

## 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, June 2022, Volume 23, 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. Before introducing the articles in this issue, in the presence of our readers, I would like to welcome and convey my wishes of success to *Res. Assist. Burak ÇARŞANBALI* from Ankara University, who will contribute our team as a Technical Executive; and I thank and wish success to *Res. Assist. Naciye Ece ÜNAL*, who served as a Technical Executive for our journal and left our team. Lastly, I would like to announce to you that, since most of the review articles pending in online first are published, we have now started to accept systematic review articles in our journal besides meta-analysis and meta-synthesis articles as review articles.

In this issue of our Journal, there are six research and four review articles. I would like to briefly introduce them to our readers. The first research article in the current issue includes a study of *İrem YÖRÜK-TOPUZ*, and *Zeynep CİHANGİR-ÇANKAYA* namely "*The Predictors of Gifted Students' Resilience: Self Esteem, Peer Relationship and Parental Attitudes.*" This study was conducted to examine the role of self-esteem, parental attitudes and peer relationships in the resilience levels of gifted students. Correlational survey method was used in the research. The study group consisted of a total of 219 students (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> grade and high school preparatory class students) attending three separate Science and Art Centers. Data were collected by Adolescent Psychological Resilience Scale, Rosenberg Self-Esteem Scale-Short Form, Parenting Style Scale and Friendship Qualities Scale. Multiple regression analysis was used to analyze the data. The results of the study revealed that the acceptance / involvement and psychological autonomy support received from parents, self-esteem and peer relations variables significantly predicted the psychological resilience levels of gifted students, while parents' control / strictness behaviors did not significantly predict. It was seen that acceptance/involvement received from parents was the strongest variable predicting the resilience of gifted students. Findings obtained from the study show that self-esteem, family, and friend relationships have an important power in explaining the resilience of gifted students. However, research results revealed that external protective factors such as acceptance/involvement received from parents and peer relationships explain the resilience levels of gifted students more strongly. In addition, it was seen that self-esteem, an internal protective factor, significantly predicted the resilience of gifted students.

The second study namely "*The Perceptions of Individuals with Intellectual Disability toward Workplace Environment and Practices*" was conducted by *Adel ALANAZİ*. It was indicated that the examination of the literature on the people with intellectual disabilities revealed significant findings on the policies developed in Saudi Arabia to address their needs, in this respect the aim of this study was to determine the perceptions of 10 people with intellectual disabilities toward workplace environment and practices in Saudi Arabia. The participants were selected through the help of the Ministry of Human Resources and Social Development, Riyadh. Only 3 participants were male, the rest were female aged 20-26 years and suffering from mild disability. The data were collected through in-depth interviews and then analyzed thematically. The findings indicated that the participants encountered recruitment challenges in terms of skills requirements, lack of trust from employers, perception of inability to function as required, perceptions of low skills, and low salaries. The literature details that employers usually find it problematic to hire employees with disabilities and would rather pay them even when not working for the fear that people with disabilities might fail the performance test during the interviews. It was suggested that the government and the corporate world should apply these findings in formulating policies geared to improving the well-being of jobseekers with disabilities and employees in the Saudi Arabia.

The third research article in this issue is authored by *Ash İZOĞLU-TOK* and *Özcan DOĞAN* namely "*Evaluation of the Diagnostic Process of Children with Learning Disabilities in the Context of the Regulation and Decree*". This study aimed to examine the experiences of parents of children with a learning disability between the ages of 7-11 about the diagnosis process of their children and what this process means for parents. This study was carried out with the qualitative research method. The study group consisted of 10 parents, at least one child between the ages of 7-11 who was diagnosed with learning difficulties. Within the scope of the research, a semi-structured interview form was used, and the content analysis of the interviews was carried out. The pre-diagnosis period, which was formed as a result of the analysis, was discussed under three headings: the medical and educational evaluation period and the post-diagnosis period. In the pre-diagnosis period, developmental delays in all areas of development, especially in the area of social-emotional development, were noticed by parents. Children showed letters in reverse writing, difficulty in distinguishing letters, and slow reading compared to their peers. It was discussed that considering the result that children showed early symptoms in all developmental areas, the importance of early diagnosis becomes apparent. In the pre-diagnosis period, it was seen that the 11<sup>th</sup> and 12<sup>th</sup>

articles of the regulation and the article of the premature principle of the Decree Law 573 was interrupted. During and after the diagnosis period, it was seen that the 44<sup>th</sup>, 49<sup>th</sup>, 57<sup>th</sup> articles of the regulation and the fifth article and the principle of integrity, cooperation, willingness of the Decree No. 573 were interrupted.

Şule POLAT have authored the fourth research article namely “*Investigation of the Relationship Between Affective Commitment, Organization-based Self-esteem, Organizational Justice and Organizational Support.*” In this study, we aimed to examine the relationship between organizational justice, affective commitment, organization-based self-esteem and perceived organizational support, according to the views of visually impaired teachers working in elementary and secondary schools. The sample of the study consisted of 154 visually impaired teachers working in primary and secondary education institutions in the 2018-2019 academic years. In this study, relational screening method was used, and the data were analyzed by quantitative techniques. Research data were gathered with the "Organizational Support Scale", "Organizational Justice Perception Scale", "Organization-based Self-esteem Scale" and "Affective Organizational Commitment Scale". In data analysis, frequency, arithmetic mean, percent and standard deviation and parametric testes were used. According to the findings, participants' organizational support perceptions differed in favor of male teachers and married teachers, and participants' organization-based self-esteem perception levels also differed in favor of male teachers. There were significant relationships between organizational justice perception and organization-based self-esteem, between perceived organizational support and organizational justice perception, and between organization-based self-esteem and affective organizational commitment. As a conclusion, it was found that organization-based self-esteem, organizational justice perception, and affective organizational commitment were significant predictors of perceived organizational support. It was seen that the affective organizational commitment of visually impaired teachers working in primary and secondary education institutions to their schools was at a moderate level. Similar results were obtained in studies conducted with teachers without visual impairment, showing that visual impairment did not affect affective organizational commitment in teachers. In this study, it was seen once again that organizational support and organization-based self-esteem increased in case of organizational justice in schools.

The fifth article which was conducted by Gülperi ARABACI is namely “*An Investigation of the Relationship Between Reading Fluency and Reading Comprehension in Students with and without Learning Disabilities.*” In this study the relationship between reading fluency and reading comprehension was investigated among 55 students attending 4th grade in this study. 27 had learning disabilities and 28 were typically developing. The relational screening model, a quantitative research model, was used in data analysis. Reading accuracy, speed, and prosody skills of students were assessed using a grade level text. Comprehension was assessed using a short-answer test that measured whether the information related to the text was retained, and open-ended questions that measured skills in terms of constructing meaning both literally and in depth. The findings showed that the reading accuracy, speed, prosody, and comprehension scores of students with learning disabilities were significantly lower than those of their typically developing peers. There was a significant moderate correlation between reading speed and comprehension among students with learning disabilities. There was a significant moderate correlation between prosody and comprehension in typically developing students. It was concluded that the students with learning disability scored lower in both reading fluency and reading comprehension, hence both of these skills should be supported.

The sixth research article namely “*Effect of the Complex Exercises in Hemsball on Attention and Coordinative Skills of Adolescents with Hearing Loss*” was authored by Meltem IŞIK and İbrahim KILIÇ. In this study the objective was to determine the effects of the complex exercises in hemsball on the attention and coordinative skills among adolescents with hearing loss. Twenty hearing-impaired students were divided into two groups as experimental and control. A training program consisting of the complex exercises in hemsball was applied to adolescents with hearing loss for one hour, three days per week, for a period of 10 weeks. Bourdon Attention Test, Simple Reaction Time Test and balance test of Bruininks-Oseretsky Motor Proficiency (BOT-2) motor competence sub-items and Alternate Hand Wall Toss Test for hand-eye coordination measurements were utilized for data collection. In the analysis of the data, descriptive statistics and two factor analysis of variance for repeated measures were used for the difference between pre-test and post-test average values for each group. While significant effect of complex exercises in hemsball on attention, hand-eye coordination, balance and reaction test (dominant hand) was observed in the experimental group, no significant difference was noted in the mean values of the reaction test (non-dominant hand). It was suggested that it is especially important to develop and promote exercise programs tailored to the needs of adolescents with hearing loss with attention and coordination issues. The complex hemsball exercises indicated in this study should be considered as an alternative game for adolescent with hearing loss in terms of attention, focus and concentration, hand-eye-foot coordination, balance and reaction time.

The article namely “*Children in Need of Protection in the Field of Special Education in Turkey*” that was authored by *Davut ELMACI*, is the first review article of this issue. In this review, it was aimed to determine the status of children in need of protection in the field of special education. As per this aim, through the document review method, the development in the services for children in need of protection and the services for children with special educational needs were analyzed based on documents reflecting legal regulations. The basis of the documents included Laws on Children in Need of Protection and draft laws related to these laws and Child Protection Law. It was seen that there has been a close relationship between the development of special education and the development of services for children in need of protection in Turkey. It was understood that these services took shape together, especially between the years 1949-1983. There are similarities between the definition of children in need of protection and children with special educational needs. Arguments on the nature of special education also affect the relationship between special education and child protection services. It might be wrong to evaluate children in need of protection who have different conditions and needs in terms of education such as their peers who live with their parents. Children in need of protection both in terms of application and theory and philosophy must be handled in the field of special education.

The second review article in this issue with the title of “*Is Social Story™ an Evidence-Based Practice? A Meta-Analysis and Comprehensive Descriptive Analysis Study*” was authored by *Seray OLÇAY*, *Üzeyir Emre KIYAK*, and *Özlem TOPER*. In this study, the authors conducted a descriptive and meta-analysis research by evaluating studies in which SAs were used both to increase appropriate behaviors and decrease inappropriate behaviors published until June 2020. Then they reviewed seven studies, which used single-case designs and published in internationally peer-reviewed journals and met criteria for quality indicators for single-subject designs. They calculated the effect sizes of these seven studies by using the improvement rate difference (IRD). The results of the study showed that the effect sizes of the included studies were large, and SAs meet 5-3-20 rule by scarcely. The findings of the study also demonstrated that dependent variables of research examined the effectiveness of social story were increasing appropriate behaviors. Moreover, the overwhelming majority of the participants of the research were primary school age children and had autism spectrum disorders diagnosis. The study demonstrated that social story is an evidence-based practice. However, future research is required to examine the effectiveness of social story on individuals with different developmental disabilities, in different age groups. Besides, there is still a need for qualified research to strengthen the evidence-base of SAs.

“*Gifted Individuals and Suicide: A Literature Review Study*” is the third review article, and it is authored by *Eda DEMİRHAN* and *Ayça KÖKSAL-KONİK*. The aim of this study was to evaluate the studies in the literature in order to understand the suicide phenomenon in terms of gifted people. In this context, studies that included the words "suicide" and "gifted" in the title without any limitation in terms of the year were examined by searching the YÖK thesis center, SCOPUS, ERIC, WOS and ULAKBİM databases through document analysis method. According to the qualitative findings, the meaning of the suicide phenomenon, factors directly related to giftedness and personal factors should be carefully considered as warning signs for the suicide of gifted individuals. In order to prevent it, the necessity of effective evaluation, a reassuring environment, awareness raising activities for stakeholders and gifted individuals come to the fore. There was not enough experimental evidence to make a clear distinction between the perspectives of gifted and typically developing individuals towards suicide. However, related studies indicated that gifted individuals faced with more risk factors. Gifted individuals may be affected by both the general risk factors that typically developing individuals may suffer from, and the negative factors that may occur due to their "giftedness". Accordingly, the study provides information and suggestions that can help families, peers, teachers and administrators.

The fourth and the last review article of this issue was authored by *Hicran DENİZLİ-GÜLBOY* and *Meral MELEKOĞLU* entitled “*Errorless Teaching Methods in Teaching Science to Students with Disabilities: Systematic Review*.” It was stated that since errorless teaching methods are effective in science teaching and teachers mostly need knowledge and practice about effective teaching methods such as errorless teaching methods, the studies using the single-subject experimental research method in which errorless teaching methods were applied in science teaching to students with disabilities were examined in terms of certain variables with the descriptive analysis approach. The research included 19 studies published in national and international peer-reviewed journals between 2000 and 2020. The studies were examined in some variables. It was found that the studies mostly used multiple baseline and multiple probe designs; 64 participants were included in the studies, and most of the participants had intellectual disability and autism spectrum disorder. In addition, constant time delay and simultaneous prompting teaching methods were used mostly. With this study, it was expected that the number of national studies may increase in which errorless teaching methods were applied and single-subject research models were used in the teaching of academic skills such as science to students with special needs. It was seen that errorless teaching methods are quite effective in science teaching in special education.

I would like to kindly thank once again 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. 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 September, 2022...

*Prof. Hatice BAKKALOĞLU*