

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's forth issue of December 2024, Volume 25, 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 the articles in this issue, I would like to thank and wish the best with their future works to two of our Measurement and Evaluation Editors who have quit their designation, *Assist. Prof. Levent ERTUNA* and *Assist. Prof. İbrahim UYSAL*.

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 *Sümeyye KOÇ* “*Program Adaptations of Special Education Teachers*.” This study, which was conducted to determine the curriculum adaptation by special education teachers and the factors that cause this adaptation, used a case study design from the qualitative research approach. The sample of this study consisted of four special education teachers: two working at the secondary level of a public school and two working at a special education and rehabilitation center. In this study, data diversification was used by employing more than one data collection instrument. These included observations, interviews, and special education lesson plans. As the data needed to be examined and analyzed in detail, content analysis was used. The observations, interviews, and document reviews revealed that teachers working in special education classrooms in public and private institutions make program adaptations such as omitting, expanding, and replacing/revising. Teacher qualifications, student characteristics, school climate, program characteristics, and family expectations played a substantial role in shaping the emergence of adaptation patterns. Based on the results, it was found that special education teachers did not implement the written (official) program exactly in their schools and classes. It was found that the student's area and level of disability was the most important reason for the difference. The differences in the areas and degrees of disability of students with special needs in public schools and private institutions shape adaptations for expansion and revising.

The second study namely “*Investigation of Experiences of University Students with Special Needs During the Global Pandemic*” was authored by *Hasret NUHOĞLU*, *Demet TAVUKÇU*, and *Neslihan ÖZCAN*. The aim of the research was to examine the experiences of university students with special needs regarding emergency distance education in the pandemic and the problems they encounter in this process. The study group of the research consisted of 14 university students with special needs at a foundation higher education institution in Istanbul in the 2020-2021 academic year. In the research, phenomenological (phenomenological) design, one of the qualitative research method approaches, was used. The data were collected through the interview form developed by the researchers and analyzed with descriptive analysis. Research findings showed that students benefited from the emergency distance education process to a certain extent, they had both positive and negative experiences in this process, and they faced various problems especially in the measurement and evaluation process.

The third research article in this issue is authored by *Pınar ŞAFAK* and *Mehmet YAVUZ* namely “*The Effectiveness of Augmented Reality Offered with Constant Time Delay Procedure in Teaching the Functions of Organs to Students with Intellectual Disabilities*.” The study aimed to investigate the effectiveness of the augmented reality provided with the constant time delay procedure in teaching the functions of the organs to children with intellectual disabilities was. The study was conducted in the individual education setting of a private special education and rehabilitation center. Three students who had intellectual disabilities participated in the study. The multiple probe design with probe conditions. Phases across behaviors, which is one of the single-case research designs, was used in the study. According to the study results, it was found that all participants acquired the target behaviors successfully and the participants retained the behaviors they acquired after the teaching of organs and their functions ended and they were able to generalize the behaviors they acquired to different materials. Based on the results of the study, it can be argued that the Augmented Reality offered with the Constant Time Delay Procedure is effective in teaching science subjects to children with intellectual disabilities. It can also be argued that the permanence of the acquired behaviors is high when students who have mental disabilities are taught science subjects by using Augmented Reality along with the Constant Time Delay Procedure. To generalize the results obtained in the present study, it may be suggested that the same practice be performed with other experimenters and different age groups. For the social validity of the study, the teachers of the participants expressed positive opinions about the Augmented Reality offered with target behaviors and Constant Time Delay Procedure.

Reyhan BASIK and *Eylem DAYI* authored the fourth research article namely “*The Development, Validity, and Reliability Study of Teacher Collaboration Skills Scale*.” This study aimed to develop the ‘Teacher Collaboration Skills Scale’ (TCSS) to assess teachers' collaborative work providing special education services. The TCSS prepared in line with the study's purpose was applied to 513 teachers. First, 62 teachers working

together in special education schools were reached. In the pilot implementation phase, 157 teachers from 21 provinces of Türkiye attended, and exploratory factor analysis (EFA) was conducted. Finally, after revisions, the scale, prepared with online access permission, was completed by 294 teachers from 41 provinces, and confirmatory factor analysis (CFA) was performed on the data. EFA was conducted to test the relationship between items and to determine factors and the items collected under them. As a result, a structure consisting of 22 items with 4 factors was defined. The structure tested with CFA showed a high level of model-data fit. The scale's reliability calculated by Cronbach's alpha internal consistency coefficient was .97. This scale is found to be a valid and reliable tool for measuring teacher collaboration skills. It can be used to evaluate teachers' collaborative working skills in special education in Türkiye and will guide the interventions to be developed.

The fifth article which was conducted by *Songül GEÇER*, *Şule DEMİREL-DİNGEÇ*, and *Ömer Faruk TAMUL* is namely “*An Examination of Conflict Resolution Skills and Leadership Characteristics of Gifted Students.*” This study aimed to examine the level of conflict resolution skills and leadership characteristics of gifted students and the impact of demographic variables that may affect these two skills. The relational survey model, a quantitative research method, was employed. The leadership skills and conflict resolution skills of the students were analyzed according to grade level, gender, and the presence of siblings. Additionally, the relationship between the two skills was examined through correlation analysis. Convenient sampling, one of the purposeful sampling methods, was used, and the present study was conducted with 147 gifted middle school students. The findings obtained in this study showed that gifted students scored high on both conflict resolution skills and leadership characteristics, and there was a positive and moderate relationship between these two skills. The students' conflict resolution and leadership skills did not vary by grade level. While leadership skills did not differ by gender, a significant difference was found in favor of female students in the "seeking compromise" sub-dimension of conflict resolution skills ($p < .05$). When examined according to whether the participants had siblings, no statistically significant difference was found in either leadership skills or conflict resolution and its sub-dimensions.

The sixth and the last research article in this issue namely “*New Concept: A Facilitator for Individuals with Special Needs*” was authored by *Harun İsmail İNCEKARA* and *Enver ULAŞ*. In this study, the views of special education teachers on facilitators for disadvantaged individuals with special needs, which is a new concept in education, were examined. Qualitative research methods were utilized in this research. The participants were asked questions about the semi-structured interview form. 15 special education teachers (10 male, 5 female) from different special needs schools in İstanbul participated in this research. The findings were provided in the light of semi-structured interview in reference to opinions of 5 experts. It was derived from the responses given to the 5 personalized information forms and 5 research questions suggested by the researcher and 5 experts. The data was analyzed by using the content analysis method. Findings were gathered under five topics; the conclusion, the advantages of the application of the facilitator for individuals with special needs, the professional competency of the facilitator, opinions about this model, and the proliferation of the facilitator model. It was indicated that the facilitators have both positive outcomes, such as supporting and encouraging the student, and negative outcomes, such as hindering the student's independence and setting unreasonable education goals.

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 first issue of the 26th volume which will be published in March 2025...

Prof. Hatice BAKKALOĞLU