

### From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's September 2018, volume 19, 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...

In this issue of our journal likewise our previous issue there are seven research articles and a review article. I would like to briefly share these articles with you. The first research article in the current issue includes a study of *Ahmet BİLDİREN* and *Mediha KORKMAZ* namely "Reliability and Validity of the TONI-3 Intelligence Test in Gifted Children." The study aimed to test TONI-3 intelligence test on the gifted students, and it consisted of 111 gifted students with superior intelligence, 45 of whom were females, and 66 of whom were males, who attended İzmir Sıdıka Akdemir Science and Art Center. In the reliability analyses, Kuder Richardson-20 (KR-20) reliability, split half-test, and parallel forms reliability were calculated. Moreover, within the scope of item analysis, item difficulty levels were analyzed. In the validity analysis of the TONI-3 test, criterion-dependent validity was used. For this purpose, the relationship level between TONI-3 test and RSPM and BST tests was determined by Pearson Product-moment formula. According to the results of the research, it was revealed that the internal consistency reliability coefficient of the test was extremely high (KR-20=.91). As a result of the analysis performed within the scope of uniformity validity, TONI-3 Form A scores showed moderate correlations with RSPM (.48) and BST test (.32).

The secondly study namely "Examination of the Classroom Assessment and Evaluation Process of Visually Impaired University Students," was conducted by *Ömer KAMIŞ* and *Ergül DEMİR*. In the study, the classroom assessment and evaluation process of visually impaired students studying in various faculties and departments of university in Ankara were examined according to student and instructor opinions. The research was designed as a qualitative research and a descriptive phenomenology study. Snowball sampling was used in the formation of the study group. The study group consisted of 17 students with visual impairments and 3 instructors. The research data were collected by the semi-structured interview forms prepared by the researchers. Descriptive analysis method was used for data analysis. According to the findings of the research, students indicated that they had difficulties in terms of time, implementation, questions and materials in the assessment and evaluation process, various expectations from the instructors and university management, difficulties in the measurement and evaluation processes, and these difficulties differed according to the students' vision levels, these students should not be treated as typically developing students and the precautions to remove difficulties should be taken in the assessment and evaluation processes in order to for the students to show the real their success.

The third research article in this issue is authored by *Gamze APAYDIN* and *Çiğil AYKUT* namely "Comparison of the Results of Trial Based Functional Analysis and Traditional Functional Analysis for Determining the Functions of Problem Behaviors." In this study, the purpose was to present the validity of trial based functional analysis (TBFA) method in determining the functions of behaviors for children with special needs and various problem behaviors who continue their preschool inclusion. Accordingly, TBFA's results were compared with the results of an effective method, traditional functional analysis (TFA), and consistency between these results were examined. In total, 4 male students between the months of 62-67, one with language disorder and three with autism spectrum disorders, participated in this study. Firstly, TBFA procedure, and secondly TFA procedure was applied. Data related to TBFA is collected through systematic observation, while multi-element design preferred in TFA. As a result, it is found that there is full consistency between TBFA and TFA to determine the functions of problem behaviors of all participants.

The fourth article which was conducted by *Hatice AKÇAKAYA*, *Filiz ASLAN*, *Murat DOĞAN*, and *Esra YÜCEL* namely "Relationships Between Reasoning, Verbal Working Memory, and Language in Children with Early Cochlear Implantation: A Mediation Effect." The aim of this study was to examine the relationships between reasoning, working memory, and language in children with cochlear implants. A battery of tests of language, working memory, reasoning tasks, and speech perception tests was administered to each child. The participants were twenty-five children with deaf who had cochlear implant surgery before the age of 3. Parallel mediation analysis was conducted. The cause of reasoning is the working memory; however, this effect is shown with the indirect effects of receptive and expressive language skills.

The fifth research article namely "Organizational Support and Organizational Justice Perceptions of Teachers with and without Visual Impairments" was authored by *Şule POLAT*. In this study, the relationship between organizational support perceptions and organizational justice perceptions was examined based on the opinions of both teachers with and without visual impairments. In the study, the study group was composed of 154

teachers with visual impairments and 278 teachers without visual impairments. Research data were gathered by “Organizational Justice Perception Scale” and “Organizational Support Scale.” The data were analyzed by arithmetic mean, standard deviation, t-test, ANOVA, confirmatory factor analysis, Pearson correlation and regression analysis. It was found that the teachers had organizational justice perceptions. Although the organizational justice perceptions did not differ according to the variables of gender, professional seniority, impairment status, or marital status, it had influence on teachers’ organizational support perceptions. It was also found that the organizational support perceptions did not differ according to professional seniority, impairment status, and marital status, whereas it differed in favor of male teachers.

“*Comparative Examination of Summarizing Skills of Students with and without Hearing Impairments*” was authored by *Halime Miray SÜMER* and *Cebrail TURNA*. In this study, it was aimed to examine the cohesion level and summarizing skills of narrative texts of students with and without hearing impairment who were studying in the eighth grade. The study group consisted of 15 deaf students and 15 hearing students studying at eighth grade level in Ankara. Findings showed that there was a significant difference between students with and without hearing impairments in sub-dimensions of summarization and summarization total scores. Students with typical hearing were found to be more successful than the deaf students in terms of meeting the summarizing criteria. Students with typical hearing were found to be higher than students with hearing impairments in the sub-dimensions of the cohesion items and mean average in the frequency in using the cohesion items. There was no significant difference between students with and without hearing impairments in the subscale of substitution of cohesion level.

The last research article of this issue is authored by *Gökhan TÖRET*, *Selda ÖZDEMİR*, *Ömür GÜREL SELİMOĞLU*, and *Hayri Eren SUNA* namely “*A Comparison of Face Processing of Children with Autism Spectrum Disorders and Typically Developing Children in Three Dimensional Animation and Live Human Video Material.*” In this study, differential effects of stories presented via a three dimensional (3D) animation and a video were explored on the face processing skills (total fixation duration and total visit duration) of children with ASD and typically developing children. Study groups were consisted of 23 children with ASD and 21 typically developing children between the age of 5 and 12. Results of the study showed that children with ASD displayed differential face processing skills while watching the 3D animation when compared to the video, specifically, children with ASD displayed better fixation skills on face areas during the 3D animation. Study findings also showed that children with ASD showed atypical face processing skills when compared to typically developing children’s face processing skills.

The only review article of this issue is “*A Review of Mainstreaming/Inclusion Research in Elementary and Secondary Schools in Turkey (2006–2016)*” which was authored by *Emine Sema BATU*, *Göksel CÜRE*, *Salih NAR*, *Duygu GÖVERCİN*, and *Muhammet KESKİN*. The purpose of the study was to review the research studies thematically which were conducted in elementary and secondary schools in Turkey regarding inclusion. In order to determine the research studies to be reviewed some criteria were decided by the research team. The criteria were (a) the studies should be conducted in elementary or secondary schools, (b) participants of the studies (parents, teachers, students) should be a part of the inclusion process, (c) study should be conducted directly about inclusion process, (d) articles should be published in a peer-reviewed journal, and (e) the study should be eligible via electronic data base. Reviewing the research studies depending on these criterion; 78 master’s theses, 9 doctoral dissertations, 55 journal articles with a total of 142 studies were determined. Themes and subthemes were constituted from these studies through content analysis, which is one of the qualitative data analysis methods. According to the themes, there are many research studies conducted for determining the present situation regarding inclusion process in schools whereas there is a small number of studies conducted for solving the determined problems in the studies.

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, Res. Assist. Hatice AKÇAKAYA*, and *Res. Assist. Cebrail KARADAŞ*.

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 again in the upcoming issues...

***Assoc. Prof. Hatice Bakkaloğlu***