

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's September 2019, Volume 20, 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 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 *Nuri Berk GÜNGÖR*, *Aynur YILMAZ*, and *Ekrem Levent İLHAN* namely "*Gains of a Special Athlete in the Context of Quality of Life: A Case Study in Line with Parent Opinions.*" The study, which has the aim to determine the effects of sportive career of a special athlete, who participated in sportive competitions at the elite level, on his quality of life, was a case study design, which is one of the qualitative research approaches. Some of the change data in the life of a popular athlete with Down syndrome at the elite level were obtained using interview technique in the direction of his father's assessments. Data were collected by semi-structured interview form, which was developed by the researchers. In the data analysis, descriptive and content analysis were used. As a result of the analysis, six themes were obtained. These are physical, social, emotional and school functions of sport -which are the sub-parameters of healthy life- psychosocial health and positive responses to family. Under the themes 32 categories were obtained. Under these categories, different developmental characteristics of a special sportsman were described. As a result, in addition to ensuring the development of physical characteristics in athletes with special needs, it has been determined that sportsmanship has a different effect on his psychological and social characteristics and has, in this direction, a direct positive effect on the quality of life. However, it has been determined that the sportive achievements of the special athlete also contribute positively to the family.

The second study namely "*Adaptation Levels and Expectations of Students with Disabilities in Physical Education and Sports Departments of Universities*" was conducted by *Sevinç NAMLI* and *Sibel SUVEREN*. This research aims to determine the adaptations and expectations of the students with disabilities, who study in the physical education and sports departments, to their departments. The research, which is composed of explanatory sequential design out of the mixed approach designs and in which quantitative and qualitative approaches are used together, were made with the participation of all the students with disabilities studying in physical education and sports departments of 21 universities in Turkey during 2015-2016 academic year. Seventy-one students including 27 with visual impairments, nine with hearing impairments and 38 with physical impairments participated in the quantitative section of the research. Eleven students including four with visual impairments, three with hearing impairments and four with physical impairments participated in the qualitative section. "Adaptation Scale of Students with Disabilities Studying in Physical Education and Sports Departments" and "Semi-structured Interview Form" were used as data collection tools. While the participants with visual impairments and physical impairments emphasized the issue of organizing the physical areas and problems in the practical lessons, the participants with hearing impairments were found to have problems in theoretical lessons. It was determined that the students with disabilities have common expectations, such as instructors sparing more time for them during the lessons.

The third research article in this issue is authored by *H. Deniz DEĞİRMENÇİ* and *Arzu ÖZEN* namely "*The Effectiveness of Video Modelling to Teach Hotel Housekeeping Skills to Individuals with Intellectual Disabilities.*" The aim of this study was to evaluate the effectiveness of video modelling in teaching hotel house-keeping skills to adults with intellectual disabilities and to assess the acquisition of video-based non-target information. Moreover, in the study the opinions of the teachers of the participants and the personnel who was designated to the profession which included the target skills were examined. A multiple probe across behaviors design was used. Four adults with intellectual disabilities who were enrolled in a vocational school participated in the study. Baseline, probe, intervention, maintenance and generalization sessions were conducted in the implementation hotel which belonged to a vocational school. Results indicated that video modelling was effective in teaching hotel house-keeping skills to adults with intellectual disabilities, as well as for them to maintain and generalize these skills to different settings and materials. The assessment of video based non-target skills data showed that participants acquired the non-target information with the range from 33% to 100%.

The fourth article which was conducted by *Sibel ER NAS*, *Tülay ŞENEL ÇORUHLU*, *Muammer ÇALIK*, *Cevriye ERGÜL*, and *Ahmet GÜLAY* namely "*Effectiveness of Investigating a Science Experiments Guidebook for Students with Learning Disabilities.*" The aim of this study was to implement "A Science Experiments Guidebook for Secondary School Students with Learning Disabilities" and to investigate its effect on their conceptual understanding. The enriched worksheets comprised of "stimulating student interest-active engagement and evaluation" sections. "Buzz 22 and brainstorming" techniques were deployed to create a discussion environment

by stimulating student interest, while "aquarium or snowball" techniques were used in the evaluation section. Six experiments of "Living Things and Life" learning domain were embedded into the active engagement. Through a case study research method, the study consisted of pre, pilot, and actual implementations. The study group consisted of 12 students with learning difficulties. Concept test, interview and drawing test were used to collect data. The results indicated that the Science Experiments Guidebook for Secondary School Students with Learning Disabilities had positive effects on their conceptual understanding. Also, it was observed that they were more successful in expressing their thoughts with drawings. This may result from their associated writing problems. In light of the results, it can be concluded that such alternative assessment methods as drawings may make more accurate contribution to evaluate their performances.

The fifth research article namely "*Social Problems and Coping Mechanisms in Families of Children with Special Needs*" was authored by Hülya YÜKSEL and Arzu TANRIVERDİ. This qualitative descriptive study aimed to determine the problems in social relations faced by families with special needs regarding their children's impairment, and to examine the ways to cope with these problems. The study was conducted in April 2018, Malatya, Turkey. The study sample included six mothers and four fathers, and two focus group interviews were performed with them. Data were analyzed using descriptive analysis techniques. The themes determined were: (1) Social exclusion and isolation and (2) coping mechanisms. Seven sub-categories were identified under social exclusion and isolation. Some of these categories included lack of social acceptance and support, being perceived as an infectious disease and stigmatization/labeling. Furthermore, four sub-categories were identified under coping mechanisms: Establishment of association; socialization with other families who have children with special needs; trying to be invisible in public places and religious values. As a result of the study it was seen that the families should be supported through multi-faceted social programs to cope with social isolation and exclusion.

"*Investigating Social Support Perceptions and Resilience Levels of Parents with Children with Special Needs*" the sixth research article, was authored by Harun AYSEVER and Mukaddes SAKALLI DEMIROK. This study was designed, using a relational screening model of descriptive research methods, to examine perceptions of social support and resilience of parents with children with special needs. The study group consisted of 128 mothers and 34 fathers having children with special needs. Personal Information Form, Revised Parental Social Support Scale and Family Resilience Scale were used as data collection tools. In the analysis of data, T test, ANOVA, Mann Whitney U Test, Kruskal Wallis H Test and LSD analysis were applied. The study showed that mothers were more contestatory than fathers, as parents get older, their attendance to social activities increased and they had more control over their lives. Apart from the perceived care support by parents, living in the urban or the rural area did not make any difference on their perception of social support and on their resilience. It was found that with the increase in the level of education, there was an increase with the parents' perceived social support and satisfaction and resilience levels. Parents with a child with special needs perceived social and care support more and they were more resilient. Furthermore, the gender of the child with special needs did not make any differences on the social support perception of the parents, their satisfaction with this support and their resilience level.

The first review article of this issue is authored by Orhan AYDIN, Elif TEKİN-İFTAR, and Salih RAKAP namely "*Explanation of "Quality Indicators of Single-Subject Experimental Research Studies" Rubric Using Studies Focused on Teaching Mathematics Skills.*" The motive of this article was that evidence-based practices have become a subject of further consideration among experts, researchers and practitioners in the field of special education in recent years. In this study, authors described (a) how quality indicators developed by Horner and colleagues (2005) for single-subject experimental research designs could be used to determine quality of single-subject experimental research studies using studies focused on teaching mathematical skills to individuals with developmental disabilities and (b) how these indicators could be used to determine whether a study meets acceptability standards developed by Horner et al. For this purpose, they provided examples of studies that met and failed to meet the quality indicators and explained in detail why the study met or did not meet certain criteria. The authors expected that this study would guide researchers and practitioners who conduct or evaluate studies and meta-analyses of studies employing single-subject experimental research designs in using quality indicators. Moreover it was suggested that this study would guide the reviewers who would evaluate single subject design research and the researchers who would conduct a systematic review and/or meta-analysis in identifying and evaluating practices in terms of targeting qualitative criteria.

The second review article of this issue is "*Enhancing Math Facts Fluency: Taped Problems Interventions*" which was authored by Serpil ALPTEKIN. The aim of this paper, which is a review, is to explain basic intervention steps of taped problems (TP) technique which is one of the techniques used in enhancing math facts fluency and to discuss the contributions that it provides to students and implementers in the light of scientific studies in the literature. In the light of the literature, first of all, the steps of TP interventions were explained respectively by discussing the titles under preparations prior to the intervention, intervention, and evaluation headings. The worksheets that students will use during the preparation and how the sound recordings should be

prepared were explained before the intervention. Then, by explaining how one-to-one or group interventions should be done, important points that need to be addressed in the assessment were referred. Besides, studies aiming to determine the effects of TP interventions, the number of participants, their gender, age and class level, research design, targeted skill (dependent variable), applied procedure (independent variable) intervention method and results were explained. In the light of these variables, the benefits of the results for students and implementers were discussed and recommendations were made for further research.

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. Şeyda DEMİR, Assist. Prof. Gamze ALAK, Assist. Prof. Zeynep BAHAP-KUDRET* and *Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ*, as well as Technical Coordination Executives *Res. Assist. Hatice AKÇAKAYA, Res. Assist. Yasemin ŞENGÜL*, and *Res. Assist. Cebrail KARADAŞ*, and our new member *Res. Assist. Samet Burak TAYLAN*.

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...

Assoc. Prof. Hatice Bakkaloğlu