

From Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's March 2018, volume 19, issue 1. I would like to share the exciting news with you initially. Our journal will be published four times a year, starting from 2018, as the March, June, September, and December issues. Therefore, I would like to thank here those who contributed as our authors, reviewers, readers, our Academic Advisory Board, and our Editorial Board: We would not have achieved this without you...I am proud to announce that as the Editorial Board, as we have always been, we will make an effort to move our journal to a higher level both quantitatively and qualitatively in the forthcoming process...

In the following section, I would like to present a summary of the studies published in our journal's current issue. The first research article which is published in our current issue is "*The Effectiveness of the Touch Math Technique on Basic Subtraction Facts of Children with Autism Spectrum Disorders*" which was authored by Nesime Kübra TERZİOĞLU and Ahmet YIKMIŞ. The purpose of this study was to determine the effectiveness of teaching subtraction facts using the touch math technique offered with direct teaching method to students with autism spectrum disorders (ASD). One of the single subject research designs, a multiple probe design across participants, was used in this study. Participants of the study consisted of three male students aged between 10 and 11 who had been diagnosed with ASD attending a Primary School in Bolu central province in Turkey. Research findings showed that touch math technique offered with direct teaching method was effective in teaching basic subtraction skills to students with ASD. Results of this study also showed that students with ASD could maintain the skills they learned after 7, 14, and 21 days after the instruction, all the students could generalize this skill across different individuals and settings, and teachers had positive opinions about the touch math technique.

The second research study "*Examination of the Use of Computer Aided Word Teaching Material for the Education of Students with Hearing Impairment*" was conducted by Hacer KESER and Oğuzhan ÖZDEMİR. In this study, it was aimed to develop and apply a vocabulary teaching material based on Mayer's (2001) Cognitive Theory of Multimedia Learning for the students with hearing impairment, and to examine the effects of the material on the students via the opinions of the teachers. In addition to this, considering the opinions of the teachers, the problems experienced in the schools for the students with hearing impairment and the solutions for these problems were presented. The study was conducted with 27 students in the Secondary School for Students with Hearing Impairment in Eastern Anatolia and 14 teachers in the school. In the study, phenomenology method, which is one of the qualitative research methods, was used. The developed vocabulary teaching material was presented to students in the classrooms via intelligent boards and under the supervision of the teachers for eight weeks as an hour per week. The findings showed that the vocabulary teaching material developed increased the vocabulary of the students and their participation in the lessons and facilitated reading comprehension and access to information. Also, the teachers suggested the use of visually enriched and interactive materials that would be prepared by using information technology to solve the learning difficulties experienced by the students with hearing impairment.

The third research article was the study "*The Examination of Mother with Child and Father with Child Interaction in Families of Children with Autism Spectrum Disorders*" which was conducted by Hazan OĞUZ and Nesrin DÖNMEZ. The aim of this study was to identify the level of interactional behaviors of mothers (n=12) and fathers (n=12) with their child with autism spectrum disorder (ASD) who were 36 to 72 months old, and to examine the interactional behaviors of the parents in terms of educational status of the parent, gender of the child, and the probability of having a diagnosis of ASD. In this descriptive survey study, the participants were 24 parents, of which 12 were mothers, and 12 were fathers, who had a child with autism spectrum disorder within 36-72 months-old age range. The data were collected through video records of interactions of parents and their child. The parents' interactional behaviors were scored by the Maternal Behavior Rating Scale-Turkish Version (MBRS-TV). The results showed that the parents who had a child with ASD had low interaction scores in the subscales of emotional expressive and responsive-interactional behaviors. Their scores in the subscale of guiding and success-oriented interactional behaviors were high, meaning that they were extremely success-oriented. There was not a noteworthy difference in the mother-child and the father-child interactions in terms of the variables as the ASD probability of child, child's gender, and educational status of the parents.

The fourth research article which was authored by Hüseyin NERGİZ and Sait ULUÇ is "*Comparison of Mothers and Fathers with Visually Impaired Children in Terms of Various Psychological Variables.*" This study aimed to examine the difference between the parents' stress, coping strategies, life satisfaction, and burnout levels of children and adolescents with visual impairments. Within the scope of the research, parents of 75 students between the ages of 6 and 18 who attended the schools for students with visual impairments in Ankara were reached. Data from a sample of 58 parents who completed the scale set consisting of the Personal

Information Form, the Locus of Control Scale, the Maslach Burnout Scale, the Satisfaction with Life Scale, and the Questionnaire on Resources and Stress for Families with Chronically Ill or Handicapped Members were analyzed. According to the findings, there was not a significant difference between mothers and fathers in terms of locus of control, life satisfaction, stress level, and burnout. In terms of patterns of coping, fathers' tendency to deny was significantly higher than mothers. In terms of stress sources, it was determined that mothers' anxiety about family difficulties was significantly higher than fathers and that fathers had significantly more financial anxiety than mothers. According to the findings, there were no significant differences between the parents in most of the variables, and therefore it was indicated that it would be beneficial for the parents to participate together in the psychoeducation group studies.

The fifth research study “*An Investigation of Pre-school Teachers' Opinions about the Inclusion of Children with Autism*” was conducted by *Dila Nur YAZICI* and *Berrin AKMAN*. Today we frequently encounter the concept of autism which has been in our lives for the last 75 years. Since the frequency of children with autism to be seen in general education classrooms has increased the purpose of this study was to examine the opinions of teachers regarding the inclusion of children with autism. Basic qualitative research method was used in the study; opinions of 20 teachers who were chosen with snowball sampling were taken through standardized semi-structured interview questions. As a result of the content analysis it was seen that teachers generally knew the basic features of autism, they wanted children with autism in their classrooms, inclusive education was more useful for the child with autism, if a child with autism attended their classrooms they would try to get to know the child, they would communicate with the family, and prepare an educational program, and they would inform other children and families.

The last research article which was authored by *Pınar ŞAFAK*, *Pınar DEMİRÜREK* and *Hatice Cansu YILMAZ* is “*The Effect of Multisensory Stories on Listening Comprehension of Children Who Are Blind with Severe and Multiple Disabilities.*” In this study, the effectiveness of multisensory storytelling teaching with the method of constant time delay procedure on understanding the story listened by the students with multiple disabilities and visual impairment was investigated. Two females and one male student who were 11-15 years old, with visual impairment and autism participated in this study. Multiple probe design across subjects was used in this research. The dependent variable is the level of understanding the story for blind students with multiple disabilities; the independent variable is the practice of telling multisensory stories introduced with the method of constant time delay procedure. After teaching sessions, the level of correctly answering the questions asked regarding the stories they listened increased for each participant.

The first review article of this issue is “*Analysis of Mathematical Problem Solving Process of Students with Learning Disability: Implementation of Think Aloud Protocol*” by *Ufuk ÖZKUBAT* and *E. Rüya ÖZMEN*. The purpose of this study was to describe the think aloud protocols utilized in the assessment of cognitive and metacognitive strategies that are used in the process of mathematical problem solving by the students with learning disabilities (LD). Regarding the purpose of the study, the strategies required in mathematical problem solving were firstly clarified, and students' mathematical problem-solving difficulties were stated. Secondly, the use of think aloud protocols for the assessment of cognitive and metacognitive strategies in mathematical problem solving were identified, and the related research findings were discussed. Thirdly, the information about the educational implications of assessment results concerning the application of think aloud protocol was provided. In conclusion section, suggestions were made for addressing the needs of research focused on cognitive and metacognitive strategies used by students with learning disabilities and their peers.

The last review article “*Preschool Inclusion Quality: Context and Assessment*” was authored by *Betül YILMAZ* and *Necdet KARASU*. In the study quality of preschool inclusion, quality assessment dimensions, and assessment tools that could be used in this regard were addressed. It was suggested that the quality of services provided in the educational settings that could impact several dimensions is a question of debate and this becomes more evident for preschool inclusion. Later, the importance of the quality concept regarding service delivery and quality was evaluated. It was emphasized that in the recent years there had been a frequent debate on “how” the inclusion is addressed and how it can be more qualified, and how this can be addressed in terms of which characteristics rather than “what” it is in the international literature.

I would like to kindly thank my colleagues who are working with me on the Editorial Board for our journal to be published timely and to increase the quality: *Instructor Meral Çilem ÖKCÜN-AKÇAMUŞ, Ph.D.*, *Res. Assist. Şeyda DEMİR, Ph.D.*, *Res. Assist. Zeynep BAHAP-KUDRET, Ph.D.*; and Technical Coordination Executives *Res. Assist. Gamze ALAK* and *Res. Assist. Hatice AKÇAKAYA*. Their infinite energy and patience make our work exciting and enthusiastic even during the most difficult times. With this issue, as a Technical Coordination Executive one of our colleagues joined us. I would like to welcome *Res. Assist. Cebrail KARADAŞ* and wish that he will make a significant contribution to our journal with his dynamism and energy.

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. With my warmest regards, I wish to be with you in the upcoming issues with good news...

Assoc. Prof. Hatice Bakkalođlu