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, December 2020, Volume 21, Issue 4. 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...

Before introducing our articles of this issue, I would like to inform you about three important progress. Firstly, we have updated our Journal's Publication Rules and Article Template in accordance with APA 7, which has been published this year. I would like to request you to review our new publication rules and prepare you manuscripts according to our new template. Secondly, *Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ*, who have contributed to our journal throughout many years, has requested to resign from her role of being an Assistant Editor due to her other obligations. I would like to emphasize my sincere thanks to her on behalf of our journal and wish good luck and success in her works stressing that we would like to see her again as a colleague in our journal's editorship. Thirdly, in order to prevent our authors from losing time as well as to accelerate the editorial reading processes, I would like to inform you that two other colleagues have been cooperated with us as the Assistant Editors in our Editorial Board members. I would like to welcome and convey my wishes of success to *Assist. Prof. Özgül ALDEMİR-FIRAT* from Pamukkale University, *Assist. Prof. Derya GENÇ-TOSUN* from Eskişehir Osmangazi University, *Assist. Prof. Cadan Hasret ŞAHİN* from Muğla Sıtkı Koçman University, *Assist. Prof. Özlem TOPER* from Uludağ University, *Lecturer Burcu KILIÇ-TÜLÜ, Ph.D.* from Ankara University, and *Res. Assist. Onur ÖZDEMİR, Ph.D.* from Marmara University. During this period, we have started the Measurement and Evaluation Editor process in order to increase the quality of the studies published in our journal in terms of measurement and evaluation. For this purpose, *Lecturer Özge ALTINTAŞ, Ph.D. Res. Assist. Cansu AYAN, Ph.D.* and *Res. Assist. Fatma KIZILTOPRAK, Ph.D.* from Ankara University have joined us in our editorial team. I would like to welcome them and wish success to them. In addition, two new friends have accepted to take part in our journal as an English Language Editor. *Assist. Prof. Ceyda TURHAN* from Uludağ University and *Res. Assist. Dinçer SARAL* from Hacettepe University will contribute to our journal on this subject, I thank them and wish them success. Lastly, four colleagues will join us as the technical coordination executives. I would like to welcome and wish success to *Gizem YILDIZ, Ph.D., Res. Assist. Uğur YASSIBAŞ* from Sakarya University, *Res. Assist. Serap DOĞAN* from Anadolu University and *Res. Assist. Şemsi Kübra AKKUŞ* from Hacettepe University. On this occasion, I would like to state that our Editorial Board will now work much faster and we will endeavor to improve our journal quantitatively and qualitatively.

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 *Hatice Zeynep ÖZTÜRK* and *Ahmet YIKMIŞ* namely *"The Effectiveness of Touch Math to Teach Number-Object Matching Via Simultaneous Prompting on a Tablet Computer."* The purpose of this study was to determine the effectiveness of Touch Math to teach number-object matching by using simultaneous prompting via the software entitled "Let's Learn the Numbers by Touching" prepared to use in mobile environments to children with mild intellectual disabilities. Besides, this study investigated the generalization and maintenance of the skills that were taught following the implementation and opinions of the mothers of the students. A total of three students with mild intellectual disabilities (one girl, two boys) who attended a rehabilitation center in the city of Bolu participated in this study. Multiple probe with probe trials design across participants was used in this research. The findings of the study demonstrated that children with mild intellectual disabilities acquired, maintained the number-object matching by using simultaneous prompting via the software. The findings obtained from the interviews with the mothers demonstrated that their opinions towards "Let's Learn Numbers by Touching" were positive. They thought that this procedure was effective in terms of number-object matching.

The second study namely *"An Investigation of Cognitive Profiles of Children with Attention Deficit Hyperactivity Disorder through Anadolu-Sak Intelligence Scale"* was conducted by *Mevlüt CIRIK, Uğur SAK,* and *Ercan ÖPENGİN.* The purpose of this study was to investigate cognitive profiles of children with ADHD on Anadolu Sak Intelligence Scale (ASIS). The participants were 102 children with ADHD. Between-groups analyses showed that children with ADHD had significantly lower scores than the normative sample in all indexes and subscales of the ASIS. Within group analysis showed that the mean score of the ADHD group on the Memory Capacity Index was significantly lower than their scores on the Verbal Potential Index and Visual Potential Index. The subscale analyses showed that ADHD group performed significantly lower in the Visual Sequential Processing subtest and Words Meanings subtest than the other subtests. The children with ADHD were observed to have weak working memory performance which may have impacted their learning capacity, especially during language acquisition.

The third research article in this issue is authored by *İhsan Evren AKTÜREL* and *Hasan GÜRGÜR* namely *"How is Physics Course Conducted at Vocational High Schools' Inclusion Classes?"* The aim of this study was to investigate how physics course was conducted at a vocational high school where hearing impaired students were included within mainstream classes. The research was designed as a case study. The participants of the study were two counselling and guidance teachers, three physics teachers, school administrators, three normal hearing and hard-of-hearing students, and their parents. The results showed that no individual education plans (IEP) were developed for students with hearing impairment. There was no supportive education and no resource room. It was argued that in-service training both in the field of education of hearing-impaired students and in relation to inclusion practices could be given to physics teachers.

The fourth article which was conducted by *Cevriye ERGÜL, Burcu KILIÇ-TÜLÜ, Ergül DEMIR, Gözde AKOĞLU, Meral Çilem ÖKCÜN-AKÇAMUŞ,* and *Zeynep BAHAP-KUDRET* namely *"Is Low Maternal Education Level a Risk Factor in Vocabulary and Phonological Awareness?"* This study investigated the development of vocabulary and phonological awareness skills of kindergartners by considering the maternal education levels. A total of 540 Turkish-speaking children participated in the study. The skills were assessed in three points in time: The fall and spring semesters of kindergarten and fall semester of the first grade. The vocabulary skills of children were assessed using the Turkish Expressive and Receptive Language Test and the phonological awareness skills were assessed using the Early Literacy Test. The results revealed that vocabulary and phonological awareness skills of children with various maternal education levels showed a similar rate of change for three semesters. However, the children with lower level of mother education showed poorer performance in the fall semester of kindergarten and continued to perform poorly in the spring of kindergarten and fall of the first grade in comparison to their peers with higher mother education levels.

The fifth research article namely *"Impact of Intervention Program on Enhancing Spelling and Writing Skills among Saudi Primary School Pupils with Learning Disabilities"* was authored by *Hani Z. SHETA, Farid T. JDAITAWI,* and *Yossry A. ESSA* in English. This study explored the impact of the intervention program on enhancing the basic skills in spelling and writing of the Arabic language among Saudi primary school pupils with LD studying between first and third grades. The study sample comprised of 38 male pupils with LD, aged between 6-8 years, and were selected from four primary schools in Rafha Province. The study adopted the quasi-experimental research design including control and experimental groups. The results of the study revealed that there was a significant and positive impact of the program on enhancing the performance of the participants in both spelling and writing skills. It was suggested that pupils could achieve better through appropriate intervention.

The sixth research article in this issue with the title of *"Effectiveness of Direct Instruction Model on Teaching Identification of Full Hours to Students with Intellectual Disabilities"* was authored by *Selma TUFAN, Demet TİRYAKİ,* and *Banu ALTUNAY-ARSLANTEKİN*. The aim of this study was to examine the effectiveness of direct instruction model on teaching identification of full hours to students with intellectual disabilities. Three elementary school students with mild intellectual disabilities participated in this study. Multiple probe across participants model was utilized. The findings of the study showed that the teaching rule relationship that was based on the Direct Instruction Model to students with mild intellectual disabilities was effective on their acquisition of identifying full hours, maintaining these skills after the instruction, and generalizing to different materials. The findings of the study were discussed in line with the related literature. The suggestions for the implementation and future research were provided.

The first review article of this issue was authored by *Gamze KARAER* and *Macid Ayhan MELEKOĞLU* namely *"Review of Studies on Teaching Science to Students with Specific Learning Disabilities."* The aim of this study was to review intervention studies published between 2008-2017 related to science education to students with specific learning disabilities. In accordance with this aim, studies in the literature were reviewed by the descriptive method. The Scientific and Technological Research Council of Turkey National Academic Network and Information Center (TÜBİTAK ULAKBİM), EbscoHost, SAGE, Springer Link, Science Direct and ProQuest databases were searched and 20 articles were obtained. During the search procedure, the following keywords were used: "learning disability", "teaching science", "learning disable", "science classroom" and "intervention". According to the research methods of the studies, quantitative methods were used in 18 studies while one study utilized a qualitative method and one study used a mixed method. The findings of this study showed that studies on teaching science to students with learning disabilities were usually conducted in foreign countries, and there was no intervention study in Turkey.

The second review article of this issue is *"Reading Comprehension Interventions for Students with Intellectual Disability: A Systematic Literature Review"* which was authored by *Kemal AFACAN*. The purpose of this literature review was to examine the characteristics of reading comprehension interventions implemented for students with intellectual disability (ID). Electronic databases were searched to identify reading comprehension studies published between 2006 and 2019. A total of 13 empirical studies fit the inclusion criteria. A total of 109 students with ID participated in the studies. Results showed that students with ID were able to develop effective

reading comprehension skills after interventions. This literature review highlighted strategies and materials used to teach reading comprehension skills to students with ID.

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 new year with the upcoming issue which will be published in March 2021…

Assoc. Prof. Hatice BAKKALOĞLU