

From Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's June 2018, volume 19, issue 2. Initially, I would like to thank those who contributed to our journal as authors, reviewers, readers, our Academic Advisory Board, and our Editorial Board. I am proud to announce that as the Editorial Board, as we have always been, we will make an effort to move our journal to a higher level both quantitatively and qualitatively in the forthcoming process...

In this issue of our journal there are seven research articles and one review article. I would like to present a brief summary of these studies below. The first research article which is published in our current issue is the study which was conducted by *Güzin KARASU* and *Yıldız UZUNER* namely "*Examination of Hearing-Impaired Collage Students' Writing Studies Based on Balanced Literacy Instruction Approach.*" In the study, the written expression courses which were planned for the effective development of the hearing-impaired youngsters' written expression skills were examined. This study, which was conducted as an action research, included seven sophomores who were studying Computer Operator Training at the School for the Handicapped (SfH) located at Anadolu University. The data consisted of video records, course plans and assessments, student files/notebooks, and researcher journals. It was found that prewriting, drafting, revising/editing, and publishing stages of the students' writing process were similar to those described in the literature. Moreover, it was seen that the students were actively involved in drafting, revision/editing phases and written products reflected the strategies carried out in the process. When the writing processes of the texts were examined, it was observed/determined that the strategies were taught directly and metacognitively and the strategy of modelling was used extensively.

The second research study, namely "*Determining the Problems and the Methods of Coping with the Problems of the Mothers of Children with Severe Disabilities,*" was conducted by *Mine KIZIR* and *İlknur ÇİFCİ TEKİNARSLAN*. In the study, the purpose was to determine the problems experienced by the mothers of children with severe and multiple disabilities (SMD) and to identify the means to cope with these problems. For this research which was designed in phenomenological model, the data were collected by semi-structured interviews. The data which were collected from interviews held with five mothers of children with SMD were analyzed via descriptive analysis. According to the results, mothers were experiencing problems related to diagnosis of the child, education, health, transportation, environment and family relations, financial difficulties, and future concerns. It was also identified that mothers felt lonely and weak and had very limited means in coping with the problems they experienced.

The third research article which was authored by *Nermin ÇİFTÇİ ARIDAĞ* and *Eyüp Sabır ERBİÇER* has the title of "*Analysis of the Effect of the Group Psychological Counseling Program on Anxiety Levels and Life Satisfaction Levels of Mothers with a Child with Special Needs.*" In this study, the purpose was to examine the effects of a group psychological counseling program on mothers' state-trait anxiety and satisfaction with life. The study was carried out with mothers who had children with special needs between the ages of 3-17 and who attended a private rehabilitation center under the Ministry of National Education. There were eight mothers in either the experimental group or control group totaling 16 participants and the study was carried out as a pretest-posttest control group experimental model. Eight mothers in the experimental group received eight sessions of group psychological counseling program. The data were collected by the State-Trait Anxiety Inventory and the Satisfaction with Life Scale. Analysis of Covariance (ANCOVA) was used in analyzing the data. It was observed that, as a result of the group psychological counseling program, there was a significant decrease in the state-trait anxiety scores and an increase in the life satisfaction levels of the mothers in the experimental group.

The fourth research article which was composed by *Sefa BULUT* and *Hüseyin Buğra KARAMAN* is titled as "*Sexual, Physical and Emotional Abuse of Individuals with Disabilities.*" The purpose of the study was to examine the sexual, physical, and emotional abuse that individuals with disabilities experienced as they appeared in the Turkish media from 2005 to 2015. Ten most popular newspapers were chosen and screened for the study using the specific terms such as "sexual abuse," "sexual harassment," "rape," "physical and emotional abuse of individuals with disabilities" to locate similar events in search engines. Moreover, the researchers identified 13 questions by examining the literature of sexual, physical, and emotional abuse. Basically, the questions were geared towards factors such as the abuser, types of abuse, location, and context of abuse. A "trend analysis" was conducted by classifying the news according to years and months and the phenomenon of abuse was examined with a wider perspective.

The fifth research article namely "*The Instruction on Identifying Main Ideas in Improving the Reading Comprehension of Poor Readers*" was carried out by *İlhan İLTER*. In this study, the effects of the main ideas strategy instruction on the development of the reading comprehension of three fourth-grade students who had

difficulty in reading, were examined. A multiple-probe design across participants was used and the data were graphically analyzed. The participants' reading comprehension performance in the teaching sessions and in full probes was evaluated through the use of short answer reading comprehension questions that consisted narrative texts. The maintenance of the ability to identify the main ideas was probed at three and five weeks following the implementation of the main ideas instruction. In addition, social validity data were used to evaluate the qualitative dimensions of the effects of the instructional program. Findings of this study showed that the instruction on identifying main ideas contributed to all three participants in learning to identify the main ideas and key details, and in maintaining these learned skills and providing a higher-level of reading comprehension performance compared to the baseline probe sessions. All results indicate that the main ideas strategy instruction utilizing the direct instruction model can improve the reading comprehension scores of the participants, identified as poor readers.

“*An Investigation into Muhammed Yalcin Who is Talented and Mentally Disabled*” article, which is the fifth research article, was authored by *Kerim LAÇINBAY* and *Meliha YILMAZ*. The purpose of the study was to examine the paintings of Muhammed Yalçın, who has 70% capacity loss to work, IQ level in the range of 35-40, and who is particularly talented in the field of visual arts in terms of plastic values, the influence on his social development utilizing Bloom’s Taxonomy. In the study, case study, which is among the qualitative research methods, was used. Examples from Muhammed Yalçın's paintings on paper, canvas, floor and wall, in which he transformed the slum house into a work of art, were collected. A semi-structured interview form was used to interview with his parents. Whether or not the paintings produced by Muhammed contributed to his communication skills and social life was examined in his works. The paintings produced by him were analyzed descriptively using plastic values and Bloom’s Taxonomy. In the study, it was observed that his works have aesthetic values and original qualities, and they contribute to his social development and psychological comfort. Furthermore, it was understood that he uses these images as means of expression and communication. When the pictures were analyzed according to Bloom’s Taxonomy, it was seen that he could create works of art at 'synthesis' level in the cognitive domain, organization level in the affective domain, and affective level and origination level in psychomotor domain.

The last research article which was conducted by *Fatma ALTUN* and *Hikmet YAZICI* had the title of “*Counseling and Guidance Needs of Gifted Students in Turkey.*” The main aim of this study was to determine gifted students' counseling needs based on their parental views. In addition, it was examined whether the interaction age and gender of the gifted children, and parents’ educational level changed the perceived problem areas of parents. The research group comprised 606 persons (320 mothers and 286 fathers) selected among the parents of gifted students who were registered in 24 Science and Art Centers (SACs) located in 12 provinces of Turkey. The data of the study were collected by the Problem Detecting Inventory for Gifted and Information Form. According to findings; parents expressed that they had problems about their children's personal characteristics, school experiences, and family relationships. The counseling needs of the gifted students varied depending on age and gender interaction. While there was no significant difference in the type of needs based on parental gender, a difference was determined in terms of parents' educational level.

The only review study of this issue is an article which was authored by *Özgül ALDEMİR FIRAT* and *Yasemin ERGENEKON* namely “*A Different Instructional Perspective in Special Education for Practitioners: Embedded Instruction.*” The purpose of this study was to clarify the naturalistic instructional approach, to give an outline of the philosophy behind it, and to share the approach’s benefits with regard to preschool children with developmental disabilities and their families and teachers by explaining the basic principles and steps of the embedded instruction process. In this study, basic principles to implement the embedded instruction and its steps were explained in detail. Information about the research studies related to embedded instruction which were conducted by different implementers with children with different characteristics to teach different behaviors were provided. The contributions that the process of embedded instruction makes to preschooler with developmental disabilities, their families and teachers, were shared. In addition, the article examined the concept of embedded instruction in order to make suggestions for practitioners in the light of various research studies that emphasize the effectiveness and efficacy of the embedded instruction.

I would like to kindly thank my colleagues who are working with me on the Editorial Board for our journal to be published timely and to increase the quality: *Instructor Meral Çilem ÖKCÜN-AKÇAMUŞ, Ph.D., Res. Assist. Şeyda DEMİR, Ph.D., Res. Assist. Zeynep BAHAP-KUDRET, Ph.D.*; and Technical Coordination Executives *Res. Assist. Gamze ALAK, Res. Assist. Hatice AKÇAKAYA, and Res. Assist. Cebail KARADAŞ.* Their infinite energy and patience make our work exciting and enthusiastic even during the most difficult times.

I would like to thank our dear readers, authors, and reviewers for their support and contributions once again and I would like to kindly request you to continue your support and contributions during the ongoing process as readers, authors, and reviewers. With my warmest regards, I wish to be with you in the upcoming issues with good news...

Assoc. Prof. Hatice Bakkaloğlu