From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's March 2019, volume 20, issue 1 – the first issue of 2019. 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 there are six research articles and two review articles. I would like to briefly share these articles with you. The first research article in the current issue includes a study of *Özlem ÇETİNER* and *Bülbin SUCUOĞLU* namely *"Screening Children with Emotional and Behavioral Disorders in Elementary Schools."* The aim of this study is threefold: a) to investigate the psychometric characteristics of the Turkish Form of Student Risk Screening Scale (SRSS-T) that was developed to determine the risk students for emotional and behavioral disorders (EBD), b) to examine whether the SRSS scores of the students change according to the gender and grade levels, and c) to determine the elementary school students at high-risk group for emotional and behavioral problems based on SRSS scores. 108 teachers from 10 public elementary school administrated the SRSS for 2378 students. According to results of the analyses, the Turkish Form of the instrument has good validity and reliability, similar to the original form and the percentage of high-risk students in elementary school was approximately 6%. Total score and externalizing score of the boys and internalizing behaviors of girls were significantly higher than that of the others. In addition, total and subscale scores of 4th graders were higher than the scores of remaining of the groups.

The second study namely *"Effectiveness of Reciprocal Imitation Training on the Imitation Recognition Abilities of Children with Autism Spectrum Disorders,"* was conducted by *Gökhan TÖRET* and *E. Rüya ÖZMEN*. The purpose of this study was to examine the effectiveness of the imitation training, given via Reciprocal Imitation Training (RIT), on the frequency levels of the imitation recognition (IR) abilities of children with autism spectrum disorder (ASD). The design of this study was "Multiple Baseline Design Across Subjects," which is one of the single subject research designs. The study group consisted of 3 children with ASD, who were 26 to 42 months old. When evaluated from the viewpoint of IR, the study outcomes reveal that unstable data are obtained in the frequency of less mature IR behaviors, while the frequency levels of testing behaviors among developed IR behaviors showed improvement as RIT sessions increase. As for the monitoring sessions, it has been observed that some subjects exhibited decrease in the mature and less mature IR behaviors frequency levels, while the permanence of gains acquired were maintained by some subjects 2 to 4 weeks after the implementation phase.

The third research article in this issue is authored by *Halis SAKIZ* and *Güldest BAŞ* namely *"Determining the Quality of Life of Children with Learning Disabilities and Their Parents."* The purpose of this study is to investigate the quality of life of children with learning disabilities and their parents. The level of quality of life among 120 children and 120 parents was measured by the Turkish versions of KINDLR and WHOQOL-BREF, respectively. Descriptive and inferential statistics were used to analyze the levels of quality of life and to determine the extent to which child quality of life predicts parent quality of life. Findings indicated that there were significant relationships between child and parent quality of life and child quality of life significantly predicted parent quality of life. Findings also implied that all related elements including families need to be taken into account while planning and applying psychosocial and psycho-educational services.

The fourth article which was conducted by *Selma ŞENEL, Hüseyin Can ŞENEL* and *Serpil GÜNAYDIN* namely *"Mobile Learning for Everyone: Investigation of Language Learning Applications According to Universal Design Principles."* In this research, it is aimed to draw attention to the importance of universal design in mobile learning. For this aim, the authors developed a checklist of 3 factors and 45 items based on universal design principles for learning (UDL). Widely used, 26 foreign language mobile applications are examined according to the checklist. As a result, applications are found inadequate to provide varied media to present learning content. The applications are moderately compatible with "material use and interaction "and "increasing motivation" principles of UDL. Most of the World-wide using applications do not provide enough flexibility for varied users, especially for individuals with disabilities, and suggestions are made to take individuals with special needs into consideration in design of mobile applications.

The fifth research article namely *"Evaluation of the Early Intervention Process of the Mother of a Child with Hearing Loss"* was authored by *Zerrin TURAN, Aslı KOCA* and *Yıldız UZUNER*. This study aimed to investigate early intervention process of a mother who had a child with hearing loss. It was designed as an action research. Participants of the study were the mother and the teacher who ran the intervention sessions. Data were obtained through video recordings of the intervention sessions, audio recordings of validity reliability meetings among the researchers, reflective journals and recordings of the interview of the mother. The data were analyzed

using an inductive analyses method and 5 main themes and 9 subthemes were emerged. At the end of the 10 sessions, positive changes in teacher's skills and an increase in mother's behaviors which support the language development of the child were observed.

"Usage of Digital Learning Material in Special Education" was authored by *Tuğra KARADEMİR COŞKUN* and *Ayfer ALPER*. In this study, it is aimed to determine the opinions of special education teacher candidates regarding usage of digital learning materials in special education in their experience and reveal favorite digital learning materials platforms and reasons for preference. This study was designed with the phenomenological research method, and the participants of the research consisted of 49 freshman pre-service teachers of special education at a large university in the academic year of 2014-2015, Turkey. Research was continued for a total of 14 weeks: The first 6 weeks learning of digital learning material (DLM) tools, second 6 weeks learning augmented reality tool, 1 week developing materials and the last week interviewing with special education teacher candidates. Inductive content analysis was used in analyzing the data. Teacher candidates having their education at private institutions stated that they wished to improve and use DLM. DLM is essential concerning increasing academic, social, self-care and communication skills. Additionally, teacher candidates have stated that DLMs support teachers with lower costs and time, student engagement, ease in preparation, fun and useful outcomes, and increase the variety and sources of materials. Participants mentioned that unless the required technical equipment is provided, developing and using DLMs might not be possible.

The first review article of this issue is authored by *Üzeyir Emre KIYAK, D. Merve TUNA* and *Elif TEKİN İFTAR* namely *"Teaching Safety Skills to Individuals with Intellectual Disabilities: A Comprehensive Descriptive Analyses."* This study aims to evaluate the demographic, methodological characteristics and outcomes of the studies aiming at teaching safety skills to individuals with intellectual disabilities. The reviewed studies are located by conducting searching in the electronic databases, journal indexes and references of studies. A total of 176 studies were found. The researchers reviewed them in terms of inclusion and exclusion criteria and retained 33 of them for descriptive analysis. Each study was coded according to parameters for demographical, methodological and outcomes characteristics or descriptive analysis. Analyses showed safety skills can be taught to individuals in different ages and with different levels of intellectual disabilities. Findings are discussed, suggestions for researchers and practitioners are made.

The second review article of this issue is *"Hybrid Literacy Instruction Method for Children with Intellectual Disabilities"* which was authored by *F. Nur AKÇİN*. It is indicated in this article that due to the lack of a separate literacy instruction method for students with intellectual disabilities in Turkey, existing methods for typically developing children are mostly used as they are, or sometimes with modifications and adaptations. These methods can be used, with various instructional adaptations, for children with mild intellectual disabilities, whereas it is not possible to use them as effectively for children with moderate-to-severe intellectual disabilities due to their cognitive and learning characteristics. While the goal is only to acquire functional reading for children with severe intellectual disabilities, it goes as far as academic literacy for children with moderate intellectual disabilities. The hybrid literacy instruction method was developed by scanning and compiling the results of scientific research in the field of literacy instruction for children with intellectual disabilities. This method comprises of hierarchical stages such as sight word instruction, letter knowledge instruction, monosyllabic word reading instruction, and multisyllabic word reading instruction. Due to the integrated use of three separate strategies, namely the sight word reading strategy, analytical phonic strategy and analogy strategy, it is a hybrid/mixed instructional method.

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 to be with you again in the upcoming issue…

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