

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's June 2019, Volume 20, Issue 2. As always has been, I would like to thank here those who contributed as our authors, reviewers, readers, our Academic Advisory Board, and our Editorial Board. I would like to indicate that as the Editorial Board, we put forth the 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 six research articles and two review articles. I would like to briefly share these articles with you. The first research article in the current issue includes a study of *Sümeyye OKYAR* and *Salih ÇAKMAK* namely "*Effectiveness of Simultaneous Prompting Procedure in Teaching Skills to Visually Impaired Adults in Their Daily Lives.*" The aim of this study was to determine whether teaching with simultaneous prompting procedure was effective in getting three visually impaired young adults acquire skills of folding sweater, sweeping carpet and dishwashing, and whether individuals retained their skills after 7, 14 and 21 days from the instruction. The participants were three adults with visual impairments who were 20 to 33 years old. In the study, a multiple probe design across tasks was used. The data of the study were collected from teachers and families by interview forms, skill control lists, criterion-based measurement tools, record forms, and forms of treatment integrity and social validity. According to the findings, it was observed that teaching with simultaneous prompting procedure was effective in getting the participants gain their daily living skills and helping the subjects retain their skills after 7, 14 and 21 days after the instruction. According to these findings, it seems that the teaching with simultaneous prompting procedure is effective in helping the subjects gain and maintain the daily living skills. In addition, the social validity findings of the research showed that mothers and partners of the visually impaired young adults had positive views towards teaching daily living skills with simultaneous prompting procedure.

The second study namely "*The Effectiveness of Taped Problems Interventions for Enhancing Basic Division Fact Fluency of a Student,*" was conducted by *Serpil ALPTEKİN*. The purpose of this study was to determine whether the educational practices carried out using Taped Problem (TP) interventions were effective in increasing the level of fluency in the basic division facts of a student with a low mathematical performance, whether the fluency performance of the student could be generalized to other people and educational settings and whether the student maintained it after a certain period of time. A multiple-probes-across tasks (sets) design was used in the study. The participant was a 12-year-old, 7th grade female student continuing a general education class and who had not been diagnosed but had low mathematics performance. The findings of the study showed that TP interventions were effective in increasing the level of fluency in the basic division process of a student with a low mathematical performance and that the student generalized the attained level of fluency to another teacher and education setting and that performance maintained on days 7., 14. and 21. When the findings of social validity were examined, the positive views of the teacher and the student about the intervention showed that the acceptability of the TP interventions and the results of the research were significant at a high level. Moreover, when the social comparison averages were taken into consideration, the student was detected to be very close to the fluency averages of her peers.

The third research article in this issue is authored by *Ahmet BİLDİREN* and *Özge BİKMAZ BİLGİN* namely "*Candidate Notification Scale for Gifted Children in Pre-school Period: Validity and Reliability Studies.*" The purpose of this study was to develop a measurement tool for identifying gifted children in the 3-6 age group. For this purpose, a theoretical framework was drawn for the identification of gifted children based on Renzulli's model of giftedness. A 30-item pool comprised of items related to the characteristics of gifted individuals was developed following the establishment of the theoretical framework. Revisions were made on the items based on expert opinions and the revised 30-item trial form was applied to 608 teachers for children in the 3-6 age group. It was put forth as a result of the explanatory factor analysis that the scale is comprised of 13 items and three dimensions (general intelligence, creativity, engagement). In addition, the scale was applied to 137 children other than those subject to the exploratory factor analysis in order to determine the construct validity of the scale. The acquired data were subjected to the confirmatory factor analysis. It was observed as a result of the analysis that the fit indices of the scale range between acceptable values with a good fit after which the three factor and 13 item structure of the scale was confirmed as a model. A moderate correlation was determined between the developed scale and the Colored Progressive Matrices Test and CogAT tests as a result of the criterion validity analysis. The reliability of the scale calculated using the Cronbach Alpha internal consistency coefficient was determined as .95. In conclusion, it can be stated that the "Candidate Notification Scale for Gifted Children in the Pre-School Period" is a valid measurement tool which will yield reliable scores for identifying gifted children.

The fourth article which was conducted by *Serap NAZLI* namely "*The Effect of Psychological Support Program on Resilience and Life Satisfaction of Adults with Disabilities.*" The aim of this study was to examine the impact of a positive psychology-based psychological support program on the resilience and life satisfaction of

adults with disabilities. Thirty-five adults with disabilities voluntarily participated in the program designed for the International Day of Persons with Disabilities. The program lasted 5 days: a 16-hour psychological support program for the first 4 days and a celebration ceremony on the last day. Psychological support program was designed as a developmental, abstract, and closed group in psychoeducation format. Brief Resilience Scale, Satisfaction with Life Scale and Psychoeducation Program Evaluation Form were the instruments used in the study. For the analysis of the data obtained from the scales, t-test for dependent groups and frequencies and percentages of the evaluation form were calculated. Results indicated that the psychological support program significantly increased resilience and life satisfaction of adults with disabilities.

The fifth research article namely *“The Opinions of the School Administrators and Teachers on the Education Given to Gifted and Talented Students in the Resource Room”* was authored by Kübra PEMİK and Faruk LEVENT. The purpose of this study was to examine the opinions of school administrators and teachers on the education given to gifted and talented students in the resource room. The data of this study, which was conducted with qualitative research methods in a case design, was obtained by face-to-face interview using a semi-structured interview form. Twenty school administrators and 19 teachers were interviewed. The data obtained during the interviews were subjected to content analysis and coding was done. According to the findings of the study, the participant school administrators and the teachers stated that in the resource rooms, the students were usually given smart toys and games and that no differentiated education could be given. Most of the participants stated that they lacked a specific curriculum and plan for the resource room and lack of material and lack of physical conditions. In addition, the participants pointed out the importance of in-service training for teachers by expressing that the factor of teachers is the determining factor in meeting the educational needs of gifted and talented students in the resource education rooms.

“Examining the Role of Morphological Awareness Skills on the Reading Process from a Developmental Perspective: Evidence from Deaf and Hearing Readers,” the sixth research article, was authored by Tevhide KARGIN, Birkan GÜLDENOĞLU and Halime Miray SÜMER. This research is a descriptive study aimed at examining the role of morphological awareness skills of deaf and hearing students on the reading process from a developmental perspective. A total of 141 students (67 deaf and 74 hearing students) from different levels of education (primary school, junior high school, and high school) participated in the research. Morphological awareness knowledge and skills of the research group were evaluated by evaluation procedures. The data of the study were analyzed using variance analysis (GLM-Anova) and two-factor Manova (GLM-Manova), and the results showed that morphological awareness skills of deaf students were significantly lower than their hearing counterparts in all educational levels.

The first review article of this issue is authored by Mustafa KOCAARSLAN namely *“Reading Comprehension for Good and Poor Readers: An Overview of Theoretical and Empirical Perspective.”* It is emphasized in the study that the reading skills have a unique place in terms of academic and life success of individuals. It is stated that a theory called "Matthew Effect" shows how good and poor readers differ from each other over a long period, and how good readers gain distinct advantages over many other areas, especially in academic achievement versus poor readers. It is suggested that the essence of reading skills is the ability to understand what is read, which is the process of reaching a meaning beyond analyzing and pronouncing graphical symbols. It is indicated that the reading comprehension is a complex, multidimensional and dynamic process in which the focal point is structuring and interpreting the meaning of what is being read. In this article, which is a review study based on current literature, the reading comprehension process for good and poor readers was examined from a multi-dimensional and holistic perspective both in theoretical and in the light of current research studies. Important information and explanations are given by taking into consideration the effects of the Simple View of Reading, the lower and higher-level language skills, and the executive functions known as domain-general processes on reading comprehension.

The second review article of this issue is *“Virtual Reality Practices in Special Education”* which was authored by Onur ÖZDEMİR, Dilek ERBAŞ, and Şerife YÜCESOY-ÖZKAN. Virtual reality is defined in this article as the interactive three-dimensional computer-generated simulations which are experienced multisensory. It is suggested that the virtual reality practices while has been discussed in the computer sciences since 1970's, has become more accessible to the public with the advances in technology in recent years. It is stated that special education field also benefits from these current developments, as the number of virtual learning environments developed for the persons with special needs increase each passing day. It is emphasized that the solutions responding to different kind of needs for the individuals with special needs are developed with virtual learning environments. It is indicated that these applications can be used for the instruction of various academic, social, daily life, communication skills or supporting skills or for various types of supports. By emphasizing that in the literature there are several research studies evaluating virtual learning environments developed for different kind of special needs groups including; autism spectrum disorder, intellectual disabilities, physical disabilities, hearing impairments, the recent study discusses the opinions on virtual learning environments on the basis of literature.

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: *Assist. Prof. Şeyda DEMİR*, *Assist. Prof. Gamze ALAK*, *Assist. Prof. Zeynep BAHAP-KUDRET* and *Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ*, as well as Technical Coordination Executives *Res. Assist. Hatice AKÇAKAYA*, *Res. Assist. Yasemin ŞENGÜL*, and *Res. Assist. Cebrail KARADAŞ*.

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. I wish to be with you again in the upcoming issue...

Assoc. Prof. Hatice Bakkalođlu