

From the editors,

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Dear INT-JECSE readers and contributors,

We are excited to be with you with the second issue of the eleventh volume of the INT-JECSE. We would like to extend our appreciations to all who contributes by submitting or reviewing manuscripts or have been readers of the INT-JECSE. In our second issue of the eleventh year, you will find eight different articles on various topics of young children with special needs and their families or professionals.

The first manuscript was written by Unlu, entitled “Parent Implemented Program for Teaching Toileting Skills for Children with Developmental Disabilities”, The purpose of this study is to determine whether “Program for Supporting Home- and Institution-based Toileting Skills for Families” enables mothers to acquire the skill of teaching toileting control to their children and for children to acquire day-time toileting control. According to the results, children attained toileting skills rapidly and consistently throughout the program. The procedures followed during these activities and the outcomes regarding each participant are discussed in the paper.

Sakarneh, Sabayleh and Alramamneh in the second manuscript studied “The Sensory Characteristics of Children with Autism Spectrum Disorder: Teachers' Observation”. Descriptive surveying approach was used to suit the nature of the study. The researchers selected a simple random sample consisting of (40) teachers from (6) centers for autistic children in Amman, Jordan. The tool used in this study was a checklist consisted of 38 items. The collected data were analyzed and then expressed through means and standard deviations. In addition, t-test was used to determine significance of the differences. The results revealed that the sensory characteristics of children with ASD were often evident in the study sample. The characteristics of children with ASD in the sensory domain were ranked as follows: First; tactile stimuli, second; olfactory and tasting stimulants, third; visual stimuli, and finally the auditory stimuli. The results showed that there were no statistically significant differences in the study sample attributed to age except the tactile stimuli and the differences were in the favour of age (3-6). Implications and recommendations are presented.

In the third manuscript, Coogle, Storie, Ottley, Price and Rahn investigated Prompting Peers' Use of Choices to Promote Communication in Children with Autism Spectrum Disorder. The main aim of this research was to determine the effect of prompting a preschool student to use choice making with a peer identified with autism spectrum disorder. Single case research design was used in the research. Researchers provided prompting across three thematic play activities. According to results, there was an initial effect in the first activity, which may have resulted in a carry-over effect in the other two activities. While peer-mediated instruction can be an effective method for increasing the dosage of learning opportunities that children with autism spectrum disorder experience in early childhood settings, peers may need more training or ongoing support to sustain their interactions with the child in a meaningful way.

The fourth manuscript written by Senturk-Cesur and Odluyurt examines the opinions and suggestions about the teaching of play skills of parents who have children with between the ages of three and seven who have autism spectrum disorder (ASD), and the teachers working with them. A semi-structured interview form was prepared and the final version was validated by seven experts in the field. Easily-accessible case sampling method was applied to determine the participants. Interviews were conducted with 15 selected parents and 15 teachers. The data obtained from the opinions were analyzed descriptively. The findings showed that both parents and teachers defined the play skills as an activity that supports the child's developmental areas. The demonstration of the play skills of children with ASD shows that they find teaching various skills and concepts through games necessary, as well as supporting the play development area of the child.

With the title of "Evaluation of the Effective-ness of Newborn Hearing Screening Program: A Center in Turkey", Turan and Bas in this study aimed to analyze the effects of newborn hearing screening program in Turkey based on the age of diagnosis, amplification and initiation of education between 2000 and 2017. The study was designed as a retrospective study. The files of 997 children registered with a research and education center for children with hearing loss were analyzed. The findings indicated that the age of diagnosis, amplification and initiation of education significantly decreased after the national newborn hearing screening pro-gram was introduced throughout the years. However, the recommended universal standards were achieved only for a minority of children in terms of timely diagnosis and early intervention. Delay in amplification mostly observed in children with mild-moderate loses and late diagnosis, was found as related to the testing in more than two different clinics. The findings on late initiation of education were discussed based on the reports in relevant literature and monitoring problems after the diagnosis and the problems observed in early education system in Turkey.

The sixth manuscript written by Josephine L. F. Jamero entitled "Social Constructivism and Play of Children with Autism for Inclusive Early Childhood" examined in this article relates part of a research on the play interactions of children with Autism Spectrum Disorders (ASD) within an inclusive early childhood school to the elements of sociocultural theory. Direct observation within the natural play settings of nine children with ASD between two- to five-years old was used to gather data for this study. Interactions within the indoor and outdoor play routines of children with ASD with their peers and educators were observed and recorded for two weeks. The anecdotes of the play interactions derived from the recordings were coded into five play categories to determine how routines for play reflect the interactions experienced by children with ASD. The aim of this article is to provide documentations of the play interactions of children with ASD within their natural educational settings and examine how the elements of social constructivism as a theoretical framework for inclusive practice are reflected. In line with the writings of Mallory, this paper intends to demonstrate how a theoretical framework could guide educational practices.

The seventh manuscript written by Yıldırım and Akçamete aimed to identify the needs of parents with children that have multiple disabilities in early child-hood and to suggest a family-centered training model for parents in line with these needs. The research was designed with qualitative research method. Three mothers, who have children with multiple disabilities, living in Mamak district of Ankara province,

participated in the research. The data were collected in a group meeting through face-to-face interviews and analyzed by content analysis. The common needs of the mothers who participated in the group meetings were getting information about the disabilities of the children, learning how to increase the physiotherapy hours for them, getting the entire diaper costs of the children from the Social Security Institution and getting help about their transportation to the hospital. As for the personal needs, the mothers desired to get information about the parent–teacher association, epilepsy, visual impairment, hip dislocation and its treatment, shunt use and space therapy and they also wanted to learn whether robots would be useful for their children or not. In line with these results, it can be said that a screening study based on quantitative data should be carried out for further studies through wider participation with children that have different disabilities.

With the title of “Promoting Friendship Development in Inclusive Early Childhood Classrooms: A Literature Review. Krone and Yu aimed to describe research findings related to how teachers could support friendships in inclusive early childhood classrooms, with particular interests in friendship development for young children with disabilities. This study was conducted with this two questions: (a) how are friendships between young children with and without disabilities defined and measured? And (b) what teaching strategies and intervention programs does research recommend to promote friendships between young children with and without disabilities? A total of eight studies were identified. The results of this review demonstrated that across all studies there were several common characteristics (e.g. mutual liking, spending time together) in defining young children’s friend-ships. The studies reviewed also included various methods (e.g., surveys, interviews, and observations) to measure friendships and suggested effective strategies and intervention programs that teachers could use to support friendship development. However, results also showed that teachers did not readily use the evidence-based practices. Based on the results, implications for future research and practices are discussed.

The last manuscript written by Lundqvist and Sandström was about “A bioecological Content Analysis: An Analysis Technique Rooted in the Bioecological Model for Human Development”. A bioecological content analysis is an analysis technique rooted in the bioecological theory of human development and the Process–Person–Context–Time (PPCT) model. In this article, we outline what a bioecological content analysis is and provide guidelines to researchers, students and others who want to use it in large or small scale life story oriented research on such matters as children with special needs and their families, early intervention and early childhood special education. A discussion of advantages and disadvantages of the bioecological content analysis is provided.

Yours Sincerely,

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Editor-In-Chief