

From Editor...

Dear Readers,

I am very excited to be with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's August 2017, volume 18, issue 2. As is the case in all our issues, for the current issue I would like to thank to those who contributed as our authors, reviewers, readers, and Academic Advisory Board. First, I would like to share an exciting news with you for this issue. We have the great honor to announce that published since 1992 and Turkey's first and only journal in the field of special education, **Ankara University Faculty of Educational Sciences Journal of Special Education** has been accepted to be indexed in **Emerging Sources Citation Index (ESCI)**. I am delighted to share the news that we have already applied to be indexed in Social Sciences Citation Index (SSCI) and Scopus, and we are under review for a possible inclusion in those indexes. Regarding this I hope I will be able to share good news with you soon. Based upon this important progress I would like to thank all the special education community, especially to our authors, reviewers, readers, and Academic Advisory Board. Without your support and contribution, we would not be able to achieve this. I hope that your support and contribution, which are critical for the maintenance and development of our journal, will continue in the future as well. Since our journal is indexed in ESCI and it is under review for SSCI we have updated our publication rules as well as our article template. To access our current publication rules please go to <http://dergipark.gov.tr/uploads/files/6667/7d19/dae4/59723b9499920.pdf> and for our current article template please go to <http://dergipark.gov.tr/uploads/files/9987/cf33/5430/597d838ba5f46.doc>.

In the following section, I would like to present you a summary of the studies published in this issue of our journal. The first research article which is published in this issue of our journal is "*Case Study: Collaborative Individualized Education Program Development Process*" by Sezgin Vuran, Gülden Bozkuş-Genç, and Sunagül Sani-Bozkurt. The purpose of this study was to describe the process and the results of the development of an individualized education program (IEP) developed by cooperation and gaining the ability to work cooperatively in a team for teacher candidates in the Program for Teaching Individuals with Intellectual Disabilities during the undergraduate course of Preparing Individualized Education Programs and Individualization of Instruction. The study was carried out as a case study and 100 teacher candidates and three faculty members participated in the study. Data were collected using participant observations, field notes, homework, diaries of candidate teachers, and instructor opinions and they were analyzed by content analysis. During the implementation process, collaborative teaching and learning approaches were adopted. With collaborative learning, along with IEP preparing skills, as well as teamwork skills of participants, which are one of the requirements for IEP, were also improved. At the end of the study it was observed that teacher candidates could prepare IEPs appropriate to the needs of the child with special needs by following the stages of IEP preparation both individually and as a group, they were able to adapt the instruction, they effectively communicated with each other during the process of collaborative IEP development, and they were eager to participate in the course.

The second study "*The Effect of Computer Aided Video Instruction in Teaching Money Withdrawal Skill from ATM to Individuals with Intellectual Disabilities*" was carried out by Seniha Kurtoğlu, Erkan Tekinarşlan, and İlknur Çifci Tekinarşlan. In the study whether computer aided video instruction (CAVI) was effective on teaching money withdrawal skill from ATM cash machine to individuals with intellectual disabilities was examined. Three 16-year-old individuals with mild intellectual disability participated in the study and a single subject research method with multiple probe design with probe conditions across subjects was used. The findings showed that CAVI was effective in making individuals with intellectual disability gain the skill to withdraw money from the ATM, and in maintenance of these skills following the instruction and they generalized their skills to different ATMs, debit cards, amount of money, and passwords. The participants also acquired untargeted knowledge and their opinions related to teaching cash withdrawal skills from the ATMs through the computer aided video instruction were positive.

The third study which was carried out by Bülbin Sucuoğlu and Şeyda Demir have the title of "*Contextual Assessment Inventory: Contextual Variables of Problem Behaviors of Individuals with Autism Spectrum Disorder.*" In the study, to identify the antecedents, environmental events, and contexts which evoke problem behaviors of individuals with autism spectrum disorder (ASD), data was collected by the Turkish Form of the Contextual Assessment Inventory (CAI-T) from 23 individuals who were 15-37 years old and the contextual variables which evoke problem behaviors were examined. Firstly, psychometric properties of the CAI-T were examined and then it was filled by 20 teachers who were working at different institutions, means and percentages of items on the inventory were calculated, answers to the open-ended questions were analyzed and the contextual variables which mostly evoke problem behaviors of individuals with ASD were identified. Socio-cultural variables (the tone of the voice of the employee, negatively indicating one's opinions, not meeting the needs of the individual, not obtaining any rewards or reinforcers, etc.) and the variables related to the tasks or activities (difficult

and boring tasks, making many mistakes, change in routines, and so forth) were the most frequently associated events with problem behaviors of individuals with ASD. Researchers indicated that CAI-T was a reliable tool in identifying contexts which evoked problem behaviors of individuals with autism, and they explained that the teachers and special educators could use CAI-T to identify the context of problem behaviors and to plan an intervention program to prevent these behaviors.

The fourth research article on this issue have the title of “*An Investigation of the Changes in the Communication Skills of an Individual with Autism Spectrum Disorder Participating in Peer Mediated Adapted Physical Activities.*” The study was conducted by *Erkan Yarımkaaya, Ekrem Levent İlhan, and Necdet Karasu.* In the study, the changes in the communication skills of an individual with autism spectrum disorder (ASD) participating in the peer-mediated adapted physical activity (PMAPA) program was examined. One individual with an ASD diagnosis and three peers with typical development (TD) participated in the research which was designed in the model of a case study. In the research, a total of 21 training sessions, including three free activity sessions and 18 PMAPA sessions were held with the individual with ASD and three peers with TD. In the PMAPA sessions, 29 different adapted physical activities were performed as peer-mediated. Six sessions of peer training process were held with three peers with TD prior to the PMAPA sessions. Research data were obtained using various data collection tools (observation form, semi-structured interview forms, field notes, and reflective journal). According to the research findings, it was determined that the individuals with ASD positively increased eye contact, joint interest, initiating communication and responding to communication initiations during PMAPA program, also these positive changes observed in the communicational skills continued in the follow-up measurement obtained three weeks after the research.

In the fifth study which was conducted by *Mehtap Kot, Serdar Sönmez, and Ahmet Yıkılmış* with the title of “*Comparison of Touch Math and Number Line Strategy Presented with Direct Instruction in Teaching Addition Problems to Students with Intellectual Disability,*” the effectiveness and efficiency of touch math and number line strategy in teaching basic addition to children with intellectual disability were compared. Two students with moderate disability participated in the study and an alternating-treatments design across participants was utilized. Results indicated that the touch math strategy was more effective and efficient in teaching students single-digit addition problems compared to the use of the number line strategy.

“*A Comparison of Face Processing of Children with Autism Spectrum Disorders and Typically Developing Children in Static and Dynamic Materials*” which was the last research article was prepared by *Selda Özdemir, Ömür Gürel Selimoğlu, Gökhan Töret, and Hayri Eren Suna.* The purpose of this study was to examine face processing of children with ASD while watching a static picture and a dynamic video on a computer screen, and to compare the results with typically developing children (TD). Participants included 21 children with ASD and 22 TD children whose ages ranged between 5 and 12. Children’s eye tracking data was gathered while watching a static picture and a dynamic video. Fixation count was the dependent variable of the study. A variable effect (static-dynamic) and a developmental effect (ASD-TD) were examined in the study. Study results showed that the fixation counts of children with ASD were higher on lower body area compared to TD children, whereas the fixation counts of TD children were higher on the mouth area. Findings of the study also showed that both children with ASD and TD children displayed more fixation counts in static picture compared to dynamic video.

The first review article in this issue is “*Morpho-Syntactic Characteristics of Turkish and of Turkish Sign Language from the Perspective of Reading Process of Readers with Hearing-Impairment*” which was written by *Necla Işıkdöğen Uğurlu.* In the study, the author indicated that in order for the readers with hearing impairment to understand the text entirely, they need to develop morphological and morpho-syntactic awareness, as well as the awareness that the students have in morphological and morpho-syntactic skills increases the awareness in other language components such as phonology, syntax, and semantics. The author suggested that the importance of morphological and morpho-syntactic awareness skills is emphasized in the acquisition of reading skills, she emphasized that there is a positive relationship between the competence in sign language and literacy skills of readers with hearing impairments, as well as both languages have their own principles and there is a positive interaction between languages in the acquisition of literacy skills. This review comparatively examines the morphemic and morpho-syntactic characteristics of the Turkish Sign Language (TSL) and Turkish language within the frame of reading activities, and with respect to verb agreement and time categories.

The second review was “*Assessment of the Preferences of Individuals with Special Needs.*” It was authored by *Müzeyyen Eldeniz Çetin.* The author emphasized that the education plays an extremely important role in reintegrating individuals with special needs to society, in order to ensure the effectiveness of education, it is necessary to decrease problem behaviors, to increase motivation and commitment and to identify reinforcers. The author who indicated that it is necessary to identify the needs of individuals with special needs in order for reinforcers to be successful, it is crucial to make observations or assess preferences in different environments, observation method can be used to determine preferences as it is stated in the literature, however observations that are done to identify preferences may involve the use of systematic preference assessments since observations are

affected by the personal characteristics of observers, limited nature of stimuli during observations and time consuming nature of the activity. The author discusses the preference assessments, behaviors used by individuals with special needs to display preference, preference assessment types, and important points in effective preferences assessment.

I would like to kindly thank my colleagues who are working with me in the Editorial Board for our journal to be published timely and to increase the quality: Vice Editors *Assist. Prof. Bahar KEÇELİ-KAYSILI, Instructor Meral Çilem ÖKCÜN-AKÇAMUŞ, PhD, Res. Assist. Şeyda DEMİR, PhD, Res. Assist. Zeynep BAHAP-KUDRET, PhD*; and Technical Coordination Executives *Res. Assist. Gamze ALAK and Res. Assist. Hatice AKÇAKAYA*. Their infinite energy and patience make our work exciting and enthusiastic even during the most difficult times.

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 in the upcoming significant process...With my warmest regards....

Assoc. Prof. Hatice Bakkaloğlu