

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's December 2018, volume 19, issue 4 – the last issue of 2018. 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 *Abdullah ÇETIN* and *Adem DOĞAN* namely "*Problems That Mathematics Teachers Encounter in Science and Art Centers.*" This research was conducted to find out the problems faced by mathematics teachers at Science and Art Centers (SAC) in Turkey. In this research, case study was carried out as one of the qualitative research designs. The study group of the researchers constitutes 13 teachers who serve as mathematics teachers at SACs in different cities of Turkey in 2017-2018. Semi-structured interview form was used for the collection of research data. Content analysis technique was used for data analysis. While teachers were experiencing some content and suitability problems with the activities; they were also experiencing problems such as irrelevant/reluctant behavior, physical and mental tiredness, absenteeism, and inappropriate behavior with regard to students. Teachers stated that there were some deficiencies in physical infrastructure and equipment of SAC. Teachers stated that they had problems with the parents who did not know SAC's purpose and administrative problems due to the uncertainty of supervisory. Teachers also emphasized that they had problems with social, personal, and financial matters due to their working hours.

The second study namely "*The Opinions of Shareholders about Inclusive Education Model which is being Practiced in a School for Students with Cerebral Palsy,*" was conducted by *Tansel YAZICIOĞLU* and *Tevhide KARGIN*. The general objective of this research was to determine the views of all shareholders for the first time in Turkey regarding the implementation of the inclusion model, which was developed as a pilot project in a school where students with cerebral palsy attended. Descriptive method, which is one of the qualitative research methods, was used and induction analysis was used for data analysis. The findings of this research showed that teachers had positive opinions regarding inclusion model, parents of all children with and without special needs found the inclusive model successful, teachers' attitudes and approach towards them and towards students were quite positive, all students with and without special needs were happy to be educated together.

The third research article in this issue is authored by *Sevil BÜYÜKALAN* and *Zeynep YAYLACI* namely "*Perceptions of Normally Developing Students and Students with Special Needs Regarding the Metaphor of Social Studies Concept.*" The aim of this study was to reveal the metaphor perceptions of students with typical development and special needs regarding the concept of social studies. In this study, a phenomenological pattern, a qualitative research model, was used. The study group of the study was composed of 72 students who attended public schools in Karabük, Turkey during the 2016-2017 academic year, 30 of which received inclusive education. In order to gather the study data, the participants were asked to fill in the blanks in the statement: "Social studies is like; because". Content analysis was used in the analysis of the data obtained from the study. The findings of the study indicated that typically developing students produced a total of 33 metaphors under 9 categories, whereas students with special needs produced a total of 25 metaphors under 11 categories. As a result of the study revealed that the students predominantly associated the concept of social studies to the concepts of "history" and "the past" predominantly. In comparison with students with typical development, students with special needs included in the study produced mostly concrete metaphors regarding the concept of social studies. Another significant difference between two groups of participants was that the students with special needs emphasized several points regarding the concept of social studies through their metaphors: social studies courses were necessary for them and social studies courses offered them the opportunity to socialize and learn about good manners and behavioral rules.

The fourth article which was conducted by *Selma ŞENEL* and *Ersay TOPUZKANAMIŞ* namely "*Listening Strategies Used by Students with Visual Impairments.*" This research aimed to determine the listening strategies of students with visual impairments. For this purpose, a descriptive survey model was used. Within the scope of the research, two separate groups were studied; students without visual impairments (n=48) and students with a visual impairment (n=37). A five-point Likert type scale was developed to determine the listening strategies of individuals with visual impairments. Research findings showed that individuals with visual impairments frequently or always used listening strategies as expected. Another finding of the study was that students with visual impairments used listening strategies more than others did. It was determined that the students used different metacognitive, cognitive and social strategies. Additionally, research findings showed that students performed

most frequently used identifying the purpose and method, trying to grab attention, listening again, forming a tactile scene, half-time summarizing and discussing.

The fifth research article namely “*Mothers’ Reflections of Ambiguous Loss on Personal Family Functioning in Families with Children Who Have Autism Spectrum Disorders*” was authored by *Hilal ÇELİK* and *Halil EKŞİ*. The objective of this phenomenological study was to explore the impact of having a child with autism spectrum disorder (ASD) on mothers and its impact on their family relations. Using descriptive phenomenology design, eight mothers were reached in the age range of 20-48 years and were interviewed for this study. Findings indicated that mothers perceived having a child with autism as an ambiguous loss. The sense of ambiguous loss was found to impair their emotional well-being and caused mood changes. This study also provided evidence for the sense of ambiguous loss caused by autism to lead to structural and relational problems in family relationships. This study also revealed that having a child with autism created a sense of ambiguous loss and provided a basis for understanding its effects on the mother-child relationship, as well as the related effects on family relationships.

“*The Relationship between Imitation Types and Play Complexity and Vocabulary in Children with Autism Spectrum Disorder*” was authored by *Meral Çilem ÖKCÜN AKÇAMUŞ*, *Funda ACARLAR* and *Gamze ALAK*. This study investigated the relationships between imitation types and vocabulary and play complexity. A total of 108 children with ASD ages from 3.0 to 8.0 years, including children in the preverbal period (n = 58) and children with verbal language skills (n = 50), participated in the study. The imitation skills and symbolic play complexity of the children were evaluated using the observation-based procedures prevalently encountered in the relevant literature. Vocabulary of the children was determined by obtaining language samples during conversations. The results showed that there were significant differences between the preverbal and verbal language groups in all imitation types; structured imitation with objects significantly predicted play complexity in the preverbal group; structured imitation with objects and spontaneous imitation significantly predicted play complexity and vocabulary in the verbal language group. The results of the study indicated that different types of imitation skills had an important role in the development of the language and complex play skills of children with ASD.

The last research article of this issue is authored by *Berna YÜNER* namely “*Teachers’ Views on Organization Based Self Esteem and Emotional Organizational Commitment.*” The aim of this research was to determine the relationship between organizational self-esteem (OBSE) and emotional organizational commitment (EOC) according to views of teachers with and without visual impairments. In addition, the effect of teachers' visual impairment and demographic variables on OBSE and EOC levels were examined. The study was conducted with 275 teachers, 119 of whom have visually impairments and 156 have typical vision. "Organization Based Self-Esteem Scale" and "Emotional Organizational Commitment Scale" were used in the study. The data were analyzed using descriptive statistics such as arithmetic mean, standard deviation, t-test, ANOVA, Kruskal Wallis-H, correlation, as well as confirmatory factor analysis (DFA) and regression techniques. It was observed that both in OBSE and EOC, the gender was a significant variable in favor of male teachers. Analyses revealed that there was a positive and significant relationship between OBSE and EOC and that organization based self-esteem was a significant predictor of emotional organizational commitment.

The only review article of this issue is “*Sleep Problems and Behavioral Interventions for Children with Autism Spectrum Disorders and Intellectual Disabilities*” which was authored by *Özlem TOPER*. It is indicated in this study that not having enough sleep might very negatively affect daily life of individuals as well as bringing health problems with it. It is expressed that compared to children with typical development, sleep problems are more frequently observed in children with autism spectrum disorder and intellectual disabilities. The author indicated that this affects the daily activities and development of the individuals with sleep problems negatively, while also adversely affecting the other family members who are responsible for the care of these individuals and escalates their stress levels. Thus, it is stated that it is important to conduct adequate interventions to eliminate sleep problems. While there are various studies on the impact of behavioral intervention methods on the examination of sleep problems in children with developmental disabilities in the international literature, it is emphasized that there are no studies on behavioral intervention for the resolution of sleep problems, especially in the field of special education in Turkey. Therefore, the present article aimed to scrutinize behavioral sleep problems in individuals with developmental disabilities, their assessment, and behavioral intervention methods and strategies. It is thought that the information included in this study may guide families with children with developmental disabilities having sleep disorders and researchers, as well as it may contribute to the research and practice to be planned in the future.

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: *Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ*, *Assist. Prof. Şeyda DEMİR*, *Assist. Prof. Zeynep BAHAP-KUDRET*; and Technical Coordination Executives *Res. Assist. Gamze ALAK, Ph.D.*, *Res. Assist. Hatice AKÇAKAYA*, and *Res. Assist. Cebrail KARADAŞ* and *Yasemin ŞENGÜL* who has just joined us.

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 the year 2019 brings beauties to all of us and with my warmest regards I wish to be with you again in the upcoming issues in the new year...

Assoc. Prof. Hatice Bakkaloğlu