

## From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's last issue, September 2020, Volume 21, Issue 3. 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, as in the previous issues, 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 *Kübra AĞRI* and *Emine Sema BATU* namely "*The Effectiveness of Progressive Time Delay on Teaching Pedestrian Skill to Individuals with Intellectual Disability*", which was written in English. The purpose of this study was to examine the effectiveness of progressive time delay teaching method on teaching a pedestrian skill to individuals with intellectual disabilities. The study was conducted with three participants with mild intellectual disabilities who were 10 - 11 years old. Multiple probe design across participants was used in the study. The results of the study revealed that the participants of the study acquired the targeted pedestrian skill, the first participant maintained the acquired skill one, three and five weeks after the implementation was completed whereas the third participant maintained the skill one, two and four weeks after the implementation was completed. Besides, all participants generalized the skill which they acquired on a simulation material to a real environment. Social validity results of the study revealed that the parents of the participants and the policeman who took part in the generalization session had positive opinions about the study.

The second study namely "*The Quality of the Home Environments of Young Children with Disabilities*" was conducted by *Bülbin SUCUOĞLU*, *Kerem AVCİ*, *Naciye ÖZTÜRK*, and *Nursel BEKTAŞ* and written in English. This study aimed to analyze the home environments of young children with disabilities (CWDs). Data related to the overall home environment were collected from 145 mothers by using the Turkish Form of the Home Screening Questionnaire (HSQ-T), while home learning environment including the involvement of the mothers and the learning materials available in the home was assessed through individual interviews with mothers. The findings revealed that 50.35% of the children live in low-quality homes, whereas the remainders live in high-quality homes based on the cut-off points of the HSQ-T score. The HSQ-T scores were found to be significantly related to parental involvement, education level and income of the mothers, and the developmental functions of children. Additionally, we found a significant difference between the HSQ-T scores of CWDs with and without access to home-made toys. Finally, maternal involvement in children's activities was the main predictor of the home quality of CWDs.

The third research article in this issue is authored by *Mesut DEMIRBILEK* and *Faruk LEVENT* namely "*The Opinions of School Counselors on Teacher Behaviors towards Students with Special Needs Inclusive Classrooms*." The purpose of this study was to examine the opinions of school counselors on teacher behaviors towards students with special needs in inclusive classrooms. This study was carried out with a phenomenological design, which is one of the qualitative research methods, and the data of the study were obtained by face-to-face interviews and by a semi-structured interview form. Within the scope of the research, 20 school counselors working in different school types were interviewed. The data obtained were coded under themes and subjected to content analysis. According to the opinions of school counselors, teachers (branch teachers) generally do not pay due attention to individualized education plans (IEP) for students with special needs and regard this as unnecessary workload. However, school counselors stated that teachers do not have sufficient information in order to recognize students with special needs and that their special education and inclusive knowledge is insufficient. They also stated that teachers did not want students with special needs in the classroom and they caused that these students felt rejected. School counselors suggested that in-service training programs should be organized to prevent negative teacher behaviors at schools.

The fourth article which was conducted by *Nesrin SÖNMEZ* and *Melike KOÇYIĞIT ÖZYIĞIT* namely "*The Effect of the "Counseling and Guidance Services in Special Education" Course on School Counselor Candidates' Perceptions of Self-Efficacy in Special Education*." This study examined the effect of the "Psychological Counseling and Guidance Services (PCGSs) in Special Education" course on the school counselor candidates' self-efficacy perceptions in special education. Pre-test, post-test control group (2x2) pattern was used in the study, which was quasi-experimental. 24 candidates who selected "PCGSs in Special Education" course were in the experimental group. Twenty-one candidates who chose another elective course were in the control group. "Personal Information Form" and "School Counselors' Self-Efficacy Scale Regarding Special Education (SCSSSE)" were used to identify the effect of the self-efficacy perceptions of the candidates in special education. ANOVA for repeated measurements was used in the analysis of the data. The level of self-efficacy perceptions regarding special education of the candidates in the experimental group increased significantly compared to the

control group. It was suggested that in the programs of teacher education of school counselors there should be courses to make teacher candidates gain competence in special education field.

The fifth research article namely “*Evaluation of Psychosocial Characteristics of Typically Developing Siblings of Children with Autism Spectrum Disorders Through Projective Tests*” was authored by *Hatice ŞENGÜL ERDEM* and *Yeşim FAZLIOĞLU*. The study aimed to compare the psychosocial characteristics of typically developing siblings of children with ASD with children who do not have any siblings with special needs. This qualitative research study utilized phenomenology approach. The study included 180 children, half of them had a sibling with ASD and the remaining half had typically developing siblings. Children’s Apperception Test (CAT) and Thematic Apperception Test (TAT) were administered individually to all the participants. The data were obtained by recording the responses of the participants to the projective test cards. The content analysis of the data revealed the themes including depression, anxiety-persistent anxiety-castration, somatization, impulsivity, aggression, attention problems, language impairment, and sibling jealousy. The frequency of the answers of both groups related to themes was also compared. The results showed that the siblings of children with ASD were under psychosocial developmental risk and tended to show more internalizing and externalizing problems.

The sixth research article in this issue with the title of “*Stakeholders’ Views on the Tasks of Teaching Assistants in Inclusive Education: A Mixed Method Study*” was authored by *Latife ÖZAYDIN*. This study examined the views of stakeholders (teachers, teaching assistants and mothers) on the tasks of teaching assistants employed in inclusive classes. The study was conducted using a concurrent design (a mixed-method approach) in which qualitative and quantitative methods were used together. The views of stakeholders were collected using a questionnaire and semi-structured interview questions examining the competencies of the TAs. The respondents to the questionnaire (n = 127) and those interviewed in individual meetings (n = 24) were teachers, teaching assistants and the mothers of kindergarten and 1st, 2nd, and 3rd grade students with special education needs attending public and private kindergartens and elementary schools in three districts of Ankara. The findings of the study revealed that teaching assistants acted as assistants, facilitators of communication, security guards and caregivers. These roles provided support to students with special education needs in gaining access to the general education system and participating in the classes, supporting their interaction with peers, preventing problematic behaviors, taking security measures and meeting their self-care needs.

The first review article of this issue was authored by *Esra ORUM-ÇATTIK*, *Ahmet İlkhhan YETKİN* and *İbrahim Halil DİKEN* namely “*Parent-Implemented Interventions in Autism Spectrum Disorder in Early Childhood.*” It is stated in the article that Parents support the development of the child and ensure that s/he grows up in accordance with the society rules in which s/he lives. It is emphasized that while typical children easily acquire skills and behaviors in natural experiences with their families, systematic teaching is often required for the same skills and behaviors when it comes to a child with autism spectrum disorder (ASD). It is suggested that although ASD can be diagnosed very early in recent years, families do not know how to participate in the early education of their children. Family-centered practice is one of the evidence-based practices used to gain skills and behaviors and to deal with behavioral problems in many disability types at different ages. This article included the theoretical foundations of family-centered practices and the importance of family-centered practices for children with ASD in early childhood and their families. In addition, comprehensive information about the studies conducted with children with ASD and their families in early childhood was presented and recommendations were made.

The second review article of this issue is “*A Systematic Review on the Use of Technology in Learning Disabilities*” which was authored by *Sibel DOĞAN* and *Ömer DELIALIOĞLU*. This paper contains a systematic literature review of research studies on using technology to support individuals with Learning Disabilities (LD). The purpose was to determine (1) demographic and methodological characteristics of the articles focusing on the use of technology in LD, (2) skills that need improvement and technological tool to develop these skills (3) the effects of technological tools on the performances of students with LD and (4) students’ perceptions toward learning with technology. A systematic literature review covering 55 articles were examined. Results showed that the majority of articles were published between 1995 and 2018. Furthermore, multiple baseline designs were preferred in most of the studies, and they sampled elementary school students. The review also revealed essential skills that need improvement and the technological tools utilized to enhance these skills. Results showed that technological tools positively affect students' performances, and students' perceptions toward implemented technology were generally positive.

I would like to kindly thank my colleagues for their vigorous efforts who are working with me on the Editorial Board for our journal to be published timely and to increase the quality: *Assoc. Prof. Seray OLÇAY*, *Assist. Prof. Şeyda DEMİR*, *Assist. Prof. Gamze ALAK*, *Assist. Prof. Zeynep BAHAP-KUDRET*, *Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ*, *Assist. Prof. Eylem DAYI*, *Assist. Prof. Gülden BOZKUŞ-GENÇ* and *Instructor Şevket ÖZDEMİR* as well as *Technical Coordination Executives Res. Assist. Hatice AKÇAKAYA*, *Res. Assist. Yasemin ŞENGÜL*, *Res. Assist. Cebrail KARADAŞ*, and *Res. Assist. Samet Burak TAYLAN*.

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 which will be published in December 2020...

*Assoc. Prof. Hatice BAKKALOĞLU*