

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 2023, Volume 24, 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 I start to introduce the articles in this issue, I would like to thank *Res. Assist. Merve ÖZDEMİR-KILIÇ*, who served as a Technical Executive in our Journal and left our team as of this issue, for her solid contributions and devoted work to our Journal, and I wish her success in her future work.

In this issue of our Journal, there are six articles. I would like to briefly introduce them to our readers. The first research article in the current issue includes a study of *Osman AKTAN* namely "*Examining the Social Acceptance Levels of Teachers Towards Individuals with Special Needs.*" This study, investigating the social acceptance levels of teachers towards the individuals with special needs in terms of various variables, is a descriptive study and designed as a screening model. The data of the study were obtained from 1433 teachers working in different education levels (preschool, primary school, secondary school and high school) in the central district of Düzce province and determined by the easily accessible case sampling method. According to the research findings, among teachers' social acceptance levels for individuals with special needs; It was determined that there was a significant difference in terms of gender, whether there were individuals with special needs in the family and close environment, whether there were individuals with special needs in the teachers' classrooms, and the belief that inclusive practices were an effective model. In addition, among teachers' social acceptance levels for individuals with special needs; It was determined that there was a significant difference according to the disability type of individuals with special needs, their participation in professional development activities for inclusion practices, their education level and professional seniority variables. In the study, it was determined that teachers' beliefs about inclusion practices, their professional development and professional seniority were effective on their social acceptance of individuals with special needs. It was determined that teachers with special needs in their class had lower social acceptance scores. Based on these findings, it is recommended to organize in-service training activities and to benefit from the mentorship of experienced teachers in order to improve the professional competence of teachers for inclusion practices.

The second study namely "*The Effect of the Portage-Supported Mother Education Program on the Self-Care Development of the Child with Autism*" was conducted by *Keşer KILIÇ* and *Fatma Ülkü YILDIZ*. It was aimed to examine the effect of the "Portage Supported Mother Education Program" on the self-care development of the child with ASD. In line with this purpose, the effects of the program on the behaviors of washing hands with liquid soap, eating with a fork, and wearing a jacket with zipper of the child with ASD were examined, the generalizability and permanence levels of the behaviors were examined, and the mother's opinions were taken. Inter-behavior multiple baseline model, one of the single-subject research models, was used. Participants were a 4-year-old 5-month-old boy with ASD and his 38-year-old mother. Dependent variables were washing hands with liquid soap, eating with a fork, and wearing a jacket with zipper. Independent variable was "Portage Supported Mother Education Program." The data were analyzed and transferred to line graphs. When the findings were examined, it was seen that the program had a positive effect on the behaviors of washing hands with liquid soap, eating with a fork, and wearing a jacket with zipper, the child was able to generalize the behaviors, the effect was permanent, and the program was feasible. According to this result, it is suggested that this research be expanded by working with more children with ASD and their mothers, and that other studies be carried out with the participation of the fathers as well.

The third research article in this issue is authored by *Serpil ÇELİKTEN-DEMİREL*, *Halime Miray SÜMER-DODUR*, *Özlem ALTINDAĞ-KUMAŞ*, and *Yasemin YÜZBAŞIOĞLU*, namely "*Adaptation of the Listening Comprehension Test to Turkish Culture.*" The purpose of this research was to adapt the listening comprehension measurement tool to Turkish culture. The purpose of this study was to examine the psychometric properties of the measurement tool within the framework of item response theory (IRT) through two-parameter logistic model (2PLM). Among model assumptions, confirmatory factor analysis (CFA) for unidimensionality Q3 statistics and item characteristic curve for the monotonic increase assumption showing the response probabilities conditional to the ability continuum were examined, respectively. The results for the assumptions were satisfactory. Then, general model-data fit, item-based model-data fit, discrimination parameters, difficulty parameters and information functions were examined with factor loadings. The results showed that item parameters were in the expected ranges in practical applications, and test information function peaked at lower ability level similar to the original measurement tool. Examining factor loadings, except the 23rd item, the remaining satisfied the generally acceptable cut-off point. Findings based on the model tests to find out the contribution of this item

showed that it would be appropriate to include it in the measurement tool so as to keep the other items of associated with story block. Moreover, marginal reliability coefficient shows that the measurement results were highly reliable. It was concluded that sufficient evidence of validity and reliability was obtained for one-dimensional structure of 36-item form of the measurement tool.

Münire AYDİLEK-ÇİFTÇİ, Uğur HASSAMANCIOĞLU, Demet VADİ, and İsmail Berat UZUN authored the fourth research article namely “A Bioecological Approach to the Life of a Child with Autism Spectrum Disorder.” The aim of this study was to examine the lives of children with autism spectrum disorder from the perspective of the bioecological theory. The research was designed as a descriptive phenomenological study focusing on the participants' descriptions and experiences of living with autism spectrum disorder. The starting point of descriptive phenomenology involves concrete descriptions of the events experienced by the participants from the perspective of their everyday life. Seventeen caregivers of children with autism spectrum disorder participated in the study. Semi-structured interview technique was used to collect the data. As a result of data analysis, the following sub-themes emerged: caregiver and child, other family members and child, immediate environment and child, teacher and child, the school in the microsystem; social field ties in the mesosystem; parent and teacher in the exosystem; the education system, support, community, laws, and communication tools in the macrosystem; and time and participation in the chronosystem. It was seen that the primary caregivers of children are mothers, socio-economic characteristics of parents and personality traits of teachers affect children's development and education, and society is prejudiced and distant towards children by not having enough information about children and the subject. Parents who do not have sufficient financial income stated that they cannot provide their children with the care and education they need. It was that non-governmental organizations can help children with ASD access education and support in different disciplines such as sensory integration, sports activities, psychology and nutrition.

The fifth article which was conducted by Sevgi KUTLU and Esra YÜCEL is namely “An Examination of the Social Skills of Preschool-Age Children with Cochlear Implants.” This study aimed to compare the social skills (initiation, academic support, friendship, and emotion regulation skills) of preschool-age children with cochlear implants to those of their hearing peers. The second aim was investigating the influence of unilateral/bilateral cochlear implant use and preschool attendance on social skills. Thirty-four children (16 girls, 18 boys) with cochlear implants with a mean age of 53.18 months and 36 hearing children (21 girls, 15 boys) with a mean age of 53.92 months were included in this study. The social skills of the hearing children and the children with cochlear implants were compared using the Preschool Social Skills Evaluation Scale. The influence of unilateral/bilateral cochlear implant use and the effect of preschool attendance on social skills were also investigated. The performances of children with cochlear implants were significantly lower than those of their hearing peers in terms of initiation skills, academic support skills, friendship skills, and emotion regulation skills ($p < .05$). Bilateral cochlear implant users had significantly higher initiation skills than unilateral cochlear implant users, and cochlear implant users who attended preschool had significantly higher academic support skills than cochlear implant users who did not attend preschool. Preschool-age children with cochlear implants were behind their hearing age-mates in social skills and required increased educational support to promote their social skills. Being a bilateral cochlear implant user and attending preschool education had positive effects on social skills.

The sixth and the last article namely “A Review of Research on the Education of Migrant Students with Special Needs” was authored by Abdulkadir KOCAOĞLU, Ayşenur ÇAYIR, and Nevin GÜNER-YILDIZ. The study aimed to examine research articles published between 2011 and 2022 regarding the education of migrant students with special needs (MSSN). The study examined various variables, including the publication year, country of origin, research purpose, research methodology, participants, data collection tools/techniques, and findings. To achieve this aim, a systematic review method was adopted, and searches were conducted in national and international databases based on the following criteria: (a) the research was published between 2011 and 2022, (b) the study included educators working with migrant students with any special needs diagnosis, with either the students themselves or their parents as participants, (c) the research focused on the education of MSSN, (d) the research was published in Turkish or English, (e) the research underwent a peer review and was published, and (f) the research met at least 90% of the criteria established by the quality assessment criteria developed by the Joanna Briggs Institute (JBI) for evaluating the methodological quality of qualitative, quantitative, and mixed-methods studies. Nine research articles that met these criteria were analyzed. Within the scope of the study, 34 research articles related to the education of MSSN were identified in the national and international literature. However, most of these studies ($n = 25$) were excluded as they did not meet the criteria (90%) set by the quality assessment criteria developed by the JBI. According to the findings of the study, the participant group in the research on MSSN generally consisted of parents and teachers of these students. All nine studies that met the inclusion criteria were designed using qualitative research methods. Additionally, the highest number of studies was conducted in the United States. The findings indicated that various research studies were conducted on the education of MSSN, particularly from 2015 onwards. These studies predominantly relied on the perspectives of the families and educators of MSSN, highlighting that the most significant challenges in their education stem from language and

cultural differences. Furthermore, most of the research reported in the national and international literature did not meet the criteria of quality assessment, suggesting a need for a more significant number of high-quality studies to delve deeper into the subject matter.

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 first issue of the 25th volume which will be published in March 2024...

Prof. Hatice BAKKALOĞLU