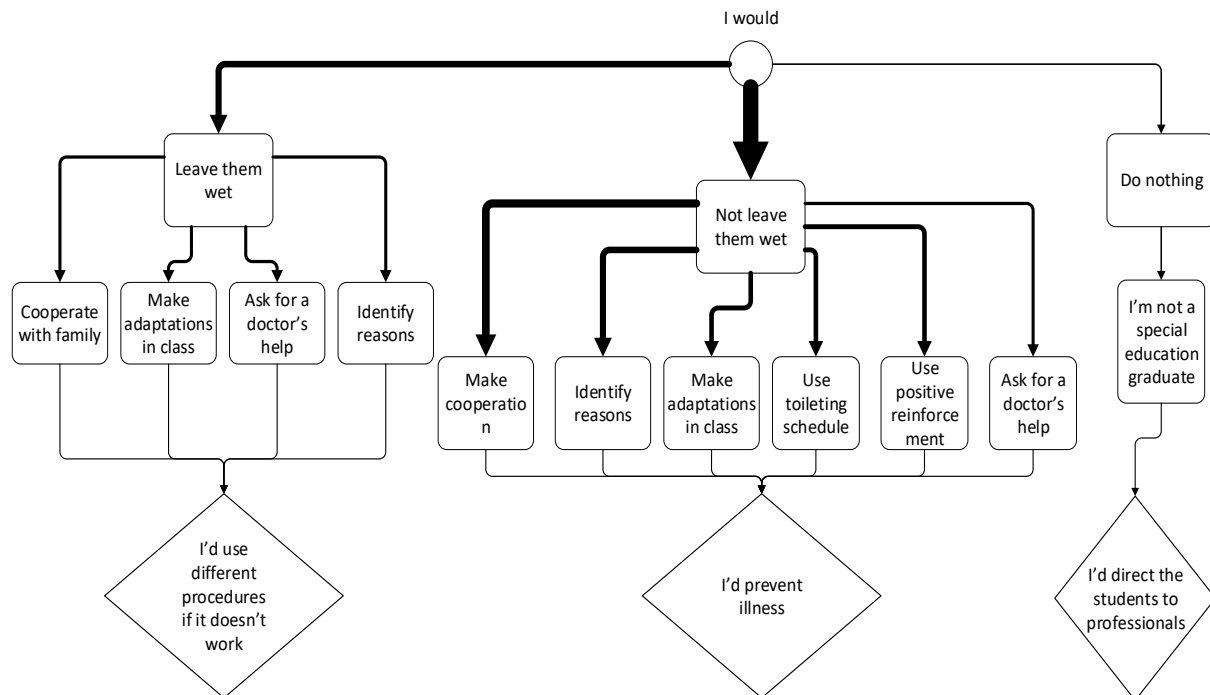**Figure 10.** Participant behaviors regarding professional competency theme

The data in this theme were analyzed under two sub-themes as *I'd be torn between,* and *I'd not be torn between.* For *I'd be torn between* sub-theme, the participants stated that they would made adaptations in the program based on their students' needs. Participant 1 said, "*Well, we face with this situation quite often, yes this's a hard situation. I do like that, yes I take the topics in that program and simplify them according to my students' performance level. I mean, if necessary, I include them in my own program or omit them. That is, I create a mixed education program.*" The participants torn between the situations stated that they implemented the individualized education program (IEP) to solve the case. Participant 9 remarked, "*Well, we…In special education, there is such a situation that we can develop an IEP based on student's performance. It's right to develop the IEP based on this.*" One participant said he did not implement the program although he was torn between them. Participant 4 commented on this as "*I can say that I'm in the same situation with my students. We work with students with severe disabilities. I can say that I worked with students in special education class at a secondary school previously. Because there were students with mild disabilities in the program there, you were supposed to implement the regular secondary school education program. However, it was definitely not a suitable program for my students. What did I do? I did not implement it, of course.*"

For *I'd not be torn between* sub-theme, the participants stated that they would use the IEP they would develop. Participant 5 remarked, "*We haven't got any problems regarding why we did or didn't implement the education program in special education so far, because my students are good at their IEP goals. All in all, you use the checklists to evaluate their performance, so there appears to be no problems. If they don't do it [exhibit the target behaviors]…but we don't have such a situation in our program. So far, there's been no problem.*" Furthermore, the participants said they would use their own program and pretend as if they had been implementing the other program. Participant 12 said, "*Crystal clear. Yes, we have to implement it somehow officially…we do. We implement it more or less, but we develop and implement a program based on each child's needs regardless of being diagnosed or special.*" Finally, the participants said they would implement the program based on students' needs. Participant 15 indicated, "*Maybe, yes, I'm implementing what research and counseling center said, but I would give the students what they needed secretly. Maybe I'd split it one hour each. I could do that.*"

The findings regarding to both sub-themes showed that the participants considered students' needs and tried to be helpful even though they were torn between the situations. One participant said, "*The main reason is being helpful for the student, because you wouldn't be in the other program. It's for the child to access complete training. Otherwise, there wouldn't be improvement…there'd be nothing. There'd be no progress as it's not for their level.*"

Findings Related to Delivering Effective Instruction Theme

The following mock scenario was given to the participants in this theme: "You are working as a special education teacher at a level three school. A student of yours aged 17 exhibits enuresis. You think that the number of enuresis decreases whenever your student wets himself and you do not change his/her clothes. However, his/her clothes keep wet during the day despite the decrease. How would you explain this situation and what would you do? Why? Why not? The participant behaviors regarding delivering effective instruction theme are presented in Figure 11.

Figure 11. Participant behaviors regarding delivering effective instruction theme

The data in this theme were analyzed under three sub-themes as *leave them wet, not leave them wet,* and *do nothing.* For *leave them wet* sub-theme, the participants stated that they would cooperate with the students' parents, the other stakeholders, or their co-teachers as the students were in old ages. Participant 1 said, "*First of all, I get into close contact with the family and try to solve the problem together for such situations. I definitely think that toilet training starts at home, so we can solve this problem with the families. All in all, the students stay at school for a limited time.*" The participants also indicated that they could make adaptations in class, suggest families to take their child to a professional, and examine why the students wet themselves considering their age. Participant 8 commented, "*Firstly, I would definitely direct the family to a doctor. After being sure that there was medically no problem, I'd talk to the family about what's or not being done at home.*" The participants stated that they would use different procedures and change them if they would not work. Participant 14 said, "*I'd implement another procedure simultaneously. I mean if I definitely believed that the problem'd be solved when I left them wet, I'd try another procedure, because I'd not be sure about the case.*"

For *not leave them wet* sub-theme, the participants said they would try different procedures, cooperate with stakeholders, and make adaptations in classroom without leaving the students wet. Participant 3 stated, "*I'd try to make the classroom more attractive. I'd try to make the child stay longer at the classroom to let him spend more quality time. It's clear that the student is uncomfortable with the activities or bored…or he's trying to escape the class as he experienced the sense of failure.*" The participants said they would use toileting schedule to determine the periods of enuresis. Participant 4 said, "*I'd record the time and periods when they go to the toilet. For example, they urinate every one hour or I take them to toilet every 15 minutes, maybe every one hour or two hours. Yes, I'd identify the pattern. Then, I'd try to take them according to that pattern. I'd try to make a pattern, but leaving wet? Even though there was a decrease, I'd not leave them wet due to health conditions.*" The participants said they would prefer positive reinforcement to negative reinforcement. Participant 9 said, "*He exhibits what he wants, and he ruins the activity, but if you make him have positive experiences and things that he can get praise, then this behavior will disappear. The attention must be somewhere else.*" The participants also said they would direct the student to the doctor to determine any possible medical condition. Participant 7 commented on this as "*If it's a physiological, it must be solved at the doctor, right? If it's something that cannot be solved by drugs or et cetera, maybe we would have to take it*

over." The participants indicated that they would not leave the students wet to prevent illness. Participant 10 said, *"I'd continue my lesson with fun. Thus, it will disappear. That is, leaving them wet can prevent them escape the class, but it can also make the child sick. I mean the weather is not always hot. We're not those living in Saudi Arabia all the time. We have winters, cold. Sometimes electricity goes off and the gas also."*

For *do nothing* sub-theme, one participant stated that he could not do anything about problem behaviors because he did not graduate from special education department. Thus, he said he would direct the students to special education professionals. He said, *"I didn't graduate from special education. It's why I don't prefer working with those with such problem behaviors in special education. Like I said, I graduated from elementary school teaching. So, I always advocate for such students, and I am still. I'm in the opinion that those graduated from related field must work with them. I'm still."*

Findings Related to Cooperation and Effective Communication Theme

The following mock scenario was given to the participants in this theme: "You work with a co-teacher at the classroom and you two are in good relationship. You observe that your co-teacher works on something else instead of dealing with the students during lesson hours. You start mentioning the situation with half-serious as your co-teacher shirks his/her duties. You see that the co-teacher continues using his/her phone, texting, talking, and leaving the classroom during the lesson hours. You make a clear conversation with him/her about these issues. Despite this, there is no change in his/her behaviors. How would you solve this situation?" The participant behaviors regarding cooperation and effective communication theme are presented in Figure 12.
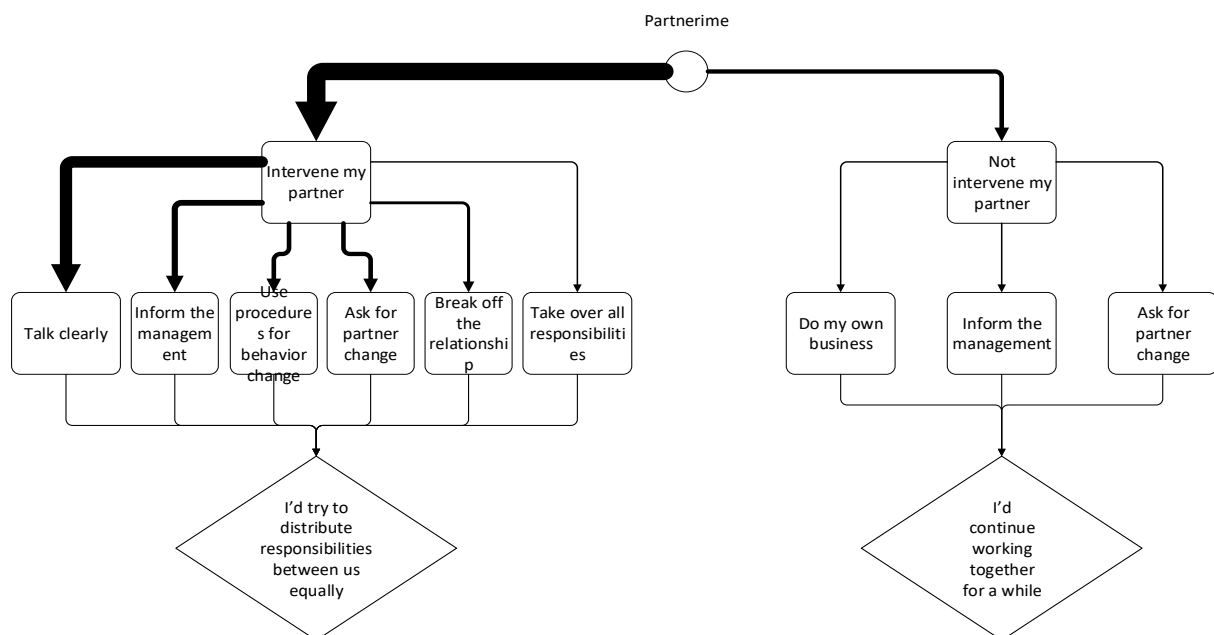
Figure 12. Participant behaviors regarding cooperation and effective communication theme

The data in this theme were analyzed under three sub-themes as *intervene my partner* and *not intervene my partner.* For *intervene my partner* sub-theme, the participants stated that they would speak up with their partner about the situation. Participant 15 said, "*If the co-teacher does not fix himself even though I talk to him or her, then I have to talk to him/her, that's how it should be. I have to tell the teacher what's right or wrong.*" The participants indicated that they would inform the school management of the situation or ask the management for co-teacher change. Participant 5 said, "*It'd be quite tough for me, but I'd definitely tell the management that I'd not want to work with the teacher after the term ended. That term'd be too tiring for me yes.*" The participants also said they could use procedures for behavior change. Participant 9: "*We could use procedures to change behaviors. Like soft answer turneth away wrath, we must do whatever we could…like using reinforcement during an activity, but we have to train students somehow. It's tough.*" The participants also indicated that they would break off the relationship with their co-teacher. Participant 13 said, "*This is for me…yes…I'd warn the teacher, but I'd break off the relationship after some time later. Okay, I'm in the classroom, I work in the classroom. I look after my own students, the teacher looks after his or her own students or not. Okay.*" One participant said he would take over his co-teacher's all responsibilities. Participant 8: "*I'd also go and talk to the management. I'd separate the classrooms or finish that term after taking over all of the teacher's responsibilities. But I'd do anything not to work with the teacher anymore.*"

For *not intervene my partner* sub-theme, the participants said they would not intervene their co-teacher and mind their own business. Participant 4 said, "*I've experienced with the same situation. It was our first year with my partner. He just started to know me and so did I. As time passed, I got into the same situation. At first, he was sitting on a corner, but I continued my lesson. I did what I had to do. There was barely improvement. I expected him to be affected by me and waited for him to come and continue working, but there was none.*" The participants stated that they would inform the management of the situation and ask for a partner change as soon as they noticed the case. Participant 7: "*I'd go to the management and tell them to change my partner, that's it. I mean there'd be further problems yes. Maybe breaking off the relationship more friendly… I'd go to the management…and change…because otherwise there would be more problems. That's better. You tell this to the management clearly. I'd tell them. Yes. There's a such situation. Then it'd deteriorate…We should close that road as soon as possible. I'd change my partner.*"

Discussion, Conclusion, and Suggestions

The current study investigated the steps followed by teachers working in special education to solve ethical dilemmas, their dilemma solving styles, as well as their viewpoints regarding the dilemma situations. The findings were analyzed under the themes of (a) honesty, (b) objectivity, (c) sensitivity and respect, (d) advocacy for rights and privileges, (e) preventing neglect and abuse, (f) avoiding taking advantages, (g) professional reputation, (h) professional competency, (i) delivering effective instruction, and (j) cooperation and effective communication.

The findings showed that the number of approval and disapproval behaviors by the participants was close in case they were obligated by the management. Furthermore, there were participants who were unsure of approving the report. Those who stated that they would approve the report outlined economic concern, whereas those who would disapprove stated that they would leave the institution and find another job somewhere else. Individuals can exhibit various behaviors during a decision-making process, because each decision can result in economic and/or psychological costs (İmrek, 2003). The behaviors of both sides indicate the economic concerns by the participants. Therefore, teacher participants' economic concerns make them be affected socially and psychologically, which was an influence on their decision-making process (Bozbayındır, 2019).

Similarly, the findings in avoiding taking advantages theme indicate economic concerns by the participants. The findings showed that the number of acceptance and refusal of private lesson offer by the parents were close. The participants who would accept the offer prioritized their economic concerns. Although the professional ethical principles clearly require teachers not to give private lessons (Ministry of National Education [MoNE], 2015), this shows the existence of private lessons given (Özdemir, 2021). In the study, the participants stated they would accept the private lesson offer. That shows their economic concerns overweigh ethical codes. On the other hand, a handful of participants refused the offer because of ethical principles. However, being aware of ethics allow for connecting moral, ethics value and daily behaviors, and choices (Shapira-Lishchinsky, 2011). Therefore, future studies can increase knowledge of ethics and ethical codes among teachers and teacher candidates. Additionally, problems related to economic concerns among those working in education must be minimalized so as to decrease the value given to economy more than ethics. Recently, there has been an increase in unemployment rate in higher education graduates and teachers (Şahin, 2013, 2021). Also, the concept of unemployment results in stress, unambiguity, social status and loss of right concerns, which may be effective in unethical decisions. However, the results showed that the participants who thought they could find a job quickly assumed that they could compensate for their decision more comfortably. Previous research found that one of the reasons for the preference of special education department among students was finding a job/starting a job quickly (Afat & Çiçek, 2019; Öztürk, Şahin, & Vuran, 2022; Tortop et al., 2015). Therefore, the participants may have been comfortable with making economic decisions as they thought they could find a job easily.

The findings indicated that one of the reasons for acceptance of the report by the participants was professional inexperience as the mock scenario said they were a novice teacher. This finding is consistent with those in previous research. Agee (2004) reported that inexperience resulting from starting a job newly played a role in ethical decision making. Additionally, Ngang and Chan (2015) found that the novice teachers thought ethics were not that important during in-service training. Toprakcı, Bozpolat, and Buldur (2010) also found that young teachers followed ethical codes less than those with longer years of experience. In the current study, the participants were also in the opinion to sign the report given by the management because they thought "it was how it worked." The support and guidance given to novice teachers by the management affects teachers' point of view toward themselves and the profession (Meristo & Eisenschmidt, 2014). Therefore, school/institution management, those in special education schools/institutions in particular, should be a guiding light for teachers on ethical decision-making. Similarly, there were similar findings in avoiding taking advantages theme. Although the responses of participants who would accept or refuse the private lesson were variable, the institution was in the center in both themes. The importance of institution's, manager's, or management's decision shows that teachers sometimes need guidance when faced with an ethical dilemma (Shapira-Lishchinsky, 2011).

The reasons for refusing the report included considering student/public interest among participants. The literature suggests that those who can do anything for public development have higher motivation regarding public service (Alkaya & Taştekin, 2021). In the current study, the majority of the participants were in public sector, which may have resulted in prioritized public interest. Although the participants were told that they worked in private sector in the given mock scenario, it is important that they considered student and public interest. The students with SN receive supplementary training at special education and rehabilitation centers thanks to economic support provided by the state. Therefore, the importance of public interest should be given to the individuals who will work at such institutions after graduating from special education department.

The findings also indicated that the participants who would notice sharing more time to the academically successful students with higher socio-economic status thought this was an ethically problematic situation. Previous research found that teacher behaviors such as holding up as a model and praising as a reinforcement were mostly for the students with higher socio-economic status, while discipline-regulatory behaviors such as punishment for lower status (Bütün Kar & Mercan Uzun, 2017). Additionally, Altınkurt and Yılmaz (2011) defined unethical teacher behaviors as not dealing with the low achiever students sufficiently. It is noteworthy that the participants found this problematic and tried to find alternative solutions. These were "sharing equal time" and sharing time according to "students' needs" during in- and out-of-class activities. Every person has his/her own unique and individual needs and the students with SN require more intensive support to meet these needs (Lipkin, Okamoto, Council on Children with Disabilities ve Council on School Health, 2015). Each student with SN may have different educational needs in classroom, thus teachers may work more with some students. The training settings, opportunities, teacher's professional competency level, and differences in students' improvement level sometimes may include facilitating or complicating factors (Howe, Boelé, & Miramontes, 2018). Therefore, the proportion of sharing time for each student by the teacher can vary. There are more times to face with ethical dilemmas especially in special education and mainstreaming/inclusion settings (Fiedler & Van Haren, 2009). Gajewski (2014) investigated ethical challenges and dilemmas in inclusion and reported concerns regarding teachers' sharing less time with the students with SN. In the current study, the findings showed that the majority of the participants would firstly eliminate the in- and out-of-class inequality. In other words, the participants aimed at solving the ethical dilemma regarding objectivity by treating their students equally.

The findings regarding sensitivity and respect showed that the participants were in different opinions regarding to seeing taking the child to imams/ sheikhs/sirdars by their parents as ethical. Although the number of participants varied in seeing this situation as problematic, what they would do in that situation was similar. They stated that they thought this was not beneficial for the student, but they would not prevent the family doing this. One of the most common evaluation ways and psychological or physiological responses that the families of children with SN have is religion-based coping technique (Boehm & Carter, 2019). Considering the importance of religious belief among people, the families may employ such techniques derived from religions (Waddington & Priestley, 2021). Utilization levels of religion or religious values by the individuals are directly related to weighing importance on religions (Ayten & Sağır, 2014). While families of children with SN may employ religion-based strategies to cope with problems, teachers of these children may have different opinions. Because teachers' and families' opinions regarding what is beneficial for the students are different, the teachers may face with ethical dilemmas (Campbell, 2000). Shapira-Lischchinsky (2011) suggested that the teachers may find it hard to defend their professional decisions when the difference between their and families' expectations become an ethical dilemma over time. It is clear that the participants were aware of the potential future responsibilities would arise if they had intervened or prevent families' demands. Furthermore, the findings regarding preventing neglect and abuse theme indicated that the participants would intervene with parents, if they had observed family violation. The findings showed that the participants would mostly exhibit intervening behaviors such as talking to the family and informing the management or responsible agencies when they would learn father violation against the student. Previous research reported that teachers were more concerned with the solutions of problems that result in ethical challenge and occur out of the classroom that they actually regarded as their responsibility area (Ehrich, Kimber, Millwater, & Cranston, 2011). This problem situation that especially includes neglect, abuse, or violation of the child can be explained by participants' solving ethical dilemmas quickly and making decision, and cumulatively intervening with the situation. The choices of participants such as how they will act towards ethical challenges and dilemmas resulting from such

situations as "critical cases" like father violation also includes a possibility to harm their professional development (Angelides, 2001; Woods, 1993). The findings in that theme indicated that the participants would be aware of such a situation and intervene with it immediately. Similar results were observed in advocacy for rights and privileges theme.

The findings in advocacy for rights and privileges theme showed that most of the participants would intervene with the situation in which a student was not accepted in mainstreaming/inclusion education. Teachers are the most active advocates for student rights (Ekşi, 2010; Murry, 2005). The findings also showed that the participants said they would be a defender of rights for their students. For defending rights, the participants said they would raise awareness among families and inform the management of the situation to choose intervention. Previous research showed that advocacy practices should be performed by parents for students with SN to enhance their social acceptance, improve their educational needs, eliminate obstacles, and develop full equality of opportunity (Pamuk & Melekoğlu, 2021). In this sense, participants' alternatives of solutions can yield in effective results. Furthermore, a number of practices are conducted to train families to advocate for their children (Burke & Hodapp, 2016). It is notable that the participants did not emit any words regarding advocacy for rights and privileges individually although the constitution outlines the right to education for all students including those with SN and mainstream/inclusion education is protected by legislation. This finding is consistent with that of Fiedler and Van Haren (2009) that found the teachers were reluctant to be a universal defender of education rights for individuals with SN.

The participants stated that they would intervene with their co-teacher if they saw the co-teacher did not achieve his or her responsibilities. They indicated that they would exhibit cooperative behaviors such as talking to, cooperating with, and sharing materials with the co-teacher. Tirri and Husu (2002) found that the teachers did not question the other teachers, when they saw the teachers did not perform any beneficial practices for the students, which contradicts with the findings in the current study. Additionally, the participants did not want to go beyond their responsibilities by intervening with the teachers who prepared for public personnel selection examination to transfer other institutions instead of fulfilling their responsibilities. Tezcan and Güvenç (2020) reported that the teacher participants thought that it was not right to warn or interfere with their colleagues. Ethics is related to our relationship with the others (Singer, 1993). Therefore, teachers are supposed to be a role model by considering ethics framework in their decisions and behaviors (Campbell, 2006). It is seen that the participants figuredly developed a "responsibility area" in sensitivity an respect theme. Thus, the participants who said they would not intervene with their colleagues appear to limit themselves in their "responsibility area" for not taking initiative when a family member or a colleague exhibited an unethical behavior. This is consistent with that the participants would inform the management of the challenging situations in both themes. Previous research also found that the teachers would share the challenging situations with the management and asked them to warn the other teachers upon teachers' unethical behaviors (Tezcan & Güvenç, 2020; Uzun & Elma, 2012).

The findings in professional competency theme showed that what the teachers would do was same whether they were sure to implement the education program. They appeared to develop IEPs based on their students' needs to solve the ethical dilemmas. Among the responsibilities of special education teachers are the identification of students' needs, development of and IEP based on these needs, and adaptation of education programs for their students (Arivett, Rust, Brissie, & Dansby, 2007). Therefore, it can be stated that the teachers were aware of their responsibilities and develop solutions for the ethical dilemmas regarding this issue. Similar results appeared in delivering effective instruction theme. The participants who said they would and would not leave the students wet would employ different methods to solve the problem one of which was cooperation. Kol and Tokdakaya (2022) reported that the teachers cooperated with the families to cope with problem behaviors, which supports those in the current study. The findings in professional competency and delivering effective instruction themes indicated that the teachers would try to solve ethical dilemma situations by using their special education skills.

Special education field is surrounded by ethical dilemmas as it requires multiple disciplines and includes disadvantageous groups. The ethical dilemma determination process and the findings show that the professionals in special education often face with ethical dilemmas. Therefore, future practice should be performed to introduce the concept of ethics among people so that this concept will settle down special education field. The findings also provide results for legal legislations for special education practices. Guiding information that may organize relationships between different stakeholders in special educations within legal legislations can be obtained in the results. The comprehension of ethics through trainings and implementation of it into daily life is tough, thus future studies can be conducted on this. Additionally, future studies should investigate the solutions that are necessary to cope with ethical dilemmas. Future studies can also use similar mock scenarios as in the study during ethics lessons in teacher training programs to discuss solutions. The findings of the current study indicate that managements, in particular, have a big role in decision making processes for ethical dilemma situations. Thus, the individuals in the management level of special education institutions should be trained on ethics and solving ethical dilemmas. Future studies may investigate how managers in such institutions find solutions to ethical dilemma mock scenarios. Furthermore, special education field includes multiple stakeholder groups, so they can see an ethical dilemma from different points of view, which warrants future research. Although in-depth data collection and rigorous data analysis of mock scenarios of potential ethical dilemmas from a limited number of participants in the current study, the findings cannot generalize to a large number of participants. Finally, large scale studies may use surveys as well as two different question forms that include ethical and unethical items.

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