



4th

International Congress of
ICSE
Special Education



International Online Conference



ICSE - 2019
Participants
FLAGS

ABSTRACTS
BOOKS

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03 - 05

**September
2020**

**University of Barcelona
Barcelona, Spain**





**CALL FOR PROPOSALS FOR VIRTUAL CONFERENCE
(50% discount for COVID-19 Pandemic)**

**4th International Congress of Special Education
(ICSE – 2020)**

**University of Barcelona
Barcelona, Spain
03-05 September 2020**

ABSTRACTS BOOKS

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Organized by

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INVATED SPEAKER



Asst. Prof. Dr. Arzu SOYSAL
Near East University, North Cyprus

Title: "Shift happens-Be more Resilient to Thrive through Change. Teaching and learning during Covid"

Abstract: For educators, lecturers, teachers and learners the COVID-19 Pandemic is a quintessential adaptive and transformative difficult step, one for which there is not any guidance that can lead them to able to know what to do, how to take a step and for suitable answers responses. Education leaders, teachers, lecturers must quickly give answers and feedback to learners – and with pre-prepared contexts and responses in mind. As the pandemic is still and unfortunately going on, in other words, runs its course, we all have to know and take a further step to run our courses since education never stops, should never stop. This discusses the period of a series which we found ourselves into and presents the results of a comparative analysis of emerging educational needs and responses as the pandemic unfolds across countries around the world. The whole aim is to facilitate the quick design process and implementation and application of adaptive preparation courses to the emerging education challenges, and to preserve learners' educational opportunities during and following the pandemic.

Bio: Arzu Soysal has got three degrees in Public Management, ELT and Education Management, two MA's in ELT in Near East University and in Cambridge University, before pursuing and doing doctoral research PhD, at London Metropolitan University. She has worked as an English teacher in different schools and universities. She has also studied different minor branches in universities like American University in DC. She has got a lot of publications, and has also contributed to lots of publications and researches.

ABSTRACTS

Dimensions of relationships of students with intellectual disabilities

Urea Ionela Roxana, UNIVERSITY OF BUCHAREST

Abstract

This paper is based on a complex research on 112 preadolescents with intellectual disabilities and 98 teenagers with intellectual disabilities, and it tries to underline the specific manner that students with intellectual disabilities establish interpersonal relationships. We used "Choosing Alter's Test" (focused on revealing the criteria for choosing a friend); "Relations with others" (focused on revealing the criteria underlying the assessment of interpersonal relationships established with an authority); non-directive interviews. This study advances the idea that the interpersonal relationships that students with intellectual disabilities establish within the school group, are develop based on the importance/signification attributed to each person with whom they interact, to the roles that each person plays in the students' lives and serve to satisfy their security' needs and to meet their contextual needs.

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Does the communication style of mentors from special education field influence their professional conduct?

Urea Ionela Roxana, UNIVERSITY OF BUCHAREST

Adler Carmen, Sf. Maria Special Vocational School for the Hearing Impaired Pupils, Bucharest

Abstract

This paper is based on a complex research on 90 mentors coming from special education field and it tries to underline the specific manner that students with intellectual disabilities establish interpersonal relationships. We used "Questionnaire SC" (focused on revealing the communication styles); "The features of mentors' conduct questionnaire" (focused on revealing the criteria underlying the assessment of interpersonal relationships established with an authority); non-directive interviews. This study advances the idea that the mentor' professional conduct is direct linked with his/ her communicational style and has different ways of manifestation in relation with the types of the students involved in mentoring process. The implications are essential for developing an efficient mentoring program in special education field

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Teachers' Opinions About Power Card Strategy

Yeřim Gleç Aslan, İstanbul Medeniyet University

Abstract

The Power Card Strategy is one of the story-based interventions, which is an evidence-based intervention to teach many skills and increase pro-social behaviors of individuals with autism spectrum disorders (ASD). The Power Card Strategy consists of a brief scenario that explains how the hero the individual is interested in accomplishes the target skill, and a power card with a summary of this scenario. Although there are quantitative researches studying effectiveness of Power Card Strategy, there isn't any study qualitatively examining opinions of teachers. Also, there aren't any published research on this subject in Turkey. In this oral presentation, brief information about the Power Card Strategy will be presented first. Then, qualitative study results regarding three special teachers' opinions on the Power Card Strategy will be presented. These teachers who participated a quantitative study that was completed ten months ago and is currently in the publishing phase. The data were collected via brief reflections about the strategy and analyzed descriptively. In line with the findings, various suggestions will be provided for practice and future research. This study is expected to present a qualitative perspective to the international literature with the views of Turkish teachers.

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“Computer Supported Collaborative Learning in Greek Inclusive Secondary Education”

Asimina Riga, Hellenic Open University

Vasiliki Ioannidi, Hellenic Open University

Nikolaos Papayiannis, Aristotle University of Thessaloniki

Abstract

The present paper intends to briefly present the benefits of computer-supportive collaborative learning activities as well as demonstrate specific practices and paradigms concerning the inclusion of students with Special Educational Needs in Secondary Education in Greece. To reach this target, the researchers proceed to an ICT literature review associated with computer-mediated collaborative and inclusive learning methods in Greek Secondary Education. According to literature review findings, these learning methods are considered beneficial in terms of learning purposes directed to students with learning disabilities since they do raise students' interest and engagement in the learning procedure, enhance their cognitive abilities and assist them to develop self-esteem, problem-solving strategies and, finally, a solid collaborative attitude. Therefore, this paper concludes that there has been a lack of significant progress with respect to establishing collaborative inclusive learning environments in Greece. This is so because such an educational perspective had not yet been constitutionalized as an indispensable and methodologically clarified component of the political agendas which set the prerequisites regarding the practical implementation of Computer Supported Collaborative Learning in the Greek educational system.

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