

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's last issue, March 2020, Volume 21, Issue 1. 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...

Before sharing with you the articles in the current issue I would like to inform you regarding two important recent developments about our journal. Firstly, we have initiated the *pre-review process* to further increase the quality of the articles to be published in the Journal of Special Education since the beginning of 2020. During this process, for the articles which are written in accordance with the journal's publication rules and which have an appropriate plagiarism rate, an editorial pre-review will be conducted before the peer-review process. For this purpose, the manuscripts which are sent to our journal will be reviewed by our editorial team in terms of whether the article complies with the journal's scope and its main sections as well as the content comply with the article reporting processes. The articles which do not comply with our journal's publication rules as well as which are out of scope of the journal, or which are not found original might be rejected before further initiating peer-review process. Secondly, to prevent our writers from long awaiting as well as to accelerate the editorial post reading process, three new colleagues have joined us in the Editorial Board. I would like to welcome and wish success to our new Vice Editors *Seray OLÇAY-GÜL*, *Assoc. Prof.* from Hacettepe University, *Eylem DAYI*, *Assist. Prof.* from Gazi University, and *Gülden BOZKUŞ-GENÇ*, *Assist. Prof.* from Anadolu University, and to our new English Language Editor *Şevket ÖZDEMİR*, *Instructor* from Hacettepe University.

In this issue of our journal, as in the previous issues, 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 *Şenay DELİMEHMET-DADA* and *Cevriye ERGÜL* namely "*Vocabulary and Reading Comprehension Skills of Students with Learning Disabilities and with Typical Development.*" The aim of this study was to investigate the relationship between vocabulary and reading comprehension performances of students with learning disabilities and typical development. The study group consisted of total 60 students, 30 of whom with learning disabilities and 30 of whom with typical development. All of the participants were selected among the 3rd and 4th grade students in primary schools. The study was designed on the basis of correlational survey method and the data were collected through Turkish Expressive and Receptive Language Test (TERLT) and Informal Reading Inventory (IRI). The results of the analysis showed that students with learning disabilities had significantly lower performance in vocabulary and reading comprehension than their peers with typical development. A significant relationship was observed between vocabulary and reading comprehension skills of students with learning disabilities while there was not a significant relationship between the skills of students with typical development.

The second study namely "*A Comparison of the Gesture Use of Mothers and Children with Autism Spectrum Disorders and Typically Developing Children*" was conducted by *Işık AKIN-BÜLBÜL*, *Selda ÖZDEMİR*, and *Gökhan TÖRET*. In this study, gesture use of children with autism spectrum disorders (ASD, 6 girls, and 24 boys) and typically developing children (TD, 13 girls, and 17 boys) between the ages of 11-72 months, and their mothers were compared to each other in social interaction (SI), joint attention (JA), behavior regulation (BR), and sum of all (SUM) gesture categories. The findings of the study showed that gesture use of children with ASD was lower in all gesture categories when compared to TD peers. Mothers of children with ASD displayed significantly lower levels of gesture use than mothers of TD children in the BR, SI, and SUM categories. When gesture use differences of children with ASD and TD children were examined as to whether their mothers were using the gestures, the findings showed that the differences in gesture use of children with ASD and TD children were independent from their mothers. On the other hand, when gesture use differences of mothers of children with ASD and mothers of TD children were examined as to whether their children were using the gestures, the results of the study showed that one of the sources of the differences in the SE and SUM gesture category scores of the mothers with ASD was the differences in the scores obtained from the gesture categories of the children.

The third research article in this issue is authored by *Gönül TEKKURŞUN-DEMİR* and *Ekrem Levent İLHAN* namely "*Motivation of Athletes with Disabilities for Sports Participation.*" The study was conducted to determine motivations of the licensed athletes within Turkish Physically Disabled/Blind/Deaf Sports Federations for sports participation. A total of 303 disabled athletes participated in the study that was designed in the quantitative model. In the study, it was determined that the group with the highest motivation to participate in sports in terms of the total scores in all sub-scales were physically disabled athletes. It was followed by blind and deaf athletes. It was observed that extrinsic motivation of the national athletes was significantly higher than of the non-national ones; that motivation decreased significantly as age increased; and that deaf women athletes had significantly higher motivation than their male counterparts in both intrinsic and extrinsic motivation scores. In

addition, it was also determined that motives physically disabled athletes for sports doing was related with physical development; that among intrinsic motivation factors of blind athletes, "doing sports makes someone feel free" was emphasized more, and that "amotivation" came the forefront for physically disabled athletes when compared to others. In short, it was found that national athletes and physically disabled athletes were more likely to have higher motivation for sports participation than their non-national and deaf-blind counterparts, respectively. In addition, there was no significant relationship between motivation for sports participation and age, but it differed significantly by experience.

The fourth article which was conducted by *Orhan AYDIN* and *Atilla CAVKAYTAR* namely "*The Effectiveness of the Father Education Program in Teaching the Basic Mathematical Skills to a Child with Autism Spectrum Disorder.*" The aim of this study was to investigate the effect of training applied by the father attained the parent education program on teaching the basic mathematical skills to the child with autism spectrum disorder. Within the scope of this research, an educational program that included how to apply probing, systematic instruction, and simultaneous prompt teaching was prepared. After the training, the father also watched videos modeling how to instruct the first two skills to teach his child. During the implementation, the feedback was provided to the father related to teaching the first two skills by the researcher. The findings of the research, which was designed according to the multiple-probe design across skills, showed that the father's simultaneous prompting was effective in teaching the basic mathematical skills to his child. It was seen that there was an increase in treatment fidelity with the performance feedback presented to the father. It was observed that the father, without taking a clue and feedback, applied the simultaneous prompting with high reliability in the last skill teaching.

The fifth research article namely "*Metaphorical Perceptions of Preservice Teachers of Fine Arts Education towards Students with Special Needs (The case of Gazi University)*" was authored by *Eylem DAYI*, *Gökhan AÇIKGÖZ*, and *Ayşe Nur ELÇİ*. The aim of this study was to identify the metaphors belonging to the preservice teachers of the Fine Arts Education Department of Gazi Faculty of Education about the students with special needs. Phenomenology design was used within the scope of the qualitative research model. The study group consisted of 267 volunteer preservice teachers studying at the first, second, third and fourth grades of the Fine Arts Education Department. The data of the study were collected through a form with the open-ended statement of "To me, students with disabilities are like; because,". The content analysis technique was used for data analysis. The findings of the study showed that preservice teachers produced 102 metaphors that were classified into eight categories. As a result, it was observed that the metaphors of flowers and everybody were used frequently about the students with special needs. It was concluded that preservice teachers' perceptions of students with special needs are generally positive.

"*Understanding a Gifted Student: A Case Study*" the sixth research article, was authored by *Abdullah ÇETİN* and *Serkan ÜNSAL*. This study aimed to reveal a second-grade gifted student's process of diagnosis, characteristics, reflections of these characteristics on education and activities used by her classroom teacher. It exclusively adopted the case study method. The sampling consisted of a classroom teacher working at a state school located within the province of Kahramanmaraş during the 2017-2018 academic year and a gifted student of hers. The research data were collected through observation, interview, and document review. Content analysis technique was used during data analysis. Research results revealed that the teacher realized that the student was gifted, that she directed her to the Science and Art Centre for diagnosis and that the student had various features that the gifted students are expected to possess. In addition, it was revealed that the gifted student contributed to the professional development of her teacher and that she affected her friends positively. The teacher was also found to exhibit behaviors such as support, appreciation, and communication with her family for the purpose of contributing to the student's development.

The first review article of this issue was authored by *Burcu AKTAŞ*, *Mehtap KOT*, and *Ahmet YIKMIŞ* namely "*Transition Planning and Transition Services in Special Education.*" The authors explained the transition as a life-long process that requires a variety of changes in individuals' lives. They indicated that in this process, individuals with special needs face a number of challenges and need support, transition services planning is carried out in order to ensure that individuals with special needs adapt to various processes that require change and to make the support services provided to individuals with special needs and their families permanent. The authors explained that the transitional periods include a long-term process involving early intervention programs, pre-school, kindergarten, elementary school, junior high school, high school, higher education, school to business life and social life. They indicated that the lack of significant legal basis for transition planning in Turkey causes individuals with special needs to experience various difficulties during all transition periods, there are gaps between the programs, and they cannot benefit from the special education services offered to them.

The second review article of this issue is "*An Ignored Period of Time for Adults with Developmental Disabilities: Leisure Time*" which was authored by *Tahir Mete ARTAR* and *Yasemin ERGENEKON*. The authors indicated that the purpose of the study was to describe the basic components of spare time concept which has an important place in the lives of adults with developmental disabilities, to put forward the problems related with the

participation of these individuals in the leisure time activities and to develop suggestions moving from the results of the related studies. In this study, leisure time, classifications of leisure time activities, essential and related skills which are presented in leisure time activities and education regarding leisure time activities are described in depth. Besides, the importance of leisure time activities and the problems experienced while participating in these activities by individuals with developmental disabilities are shared. Lastly, moving from the related literature, suggestions are offered to the stakeholders in order to provide opportunities for these people to spend more qualitative period during their leisure times.

I would like to kindly thank my colleagues for their vigorous efforts who are working with me on the Editorial Board for our journal to be published timely and to increase the quality: *Assoc. Prof. Seray OÇAY-GÜL*, *Assist. Prof. Şeyda DEMİR*, *Assist. Prof. Gamze ALAK*, *Assist. Prof. Zeynep BAHAP-KUDRET*, *Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ*, *Assist. Prof. Eylem DAYI*, *Assist. Prof. Gülden BOZKUŞ-GENÇ* and *Instructor Şevket ÖZDEMİR* as well as Technical Coordination Executives *Res. Assist. Hatice AKÇAKAYA*, *Res. Assist. Yasemin ŞENGÜL*, *Res. Assist. Cebrail KARADAŞ*, and *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 which will be published in June 2020...

Assoc. Prof. Hatice Bakkaloğlu