

## 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 2021, Volume 22, 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 I begin to introduce the articles in this issue, I would like to inform you about important developments regarding our Journal. First of all, we decided to publish both *Turkish and English full text articles* after having completed the evaluation process for the articles which are sent as of January 15, 2021, in order for our Journal's process to be indexed in indices such as Scopus and SSCI to take place faster that we have completed our applications already. Accordingly, for the studies written by the author(s) whose native language is Turkish, after completing the reviewer evaluation process and receiving acceptance, a *document (certificate)* obtained from a *certified English Language Editing Service/Company* will be required to upload with the full English text of the article to our journal. If the study is written in English by the author(s) whose native language is Turkish, the article will be uploaded to our journal for the first time, along with a *document (certificate)* obtained from a *certified English Language Editing Service/Company* and after the article is accepted, the author(s) will be asked to upload a Turkish copy of their full article to the system. Works written by the native English-speaking author(s) will also be required to upload the article to the system along with the *document (certificate)* received from a *certified English Language Editing Service/Company* during the first application. You can find more detailed information on the subject in the "Evaluation and Publishing Process of Articles" section of our journal's [Writing Rules](#). We have also updated our templates for articles to be written in Turkish and English languages, you can access them from the [Turkish Template](#) and [English Template](#) sections.

Secondly, in order to increase the quality and quantity of the studies published in our journal methodologically, we have decided not to evaluate *review articles other than including meta-analysis or meta-synthesis* in our journal as of 15.01.2021. In this direction, the review studies, which are in advance online publication and whose review processes are ongoing, will be included in future issues. After the publication process of the review articles is completed, 10 studies, including 8 research studies and 2 meta-analysis or meta-synthesis studies, will be published in each issue in our journal, which is published four times a year.

Thirdly, we have decided to continue with four issues in 2021. However, we were already coming out with six research and two review articles in each issue. As of our March 2021 issue, we have decided to publish 10 articles per issue, including eight research articles and two review articles. Thus, we aimed to ensure that articles waiting in early view quickly enter the main issue and our authors do not suffer unjust treatment.

Finally, we decided that it would be more appropriate for our new colleagues to join our Editorial Board in order to ensure that our journal is published on time, to prevent our writers from suffering time-consuming grievances and to speed up the editorial reading process. I would like to welcome and wish success in their work to our new "Assistant Editors" for the designation of "Writing and Language Editor" *Assist. Prof. Özlem TOPER* from Bursa Uludağ University, *Assist. Prof. Derya GENÇ-TOSUN* from Eskişehir Osmangazi University, *Assist. Prof. Özgül ALDEMİR-FIRAT* from Pamukkale University, *Assist. Prof. Candan Hasret ŞAHİN* from Muğla Sıtkı Koçman University, *Lecturer Burcu KILIÇ-TÜLÜ, Ph.D.*, from Ankara University, and *Res. Assist. Onur ÖZDEMİR, Ph.D.*, from Marmara University; for the designation of "English Language Editor" *Assist. Prof. Ceyda TURHAN* from Bursa Uludağ University and *Res. Assist. Dinçer SARAL* from Hacettepe University; for the designation of "Measurement and Evaluation Editor" *Lecturer Özge ALTINTAŞ, Ph.D.*, *Res. Assist. Cansu AYAN, Ph.D.*, and *Res. Assist. Fatma KIZILTOPRAK, Ph.D.* from Ankara University; as well as to our new "Technical Executives" *Gizem YILDIZ, Ph.D.* and *Res. Assist. Serap DOĞAN* from Anadolu University, *Res. Assist. Uğur YASSIBAŞ* from Sakarya University, and *Res. Assist. Şemsi Kübra AKKUŞ* from Hacettepe University. In this process, I would like to thank them in advance for their contribution and devoted work to increase the quantity and quality of the articles published in our journal. In addition, I would like to thank *Res. Assist. Cebirail KARADAŞ*, who left our team as one of our Technical Executives as of this issue, for his contribution to our journal and his devoted work I would like to wish him success in his future work.

As we have stated in our new announcements, this issue of our journal contains eight research and two review articles. I want to briefly share these studies with you. The first research article in the current issue includes a study of *Emine YİĞİTOĞLU* and *Serhat ODLUYURT* namely "*Investigating the Perspectives of the Physicians on the Diagnosis of Autism Spectrum Disorders.*" The aim of this research was to identify the diagnostic steps and the experiences of physicians (child psychiatrists and neurologists) employed at a university hospital. Qualitative methodology was employed in this study. The data were obtained through semi-structured interviews. It was

reported that the physicians investigated the organic and non-organic factors during the diagnosis. They also stressed that the lack of social interaction was the diagnostic marker of ASD. Moreover, they utilized the screening and diagnostic tools which were adapted to Turkish language. It was seen that the physicians mostly collaborated with their colleagues rather than special education experts. It was found that physicians faced the negative reactions of parents during the diagnosis and provided psychoeducational services to parents. Considering the opinions of the physicians in the study, changing life-styles was an important contributing factor to the prevalence of ASD.

The second study namely *“The Investigation of the Opinions of Mothers of Children with Hearing Loss on Their Needs and Support Regarding Their Children”* was conducted by *Ramazan BEKAR, Yıldız UZUNER, and Osman ÇOLAKLIOĞLU*. The aim of this study was to investigate the mothers’ opinions about the needs and support related to their children with hearing loss. The study was designed as a descriptive case study. The participants of the study were 11 mothers of children who are the primary caregivers. While 10 of the children had cochlear implant, one of them had a brainstem implant. The data were collected through semi-structured interviews, the researcher’s journal and document analysis. Descriptive analysis technique was used for the analysis of the data. Mothers’ needs related to their children were categorized under the following titles: informational, educational, psychosocial, financial and anticipated needs. It was also revealed that the families received support from their social circle, experts, internet, government and other families of children with hearing loss. The mothers mostly expected the government to raise the financial support. They also advised other families who have children with hearing loss to look after these children well and meet their demands. It was stated that the need for information was closely related with other needs, and when the information need was met, it could fulfill some of the other needs.

The third research article in this issue is authored by *Şerife ŞAHİN and Arzu ÖZEN* namely *“Massed versus Embedded Trial Arrangements: Teaching Community Signs to Children with Autism Spectrum Disorder.”* The aim of this study was to compare the effectiveness and efficiency of teaching the meaning of community signs with massed trial arrangements (MTA) and embedded trial arrangements (ETA) using constant time delay intervention. The constant time delay intervention was used two different arrangements; MTA versus ETA. The study was conducted with four boys with Autism Spectrum Disorder, aged between 44-64 months. An adapted alternating design was used. The two arrangements were equally effective in terms of the number of sessions required for participants to learn the meaning of the signs. However, MTA sessions were much shorter. The study asked participants’ preferred arrangement; two chose MTA and two chose ETA.

The fourth article which was conducted by *Zeliha TENİKECİ and Nilgün CEVHER-KALBURAN* namely *“Opinions of Parents of Children with Special Needs about Outdoor Playgrounds.”* The aim of this qualitative research was to examine the opinions of parents who have children with special needs about outdoor playgrounds. A total of 12 parents with children between 0-6 years of age attending special education centers in Denizli were included in the study. The data were analyzed through content analysis. The opinions of parents about outdoor playgrounds were gathered in four main categories as positive and negative opinions, concerns, expectations. Parents had negative opinions and expectations about physical and social environment. In addition, the positive opinions of the parents were related to the emotions and behaviors of the children in the park.

The fifth research article namely *“The Perceptions of the Gifted Children Regarding Their Friendship Relations”* was authored by *Fidan ÖZBEY-GÖKÇE, Hadiye ELLİBEŞ-CERRAH, and Şükran ARPAZ-ÜNSAL*. This qualitative study aimed to identify the gifted children’s perceptions about their friendship relations. The participants were 12 gifted students living in three cities (Düzce, Bolu and Samsun) in Turkey. The semi-structured interview forms were utilized in data collection. A total of nine themes including cohesion, conflict, intimacy, communication, assistance, attachment, trust, identification and loyalty were identified. The findings revealed that the children often visited their friends in their houses to spend time together. They enjoyed this although they liked spending time alone as well. The “trust” was the most important personality trait of a good friend for the participants. They also cared about their friends' opinions and ideas as well as their problems. Their friends' achievements made them happy, and vice versa.

The sixth research article in this issue with the title of *“The Individualized Education Plan: The Experiences of General Educators and School Counselors”* was authored by *Sezgin ÖZAN and Ayşe Dolunay SARICA*. This study investigated the experiences and opinions of general educators (GE) and school counselors (SC) in developing, implementing, monitoring and evaluating the Individualized Education Plans (IEP). Qualitative model was utilized. The participants of the study included 12 GEs and 11 SCs working in elementary schools located in Izmir (Turkey). The data were gathered via four focus group discussions, two with GEs and two with SCs and analyzed using inductive content analysis. Seven themes emerged for both GEs and SCs, with high levels of consistency across the two groups of data. Results revealed the necessity of professional development and lifelong learning opportunities for the school staff, effective communication and collaboration among all parties and the provision of support services to all the students for successful IEP and mainstreaming/inclusive practices.

The seventh article which was conducted by *Pınar ŞAFAK* and *Hatice Cansu BİLGİÇ* namely “*The Effect of Schematic Organizer Presented with Direct Teaching to Students with Multiple Disabilities on Teaching a Science Subject.*” The aim of this study was to determine the effectiveness of the schematic organizer presented to three students with multiple disabilities (those who had low vision and were affected by intellectual disabilities) to teach the subject of “life cycle of frogs”, which was one of the science subjects, and whether individuals maintained what they learned on the 7th, 15th and 21st day following the instruction. The study was carried out with three students with multiple disabilities attending a school for the visually impaired and special education class in Ankara. Multiple probe model was used in the study. Teacher and family interview forms, skill checklist, criterion dependent measurement tools, implementation reliability and social validity forms were utilized in data collection. The schematic organizer presented through direct teaching method was effective in teaching the “life cycle of frogs”. All participants were able to independently carry out the target skill.

The last research article in this issue with the title of “*Knowledge Level of Primary School Teachers Assigned in Support Training Room Regarding Classroom Management*” was authored by *Halil TAŞ*. The aim of this study was to identify the level of knowledge of primary school teachers about classroom management in the support education room and to identify whether this level of knowledge varied according to their gender, the school they graduated, their professional seniority and whether they received training in classroom management. The study group included 53 primary school teachers. The criterion sampling method was used to determine the study group. Quantitative and qualitative research techniques were used together in this study: “Class Management Knowledge Level Measurement Test” was used as a quantitative data collection tool and “Interview Form” was used as a qualitative data collection tool. Frequency, t-test, one-way analysis of variance and Scheffe multiple comparison test were used in the analysis of quantitative data. Descriptive analysis was used in the analysis of qualitative data. The results showed that the level of knowledge of classroom teachers about classroom management in the support education room was low, their knowledge levels differed according to their professional seniority and classroom management and did not differ according to the type of school they graduated and gender.

The first review article of this issue was authored by *Zehra ATBAŞI* namely “*Overview of The School-Wide Positive Behavioral Support and Tier II Intervention.*” School-wide positive behavioral support (SWPBS), which focuses on improving basic social skills of students, uses evidence-based system to identify the problem behaviors and teach appropriate behaviors. SWPBS is based on teamwork and implemented in many schools ranging from kindergarten to high school. It provides support to all school staff for a safe and positive school environment for all students. The supports include school-wide, classroom and individualized interventions. SWPBS allows each school to establish a comprehensive system of its own. It is a system approach that provides evidence-based support for all students. Although the main components of SWPBS are achieved via various strategies, it is not an all-in-one program. SWPBS offers a three-tiered solution to the challenges that can be experienced in the implementation in a sustainable and effective way. The aim of this study was to define the SWPBS framework, the secondary interventions presented in the framework, and what needs to be done during these interventions to ensure that the needs of the students are met in the best possible way. It was further aimed to shed light on future research and practices by explaining how schools plan their secondary interventions in both initial and on-going implementation phase.

The second review article of this issue is “*Distance Parenting Education Applications in the Instruction of Communication Skills to Individuals with Autism Spectrum Disorder*” which was authored by *Mine KIZİR*. The present study aimed to provide systematic information for the parents of children with autism spectrum disorder (ASD) on research about distance parenting education applications that would help their children acquire communication skills. For this purpose, the literature on distant parenting education applications conducted between 2000-2018 was reviewed, and nine studies were presented as a summative compilation. The identified studies were reviewed based on participants’ characteristics (age, gender, diagnosis), dependent-independent variables, research model, utilized software or technological tools, parenting education instruction process, validity reliability, follow up-generalization, findings, effect size, and the findings. The results demonstrated that distance parenting education programs had a positive effect on target skills. Based on the findings of the previous studies, it was observed that the participating mothers acquired the ability to implement the targeted instruction method. It was determined that the participating children were able to exhibit target communication skills. It was reported in previous studies that the social validity of the programs implemented was high.

I would like to kindly thank once again 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. 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 2021...

*Assoc. Prof. Hatice BAKKALOĞLU*