

## 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, December 2021, Volume 22, Issue 4. 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 introducing the articles in this issue, in the presence of our readers, I would like to thank Res. Assist. Serap DOĞAN, who served as a technical executive for our journal and left our team, for her contributions to our journal and for her devoted work, and wish her success in her future works.

In this issue, unlike previous issues, there are six research and four review articles, due to the fact that the accepted review articles which we have already gathered DOI numbers have been waiting for a long time in early publication. I want to briefly share these studies with you. The first research article in the current issue includes a study of Mehmet YAVUZ and Özlem GÜMÜŞKAYA namely "*An Analysis on the Life Satisfaction and Resilience Levels of Parents of Individuals with Autism Spectrum Disorder and Intellectual Disabilities*," that aims to examine the life satisfaction and family resilience levels of parents of children with autism spectrum disorder (ASD) and intellectual disabilities (ID). Relational screening model was used in the study. The participants of the study consisted of 309 parents from İzmir and Bursa. The data were obtained using the Family Resilience Assessment Scale and Life Satisfaction Scale. The findings on the variables regarding parents' life ability showed that mothers, young parents, those with high income levels, those with high educational levels, and parents who had children with ID had higher life satisfaction levels than the groups they were compared with. Significant differences were observed in family resilience levels with respect to the overall scale scores regarding gender, bellicosity, mothers in the commitment to life and self-control subdimensions, young parents in the self-efficacy subdimension, high income parents in the self-efficacy subdimension, high level of education in the bellicosity subdimension, overall scale score in the disability type of their children, children with ID in the bellicosity, self-efficacy and commitment to life subdimensions. There was a positive relationship between life satisfaction and family resilience, and all subdimensions. According to the results of the research, it was observed that individuals with high life satisfaction also had high family resilience levels.

The second study namely "*The Comparison of Working Memory Performance in Children with and without Stuttering*" was conducted by Ayşe AYDIN and Ahsen ERİM. Working memory performance between children with and without stuttering was compared as well as the relationship between stuttering frequency and working memory performance in children who stuttered (CWS) was examined. The study sample included 20 children with stuttering and 20 children without stuttering and any other concomitant speech and language disorders. Working Memory Scale was used for the assessment of working memory. Also, the percentage of stuttered syllables in a speech sample was calculated in children with stuttering. There was not a significant difference in verbal and visual memory subtests scores between the children with and without stuttering. However, the verbal memory subtest scores were lower in the children with stuttering. In addition, although there was not a significant difference in the visual memory subtests, the children who stutter displayed higher performance in the visual memory subtests. It was suggested that further longitudinal studies having larger samples including different age groups, using different behavioral measurement tools and brain imaging techniques might shed light on the issue.

The third research article in this issue is authored by Tansel YAZICIOĞLU and Halime Miray SÜMER-DODUR namely "*Competence Scale for Inclusive Education Practices of Schools: A Validity and Reliability Analysis*." The aim of this study was to develop a measurement tool to evaluate the competency of the schools in regard to inclusive education activities. The scale was developed following a systematic process. The participants of the study were teachers working at primary schools, secondary schools, and high schools during the spring semester of the 2019-2020 school year. "Competence Scale for Inclusive Education Practices of Schools" developed was administered to a total of 582 teachers. The data collected from 341 teachers were analyzed using exploratory factor analysis. The data from 241 teachers were investigated using the confirmatory factor analysis. The results of the exploratory factor analysis produced a scale with four factors (school guidance services, support education room services, the organization of educational setting, and teachers' knowledge level) and 25 items. The validity of this scale was tested with the confirmatory factor analysis which indicated that the scale had an acceptable index of fit. The Cronbach Alpha reliability (internal consistency) coefficient for the whole scale was found to be .95. The Cronbach Alpha reliability coefficients for the factors were found to vary between .87 and .94. The findings suggested that the scale developed is a valid and reliable tool to measure the competency of the schools in regard to the inclusive education activities. This developed scale can be used to evaluate the integration

practices in Turkey in a multi-dimensional way. According to the evaluation results, it was thought that changes and improvements could be made in the applications.

Uğur HASSAMANCIOĞLU and Özcan DOĞAN has co-authored the fourth research article namely “*Children with Developmental Language Disorders: Language Development and Verbal Working Memory.*” This study aimed to identify the relationship between language development and verbal working memory performances of children with developmental language disorders by using correlational survey model. The sample of the study consisted of 45 children between the months of 60-93 who received individual language and speech therapy. According to the educational evaluation of governmental institutions and organizations, it was decided that these children should only receive language and speech therapy. The data were obtained by using the Turkish Early Language Development Test (TELD) and the Working Memory Scale (WMS). The relationships between the sub-dimensions of verbal working memory and receptive, expressive, and verbal language development were examined. According to the results, significant relationships were found between all sub-dimensions of verbal working memory and children's language skills. The relationship between verbal short-term memory and receptive language skills was found to be higher than expressive language skills. The language development and verbal working memory performances of children did not change depending on the duration of therapy. It was observed that children who had difficulties in language development regardless of their particular disability showed different performances in the sub-dimensions of verbal working memory. It was suggested that a holistic and detailed assessment should be made by including cognitive processes along with language skills.

The fifth article which was conducted by Didem GÜVEN is namely “A Case Study for Resource Room Service Attended by Students with Intellectual Disability.” In this study, which was carried out as a nested single case study, one of the qualitative research methods, the aim was to see and describe how the fundamental dimensions of resource room (RR) including management, guidance, and implementation as a whole were in effect. Accordingly, semi-structured interviews were conducted with 10 school principals, 10 guidance counselors, and 10 RR teachers. Checklists developed for the physical environment of the RR were used in the schools of the participants. Besides, the researcher took field notes at two separate RRs of a school to describe the functioning of the RR and reflected her views in the diary throughout the process. As a result of the analysis, three themes were revealed and these included the physical environment, stakeholders' views, and the functioning of the RR. The study revealed that the physical environments of the RRs were insufficient, the counselors and administrators were the leaders of the RR process, and only teaching service was provided with a lack of consultancy service in the RR. It was seen that the participants' knowledge of the RR was insufficient. It was suggested to provide special education teachers to the RR in order to regulate these ineligible situations.

The sixth research article namely “*Investigation the Self-Efficacy Perceptions of the Preschool Teacher Candidates on Inclusive Education*” was authored by Serpil BAŞPINAR and Nesrin SÖNMEZ. The aim of this study was to determine the self-efficacy perception levels of the preschool teacher candidates in inclusive education and to analyze the self-efficacy perceptions of the teacher candidates on inclusive education in terms of the variables including their latest graduation level, the state of interacting with individuals with special needs before, the duration of the interaction and having a child with special needs in the classroom. This study utilized descriptive screening model. The study group consisted of 107 students studying at department of pre-school education. Demographic information form and “The Teacher Efficacy for the Inclusion of Young Children with Disabilities” scale were used as data collection tools. The level of the self-efficacy perceptions of the teacher candidates in inclusive education had a medium level. There was no significant difference in terms of the variables examined. Preschool teacher candidates' perceptions of self-efficacy towards inclusion was not at the desired level, indicating that their knowledge and experiences about inclusion and special education were not sufficiently provided in pre-service education. It was thought that further studies are needed to determine possible factors affecting self-efficacy perception and the suggestions included using the qualitative method as well.

The article namely “*Reflex-Based Motor and Developmental Problems in Autism Spectrum Disorder: Fear Paralysis and Moro.*” that was authored by Ekrem AKBUĞA and Murat ELİÖZ, is the first review article of this issue. It is stated in this article that the autism spectrum disorder (ASD) is a neurodevelopmental disorder that includes specific problems in many developmental areas, there are various studies on reflex, motor development and sensory functionality in ASD; however, the studies on Fear Paralysis Reflex (FPR) and Moro reflex are limited. It is indicated that the FPR and Moro are important as they are two of the initially developing ones that imply reflex harmony and the main gateway to subsequent reflexes and the problems in these can cause impairment among development areas, especially in motor development, they may cause or accompany ASD, dyspraxia, epilepsy, allergies, dyslexia. Many problems occur related with ASD as a result of the deterioration in these reflexes as part of sensory-motor development, and some tests may detect the deterioration in Moro reflex and

offer exercise-based solutions to ensure the reflex integration. In conclusion, it is suggested that the problems in FPR and Moro should be taken into account in the diagnosis and intervention in terms of the development of these reflexes.

The second review article in this issue with the title of “*Least-to-Most Prompting in Teaching Social Interaction and Communication Skills to Individuals with Autism Spectrum Disorder*” was authored by *Burcu ÜLKE-KÜRKÇÜOĞLU* and *Dinçer SARAL*. The purpose of this review was to examine the demographic, methodological and outcome measures of the studies using least-to-most prompting (LTM) to teach social interaction and communication skills to the individuals with ASD. Following a thorough literature search in four online databases (EBSCOhost, ScienceDirect, Jstor and SAGE) using multiple search terms, we identified 388 studies. From this identification, 35 empirical studies qualified for the inclusion criteria as follows: (a) including participants with autism, (b) using LTM, (c) employing a single-subject research design, (d) targeting at least one social communication or interaction skill, (e) publication between January 2003 and May 2020, (f) publication in a Turkish and/or English peer-reviewed journal. Review of the treatment literature suggested that LTM was an effective method for the individuals with ASD who differ in age and gender to acquire the skills.

“*Review of Studies for Twice Exceptional Individuals with Learning Disabilities and Giftedness*” is the third review article, and it is authored by *Büşra YILMAZ-YENİOĞLU* and *Macid Ayhan MELEKOĞLU*. The aim of this research was to make a descriptive analysis by examining the national and international studies conducted between 2014-2019 about twice exceptional (2e) individuals. The keywords were searched in databases and 41 articles were examined. It was emphasized that 2e individuals have been a new group within the special education area and more research was needed. The majority of the articles examined were carried out as descriptive research and the number of intervention studies was quite limited.

The fourth and the last review article of this issue was authored by *Tunahan FİLİZ* entitled “*The Effects of Instructional Interventions on Students with Mathematical Learning Difficulties on Students' Academic Achievement*.” The aim of this study was to make an up-to-date and detailed analysis by synthesizing different types of primary studies that examined the effect of instructional interventions for students with mathematical learning difficulties on academic achievement. Different types of studies that examined the effects of instructional interventions for students with mathematics learning difficulties on academic achievement were analyzed using meta-analysis method. The effect size values of the studies, the test of heterogeneity, publication bias and information about the moderator analysis were calculated using the CMA (Comprehensive Meta-Analysis) statistical program. The study revealed that intervention programs prepared for students with mathematical learning difficulties had a wide effect on the academic achievement levels of students (Hedge  $g = 0.764$ , %95 CI = 0.494-1.033). The overall effect size (0.764) obtained from the studies showed that instructional interventions had a positive effect on the mathematics performance of students with learning difficulties.

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 the new year 2022 in March...

***Prof. Hatice BAKKALOĞLU***