

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's second issue of June 2024, Volume 25, 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, I would like to thank for their devoted work and contributions to our journal, and wish success in their future works to Assist. Prof. Ayşın NOYAN ERBAŞ from Hacettepe University, who left our team as one of our Field Editors, and Dr. Nagihan BAŞ from Ordu University, who left our team as one of our Technical Executives as of this issue; I also would like to welcome Res. Assist. Dr. Çetin TOPUZ from Karamanoğlu Mehmetbey University, who has joined us as Technical Executive in this issue, and wish him success in his work.

In this issue of our Journal, there are five research articles, and one review article. I would like to briefly introduce them to our readers. The first research article in the current issue includes a study of *Sibel AYDIN*, and *Oğuz EMRE* namely "*Views of Mothers with Children with Special Needs on Complementary and Alternative Medicine Methods.*" This study aimed to reveal the views of mothers of children with special needs on complementary and alternative medicine methods. This study utilized the phenomenological design, a qualitative research technique. Participants in this study were selected using the criterion sampling method, a purposive sampling technique. Data collected through semi-structured interview questions prepared by the researcher were analyzed using the content analysis method. Codes were generated based on the answers of the participants to each research question, and 14 themes encompassing these codes were identified. These themes and codes were examined under the titles of the views of the participants on complementary and alternative medicine methods, information about the methods practiced according to the special need type and the underlying reasons, characteristics perceived as beneficial and harmful in these methods, and factors that motivate participants to use these methods. Nearly all participants were observed to apply these methods. It was reported they resorted to these methods for the child's disability type or for illnesses that develop alongside the disability due to the solution-seeking idea and receiving guidance from various sources and found practices beneficial. In children with special needs, complementary and alternative medicine methods are observed to vary based on types of disabilities and regional differences, and usage of these methods has been gradually increasing recently. The authors suggested that considering their potentially serious consequences for children, it is essential to establish a legal and evidence-based implementation procedure for these methods.

The second study namely "*Investigation of the Resilience, Self-Efficacy, and Perceived Social Support of Gifted Students*" was conducted by *Özge YILDIRIM*, and *Ayşegül KILIÇASLAN-ÇELİKKOL*. This research aimed to analyze the levels of psychological resilience in terms of different variables, self-efficacy, and perceived social support among gifted students, investigate the relationships between these variables, and examine the predictive power of self-efficacy and perceived social support on psychological resilience. The study involved 232 gifted middle school students from six different Science and Art Centers in Turkey. Participants completed the Demographic Information Form, Child and Adolescence Resilience Scale, Self-Efficacy Scale for Children, and Social Support Evaluation Scale for Children and Adolescents. The findings revealed significant differences in psychological resilience scores based on gender, grade, and participation in social/sportive activities. Positive relationships were observed among psychological resilience, emotional self-efficacy, academic self-efficacy, social self-efficacy, total self-efficacy, perceived social support from family, peers, and teachers, and total perceived social support. Self-efficacy and perceived social support were identified as significant predictors of psychological resilience in gifted students. Enhancing the levels of self-efficacy and perceived social support, as well as promoting participation in social/sportive activities, can contribute to the psychological resilience of gifted students. There is a positive relationship between self-efficacy, perceived social support, and psychological resilience in gifted students. As the levels of self-efficacy and perceived social support increase, the psychological resilience of gifted students also increases.

The third research article in this issue is authored by *Erdem KARTAL*, *Salim İbrahim ONBAŞI*, and *Ekrem Levent İLHAN* namely "*Examining the Relationship Between Self-Efficacy and Cognitive Flexibility of Physical Education and Sports Teachers Towards Inclusive Education.*" The aim of the study was to examine the self-efficacy of physical education and sports teachers towards inclusive education and to determine the role of cognitive flexibility. The population of the study consists of physical education and sports teachers working in public schools in Sakarya. A total of 157 (age = 40.83 ± 8.07) teachers, consisting of 120 males (76.4%) and 37 females (23.7%) recruited by convenience sampling, participated in the study designed with the relational screening model. "Teachers' Self-Efficacy Scale for the Education of Individuals with Special Needs," "Cognitive Flexibility Inventory," and the "Personal Information Form," developed by the researchers, were used as data

collection tools. The data were analyzed in SPSS 22 using descriptive statistics, Pearson correlation, and regression analyses. It was determined that there was a positive, moderately significant relationship between teachers' cognitive flexibility levels and their self-efficacy for the education of individuals with special needs (TSEISN) ($p < .05$) and that cognitive flexibility had significant predictive power in explaining TSEISN ($p < .05$). Additionally, although no statistically significant difference was found in the participants' TSEISN and cognitive flexibility scores according to their course taking status ($p > .05$), their mean scores were determined to be high. It can be concluded that as teachers' cognitive flexibility increases, their self-efficacy towards individuals with special needs increases; in other words, the self-efficacy of teachers who can adapt to different environments and develop practical thinking skills is positively affected by these characteristics, and the self-efficacy levels of those who take courses for inclusive education are relatively high.

Zeynep YANILMAZ authored the fourth research article namely “*Examining of Interior Design Approaches in Special Education Buildings for People with Autism.*” This study aimed to examine the interior design approaches applied in education schools for autism and to provide an overview of the special education buildings to be built in Türkiye. The study was designed with a qualitative research method and a document review has been conducted to determine the sample group. The sample group consisted of five special education schools located abroad, where the most comprehensive information was accessed in terms of spatial characteristics such as plans, sections, interior visuals, etc. The interior design approaches of these schools were examined in terms of 8 parameters, namely spatial organization, circulation areas, lighting, acoustics, color, material, equipment/reinforcement and security. All of the schools determined as the sample group were arranged in a campus and as a single or two storey. The most important emphasis in schools is on gradual smooth transitions between spaces, with different sensory levels (low, medium, high). In addition, in these schools, individual learning areas have been created as well as arrangements that allow group work in terms of the changing sensory needs of students. As a result of the examination of the sample group, it was determined that especially the space organization, lighting, color, material and acoustic design are extremely important in schools for autistic people. Specially designed schools also support the healthy development of students with autism.

The fifth and the last research article of this issue, which was conducted by Nazlı GÜN, and Seraceddin Levent ZORLUOĞLU is namely “*Perceptions of Science Teachers towards Some Concepts Related to Inclusive Education: Metaphor Study.*” This study was conducted to determine the science teachers' perceptions towards the concepts of inclusive education, inclusive students, and individualized education programs (IEP) related to inclusive education. 234 science teachers participated in the study, which was carried out in the phenomenological design. The metaphorical form developed by the researchers was used to collect the data within the scope of the research, and the obtained data were analyzed by the content analysis method. In the study, "integrative", "practice competence", "negative connotation", "fulfillment of needs", "difference", "supporting effect", "process" and "other" categories were created for the concept of inclusive education; "externally dependent", "promising", "positive connotation", "negative connotation" and "other" categories for the concept of inclusion student; and "supporting effect", "content", "formality" and "fulfillment of needs" categories for the concept of IEP. The metaphors created by the teachers for the concept of inclusive education were mostly collected under the "integrative" category; the metaphors created for the inclusive student mostly under the "external dependent" category, and the metaphors created for the concept of IEP mostly under the "supporting effect" category. It was concluded that inclusive education generally provides integration and is perceived positively by teachers, inclusive students are perceived as needy and demanding more as externally dependent individuals, and IEP has a guiding perception by providing overall support to both teachers and students in the education and training process.

The sixth the only review article in this issue namely “*The Effects of Homogeneous Grouping on Gifted Students: A Systematic Literature Review.*” was authored by Kadir ÇALIŞKAN, and Sema TAN. Homogeneous grouping strategies are among the basic interventions for gifted education. Although the academic advantages of these interventions have been frequently documented, concerns about their possible psycho-social negative effects can sometimes lead to cautious approaches to their implementation. In this regard, the main objective of the present study was determined as examining the relationship between homogeneous grouping strategies and the academic and psycho-social characteristics of gifted students. The current study was a systematic literature review. Empirical resources investigating the effects of grouping strategies implemented in the formal education processes of gifted students were included in the study. Either gifted students of compulsory education age (primary, secondary, and high school) or gifted individuals whose experiences at compulsory education age were focused on were the participants of the included studies. Eighteen studies identified in line with the inclusion criteria were included in the systematic literature review. The effects of homogeneous grouping were examined under the themes of academic effects and psycho-social effects. findings of the systematic literature review demonstrated that implementing homogeneous grouping strategies in gifted education has academically positive but psycho-socially complex (positive and/or negative or neutral) effects. The fact that educational arrangements for characteristics that differentiate gifted students from their peers are associated with positive academic outcomes is consistent with

the relevant literature. The psycho-social effects of the homogeneous grouping of gifted students are usually related to self-concept, and most of the research findings included are consistent with the big fish-little pond effect.

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 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 third issue of the 25th volume which will be published in September 2024...

Prof. Hatice BAKKALOĞLU