From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's third issue of September 2024, Volume 25, 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. Before introducing the articles in this issue, I would like to welcome Research Assistant Eylül AKAR from Kastamonu University who has joined in the technical executives and I would like to wish her success in her work with us.

In this issue of our Journal, there are six research articles. I would like to briefly introduce them to our readers. The first research article in the current issue includes a study of *Akın GÖNEN* and *Yahya ÇIKILI* *"The Effectiveness of Teaching Self-Management to Students with Autism Spectrum Disorder on Their Self-Management, On-Task and Task Completion Skills."* The effect of self-management (SM) teaching on the acquisition and maintenance of self-management strategies (SMS) by students with ASD was examined. It was also aimed to determine how students acquire and maintain the behaviors of on-task and task completion by using strategies, and to what extent they generalize the strategies and target behaviors to different people/environments. The study was conducted using multiple probe design with probe conditions across subjects, one of the single-subject research models. The participants of the study were three students diagnosed with ASD and aged 10-12. The findings of the study showed that SM teaching was effective in helping students with ASD acquire SMS, and that students who used the strategies continued to use the strategies after the intervention. In addition, it was determined that students who used the SMS consisting of antecedent cue regulation, self-monitoring, self-evaluation, and self-reinforcement increased their on-task and task completion levels, maintained the gains after the intervention and generalized them to different people and environments. Social validity findings collected from the participants showed that they were positive about the use and effects of the SMS.

The second study namely *"Preschool Teachers' Perceptions of the Potential of Giftedness"* was conducted by *Elif DAĞLIOĞLU* and *Özlem ÇEREZCİ.* This study was conducted to examine preschool teachers' perceptions of giftedness before and after they received training. With a qualitative research design, this study utilized a case study. The working group of the study consisted of 171 volunteer teachers working in the official preschool institutions and primary school kindergartens located in the city center of Çorum. Data were collected through Information Form, Brainstorming Technique, and Drawing Technique. Inductive content analysis was employed during data analysis. The statements were analyzed and coded separately by the researchers at least three times while categorizing the data, and the codes and categories were finalized after three experts' views. Preschool teachers were found to be most likely to take into account the cognitive developmental characteristics of these children both before and after receiving the education. In addition, it was revealed that they made a greater number and variety of coding after receiving the training. . It was also determined that before teachers were informed about giftedness, they expressed the characteristics of these children that could challenge them more. After the preschool teachers were informed about giftedness, they were found to be more knowledgeable about the cognitive, language, social-emotional development, and general developmental characteristics of these children by reflecting on the drawings they made. In this context, it was discovered that teachers' perceptions of the challenging traits in gifted children significantly decreased after receiving information, and as teachers became more acquainted with gifted children, they were increasingly inclined to embrace and understand their potentially challenging characteristics.

The third research article in this issue is authored by *Neşe KURT-DEMİRBAŞ* and *Seda SEVGİLİ-KOÇAK* namely *"Developing Bystander Intervention Skills in Bullying of Gifted Students."* The purpose of this study was to implement and evaluate the effect of an online psychoeducation program aimed at enhancing bystander intervention skills in bullying of gifted secondary school students. For this purpose, the present study examined the effect of the bullying bystander intervention psychoeducation program called FASKU (notice, interpret immediately, take responsibility, decide, and apply) on the intervention skills of gifted secondary school students who were bystanders to bullying. The study was carried out with a group of gifted students enrolled in the 5th and 6th grades at the Science and Art Center. A study group was formed with 22 gifted students, including the experimental (11 students) and control (11 students) groups. In the study, data were obtained with Bystander Intervention Scale in Bullying (BISB). Within the scope of this study, the experimental group received a 6-session online psychoeducation program, whereas the control group did not undergo any intervention. The research design is a quasi-experimental model with experimental and control groups (pretest, posttest, and follow-up test). The findings of the study indicated that the psychoeducation program implemented in the experimental group led to a discernible improvement in the bystander intervention skills of the gifted students. Based on this result, it can be inferred that the psychoeducation program demonstrates efficacy in enhancing the bystander intervention abilities of gifted students. Upon evaluating the results obtained in this regard, it became evident that the program exhibited efficacy in enhancing the bystander intervention abilities of students in bullying within the experimental group, who were subjected to the program.

Derya ATALAY authored the fourth research article namely *"Inclusion of Children with Special Needs: Dyslexia Knowledge and Competence Factors of Preschool Teachers".* The study was conducted to examine the factors that affect the competencies of preschool teachers towards inclusion of children with special needs and their level of dyslexia

knowledge. The study was designed in descriptive and relational survey model. The study group consisted of 350 preschool teachers. "Personal Information Form, Knowledge and Belief Scale about Dyslexia and Teacher Competency Scale for Inclusion of Children with Special Needs" were used to collect the data. In the analyses, frequencies and percentages of personal information were given, descriptive analyses were conducted on the scale scores, and Spearman Brown correlation coefficient was used to determine the relationship between the two scale scores. CHAID analysis, which is one of the classification analyses, was used to determine the factors affecting the scores of teachers' teacher competency scale for inclusion of children with special needs and dyslexia knowledge and belief scale scores. As a result of the study, it was observed that as preschool teachers' dyslexia knowledge, diagnosis, treatment and general knowledge levels increased, their level of law, knowledge, perception and general competence for inclusion of children with special needs also increased. The most important factors affecting the competencies of preschool teachers towards the inclusion of children with special needs were found to be the status of having a special education certificate, the status of receiving training on learning disabilities, the type of institution and gender. It was found that preschool teachers who received training on learning disabilities and had a special education certificate had higher competency towards inclusion of children with special needs.

The fifth article which was conducted by *Yakup BURAK* and *İrem GİRGİN* is namely "*Investigation of News about the Success of Individuals with Special Needs in Türkiye's News Agencies.*" This study aimed to examine the news published by national news agencies in Türkiye about the success stories of individuals with special needs using the document analysis method to change negative attitudes and mindsets toward individuals with special needs. The study was carried out using document analysis, one of the qualitative research methods. The three most distinguished national broadcast networks, Anadolu Agency, Demirören News Agency, and İhlas News Agency, were scanned for success stories of individuals with special needs. The news items published between 2010 and 2022 were analyzed with content analysis and then categorized and examined thoroughly. In total, 259 news items from Anadolu Agency, 311 news items from Demirören Agency, and 66 news items from İhlas News Agency were examined. These news items were evaluated under the following headings: news agency, news type, country of publication, gender of the individual, type of special needs, institution supporting the individual with special needs, type of success, and source of inspiration. The findings showed that Türkiye's national news agencies published many news items about the success stories of individuals with special needs. The news items reached were categorized under education, business, art, sports, and social responsibility. As a result of examining the areas, it was found that most news items were prepared in the sports area.

The sixth and the last research article in this issue namely *"Developing a Teacher Nomination Scale for Gifted Children in Primary Schools"* was authored by *Ahmet BİLDİREN, Nilgün KİRİŞÇİ, Sevinç Zeynep KAVRUK, Yıldız YILDIRIM, Özge BIKMAZ-BİLGEN,* and *Bahtiyar DİLDEĞMEZ.* The aim of this study was to develop a teacher nomination scale for gifted students in primary schools. The developed scale was theoretically based on Renzulli's Three-Ring Conception of Giftedness Theory. In this study, a Teacher Nomination Scale for Gifted Children in Primary Schools (TNSG-P) was developed to identify gifted children attending primary school. The descriptive survey design was used in this study. In study 1, the exploratory factor analysis (EFA) using principal axis method was conducted. In study 2, the confirmatory factor analysis (CFA) using robust maximum likelihood estimation method was carried out. In study 3, the validity of the scale was tested. A pilot study involving 507 participants was carried out using the 89-item trial form. After the pilot phase, 50 items remained in the scale. A confirmatory factor analysis was conducted on the 50-item scale in a sample of 225 participants. This showed that the fit indices of the scale had a perfect fit and the second level three-factor structure of the scale with 27 items was confirmed. In the validity analysis of the scale, gifted students and typical students were compared and a statistically significant difference was obtained in favor of the gifted students. Cronbach's α and stratified Cronbach's α, McDonald's ω, composite reliability coefficients and average variance extracted (AVE) values regarding the reliability of the scale were also examined. The reliability coefficients for both the overall scale and its subscales were found to be above .95. The findings have revealed that the Teacher Nomination Scale for Gifted Children in Primary Schools is a valid assessment instrument and gives reliable scores in identifying gifted children.

Dear Readers, in the presence of you 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 its quality. I would like to thank our dear readers, authors, and reviewers for their support and contributions once again and I would like to offer my respects to kindly request you to continue your support and contributions during the ongoing process. I wish to be with you again in the fourth issue of the 25th volume which will be published in December 2024…

Prof. Hatice BAKKALOĞLU