

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, June 2021, Volume 22, Issue 2. 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. Additionally, I would like to welcome and wish success in her work to Assist. Prof. Fulya BARIŞ-PEKMEZCİ from Bozok University, who joined our editorial board as "Measurement and Evaluation Editor".

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 *Sezen CAMCI-ERDOĞAN* namely "*Opinions of Pre-service Teachers About the Education of Individuals with Special Needs.*" The aim of the study was to identify the opinions of pre-service teachers about the education of individuals with special needs. This study employed a case study methodology. A semi-structured form was distributed to a total of 104 pre-service teachers. Descriptive analysis was used for data analysis. It was concluded that 98% of the teacher candidates thought they should take the responsibility in the education of individuals with special needs. Pre-service teachers thought that they would be most beneficial for physically disabled people and the least beneficial for mentally disabled people. The reasons for these thoughts were that individuals in these groups learned more easily than individuals in other special education groups, the presence/absence of necessary and sufficient training given to the candidates in terms of special education, and the presence/absence of their experience with individuals with special needs.

The second study namely "*Evaluation of the STEM Practices: The Science Courses of Inclusive Students*" was conducted by *Muhammed Doğukan BALÇIN* and *Mehtap YILDIRIM*. This research was a case study that aims to evaluate the skills, which are performed in STEM practices, of the students with SENs in the resource rooms where science courses are taught. The study group consisted of three 7th grade students with SENs. Data collection tools included content knowledge test, checklist, material evaluation form, STEM skills rubric, self-evaluation form, and semi-structured interview form. The data analysis methods involved descriptive analysis and content analysis. Findings showed that the students are able to transfer their science knowledge into practice through current materials. However, they couldn't associate with knowledge of mathematics, technology, and engineering. In addition, it was observed that students were planning their designs in their minds but could not concretely drawing on paper. Nevertheless, it was determined that they were able to realize their designs. The result of this research suggested that inclusive students should be integrated into STEM practices.

The third research article in this issue is authored by *Oğuz Kaan ESENTÜRK* and *Erkan YARIMKAYA* namely "*The Effect of Adapted Physical Activities Implemented by Mothers having Children with Autism Spectrum Disorder on the Mothers' Quality of Life.*" In this research, it was aimed to examine the effects of adapted physical activity (APA) program applied by mothers having children with Autism Spectrum Disorder (ASD) on the mothers' quality of life. A total of 24 mothers having children with ASD participated in the research, which was designed in the mixed model (implementation group = 12, control group = 12). The APA program was conducted for 12 weeks with the mothers in the implementation group and their children with ASD. Before the APA program, family training sessions were held for three days in order for mothers to gain the ability to apply the activities in the program. The quantitative data of the study were obtained through the Beach Center Family Quality of Life Scale, and the qualitative data were obtained using a semi-structured interview form. The findings showed that there was a positive significant difference in the mothers' quality of life before and after the APA program. In the follow-up test obtained three weeks after the research, it was determined that the positive change observed in the mothers' quality of life after the APA program continued. As a result, it was revealed that the APA program applied by mothers has a positive effect on the mothers' quality of life participating in the research.

The fourth article which was conducted by *Öznur BAYAR* and *Türkan DOĞAN* namely "*School Counselor Candidates' Special Education Self-Efficacy Perceptions and Levels of Proficiency: A Mixed-Method Study.*" The aim was to examine school counselor candidates' self-efficacy perceptions and their proficiency levels regarding special education. Convergent parallel mixed design was used. Quantitative method was used to measure self-efficacy ("School Counselors' Self-Efficacy Scale regarding Special Education"). Qualitative method ("Case Presentation and Case Questionnaire") was used to measure the proficiency. The participants were Guidance and Psychological Counseling students from junior senior class ($n = 233$). Findings indicated special education self-efficacy of the participants was at a medium level. No significant difference was found between the special education self-efficacy according to gender and class. Special education self-efficacy was higher among those who took inclusion course. Participants had information regarding the need to refer the child to diagnosis- evaluation, educational and personal/social guidance for student, and consultancy for family/teachers. However, participants

presented less information on vocational guidance and advocacy. Medium level of special education self-efficacy is consisted with previous studies and it may be about the limited level of education regarding special education. It was observed that school counselor candidates need to increase their knowledge about vocational guidance services. Advocacy was also less evident in participants' responses which is an important part of school counseling and therefore the information about advocacy needs to be increased.

The fifth research article namely "*A Comparison of the Effects of Gesture Use on the Lexical Access Process of Adults with Visual Impairments and Sighted Adults*" was authored by *Zahide TÖRET* and *Selda ÖZDEMİR*. The main purpose of this study was to compare the effects of gesture use on the lexical access of adults with visual impairments (VI) and sighted adults. A 2x2 repeated measurements design was used. A total of 20 adults with VI and 20 sighted adults with similar demographic characteristics were recruited. The verbal performances of the participants were measured via the use of the verbal fluency test. The meanings of the words in a Target Word List were read to each participant to identify the effects of gesture use on the lexical access. After listening to each word's definition, all participants were asked to guess the related word under gesture-free or gesture-restricted conditions. There were no differences between the frequencies of symbolic gestures and self-adaptors used by adults with visual impairments and sighted adults. However, there was a significant difference between the frequencies of beat gestures in gesture-free condition. In the gesture-restricted condition, there was a significant difference between the correct response frequencies of the word groups following the lexical access.

The sixth research article in this issue with the title of "*Project-Based Curriculum Differentiation Example of Gifted Students*" was authored by *Çağlar ÇETİNKAYA*. In this study, the changes in the skills of students who are identified as gifted to the project-based virtual learning were investigated. Virtual project-based differentiated curriculum education was effective on students' project-based virtual learning qualifications or not was the aim of the research. It was a longitudinal study in a semi-experimental model in terms of method. Within the scope of the study, the Project-Based Virtual Learning Qualifications Scale was applied to 17 middle school education students between 2013 and 2019 at 3-year intervals, and the data were gathered and analyzed. In this study, dependent variable was Project-Based Virtual Learning Qualifications (PBVLQ) scores, independent variable is being attained with project based virtual learning education. According to analysis results, it was found that there are positive changes in the project-based virtual learning skills of the students.

The seventh article which was conducted by *Serap BÜYÜKKIDIK* and *Ayşe ŞİMŞEK* namely "*Scaling Gifted Children's Dominant Characteristics Using Pair-Wise Comparison Method.*" In this study, it was aimed to conduct a scaling study to determine the dominant characteristics of gifted children who attend Science and Art Centers (SAC). In this scaling study, the opinions of the parents of the children identified with gifted/talented were taken. The dominant characteristics of gifted children were collected under eight statements by the researchers. Data were collected from 204 parents who voluntarily participated in the descriptive research. At the end of the scaling process with the Case V and Case III Full Data Matrix, it was seen that the parents ranked the dominant characteristics in gifted children as strong curiosity, keen powers of observation ability, vivid imagination, high degree of creativity, rapid learning ability, good problem solving / reasoning ability, extensive vocabulary, and perfectionism, respectively. At the end of the research, it has been determined that the stimulus sequences obtained by the Case V and Case III equations are completely consistent with each other. When the scale values are examined, it is seen that the intervals of the scale values obtained from the Case III equation are wider than the Case V equation. The scale values obtained from the Case III equation are higher than the scale values obtained from the Case V equation.

The last research article in this issue with the title of "*To Which Behaviors of Children with Autism Spectrum Disorders and How Do Their Mothers Respond?*" was authored by *Gamze ALAK*. The purpose of this study was to longitudinally examine how the mothers responded to their nonverbal preschool children with Autism Spectrum Disorders (ASD) regarding their children's object/action engagement and communicative actions. Longitudinal scanning design was used in this observational study. Accordingly, the variables were repeatedly measured at two different time points to determine whether there was any change in the frequency or type of maternal responses following the children's object/action engagement and communication actions. The participants were 31 mothers and their preschool children who were nonverbal and selected by criterion sampling. The data were descriptively analyzed. At both measurement times, the mothers used interpretations most frequently, followed by behavioral and verbal requests. Besides, they preferred nonverbal responses following child interest more than verbal requests and behavioral requests. They used the expressions to redirect attention more than those to redirect behavior. However, they did not verbally respond to their child's interests. Finally, the mothers mostly did not respond to their child's communicative actions. But, when they responded to the intentional communication actions, they used linguistic mapping most frequently followed by repetition and expansion.

The first review article of this issue was authored by *Sezgin VURAN* and *Seray OLÇAY* namely "*A Systematic Review: The Cool Versus Not Cool Procedure in Individuals with Autism Spectrum Disorder.*" Social skill deficiencies are among the most important symptoms of Autism Spectrum Disorder (ASD). It is emphasized

that social competences can be developed with social skills training programs. The cool versus not cool procedure is one of the interventions to be used for this purpose. This procedure is a social discrimination program that shows both the appropriate and inappropriate forms of the target social skill. The present study aimed to provide information on the aspects differentiating the cool versus not cool procedure from behavioral skills training, and to analyze descriptively the studies examining its effectiveness in teaching social skills to individuals with ASD. There were eight studies that met the inclusion criteria. They were examined in terms of demographic, methodological, and conclusion characteristics. It was observed that role-playing studies were a critical step for the effectiveness of the intervention, and the interventions were promising in helping the individuals with ASD acquire social skills.

The second review article of this issue is “*Inclusive Pedagogy: Psychopathological Analysis of A Student with Special Needs*” which was authored by *Aydın KIZILASLAN, Ayşegül AVŞAR-TUNCAY* and *Çiğdem Nilüfer UMAR*. Inclusive pedagogy focuses on responding to differences in the context of instruction along with the individual needs and differences of the students. This approach targets the development of a rich learning community characterized by learning opportunities for most students, which indicates a shift in teaching and learning towards an equal learning environment. This study aimed to examine the effect of psychopathological moods such as anxiety and depression on the educational lives of children with special needs, to increase the awareness of researchers about the knowledge and skills that should be included in teachers' practices, and to reveal the implications of this study for teacher education and professional development.

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 September 2021...

Prof. Hatice BAKKALOĞLU