

2018



The Academic Events Group

# 3rd



## International Congress of Special Education Pine Bay Hotel Congress Center



# 29 April 01 May 2019

PINE BAY HOLIDAY RESORT  
IZMIR - TURKEY



# Program Book





## 3rd International Congress of Special Education

**Pine Bay Hotel Congress Center**

**Kusadasi (Ephesus) Turkey**

**29 April – 01 May 2019**

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# Program Book

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## Keynotes



### **Prof. Dr. Seamus HEGARTY**

University of Warwick, UK

**Keynote Title:** “Beyond Inclusion: Salamanca 25 years on...”

**Bio:** Seamus Hegarty is a visiting professor at the University of Warwick. He served as Director of the National Foundation for Educational Research for twelve years until his retirement in 2005. He served as Chair of the International Association for the Evaluation of Educational Achievement (IEA) from 2005-12. He has written and co-authored more than 20 books plus numerous reports and papers. He has edited the European Journal of Special Needs Education since founding it 34 years ago. He edited Educational Research for 21 years and has served on editorial/advisory panels for numerous other international journals. He has advised UNESCO and other international bodies on special needs issues for over 30 years. He prepared briefing papers and was Principal Academic Adviser for the Salamanca World Conference in 1994. He was appointed to the National Council for Special Education in Ireland, a statutory body, where he held the portfolio for research and dissemination (2007-2012). He is a member of the Learning Indicators Task Force of the Global Alliance to Monitor Learning (GAML) which is tasked with resolving the technical measurement issues surrounding Sustainable Development Goal 4.1. He chaired the Working Standards Group within the Learning Metrics Task Force under the aegis of Brookings and UIS. He was a member of the Advisory Board for the Assessment and Teaching of 21st Century Skills project launched by Cisco, Intel and Microsoft. Seamus has been awarded honorary doctorates by the universities of London, Oxford Brookes and York. He is a Doctor honoris causa of the Vrije Universiteit Brussel and a Fellow of the College of Preceptors. He is a Chartered Member of the British Psychological Society. In 2011 he was elected as Fellow of the Academy of Social Sciences.

**Abstract:** In 1994 the Salamanca Declaration gave a powerful boost to inclusive education. Governments (92) and NGOs endorsed the principle of inclusive education and agreed a Framework for Action designed to ensure that all children attended neighbourhood schools alongside peers. Many subsequent documents reinforced this movement toward inclusion, among them the United Nations Convention on the Rights of Persons with Disabilities (2006) and the Sustainable Development Goals (2015).

Have we achieved the aspirations of Salamanca? Actually, No! There has indeed been progress but not nearly enough. In 2017 UNESCO reported 262 million children and youth as out of school in 2015; of these 61 million were of primary school age. In addition, many children who were nominally in school were not receiving an effective education; their number is unknown but it is estimated to be at least 300 million. Children with disabilities – and, in some countries, girls – are disproportionately represented among those whose right to education is not being met.

25 years on seems a good time to take stock and see how we can do better nationally and internationally. The presentation will consider four areas:

- The concept of inclusion. Inclusion needs to be problematised: our discourse is shaped in terms of an often-unexamined notion of inclusion which may well be a barrier to progress.
- Purpose of schooling. Educational aspirations for all children must be viewed within the overall purpose of schooling. This is complicated, however, by the reality that schools have not changed nearly as much as the societies in which they are embedded.
- What works. There is a lot of good practice to learn from. This can guide advocacy, policy and implementation.
- Data gathering. Practice needs to be constantly monitored both to identify shortcomings and to support continuous improvement.



**Prof. Dr. Krisztina KÁROLY**

Eötvös Loránd University

Editor-in-Chief, *Across Languages and Cultures* (SSCI)

**Keynote Title:** New advances in researching discourse strategies in foreign language text production: the case of original and translated texts

**Seminar:** “Journal Across Languages and Cultures”

**Bio:** Krisztina KÁROLY is professor linguistics at the School of English and American Studies of Eötvös Loránd University, Budapest, Hungary. She holds a PhD and a habilitation degree in English linguistics as well as a “Doctor of the Academy” (DSc) title awarded by the Hungarian Academy of Sciences. She is the head of the Department of Language Pedagogy of the School of English and American Studies and head of the Language Pedagogy PhD Programme of the University. She is currently also working as the vice dean responsible for international affairs of the Faculty of Humanities of Eötvös Loránd University. She is member of the Applied Linguistics Working Committee of the Hungarian Academy of Sciences. Her research interests involve various fields of discourse analysis and translation studies (e.g., FL writing pedagogy, English for academic purposes, discourse competence, discourse level translation strategies, news translation). She has been involved in a number of national and international research projects in these fields and has published her work extensively. Her latest book entitled *Aspects of Cohesion and Coherence in Translation: the Case of Hungarian-English News Translation* was published by John Benjamins Publishing Company in 2018. She is managing editor of *Across Languages and Cultures – A Multidisciplinary Journal for Translation and Interpreting Studies*, and a member of the Advisory Board of the *Benjamins Translation Library* series (published by John Benjamins).

**Abstract:** This talk focuses on discourse strategies and particular aspects of the development of discourse competence in foreign language (FL) teaching. It reviews achievements of applied text linguistics that enable a deeper understanding of two important, but by nature different kinds of discourse production, namely original and translational FL text production. While abundant research is available on specific aspects of cohesion and coherence (e.g., reference, thematic structure, logical structure) investigated independently of each other (i.e., in isolation), we know very little about how these interact with each other as coherent texts unfold in intercultural communication and translation. This talk intends to bridge this gap by offering theoretical and methodological means to see discourse production in its complexity and to be able to answer some of the (yet unanswered) basic questions related to the creation of coherent FL texts and translations. It proposes a complex analytical model that is capable of revealing the components of coherence identifiable (and thus objectively describable) in discourse structure and exploring the writing/translation strategies that (re)produce the cohesive, rhetorical and generic structures of discourse. The discourse level strategies will be illustrated using a corpus of Hungarian original (source) news texts and their English translations. The talk will end by highlighting future avenues of research in discourse analysis, genre analysis, writing pedagogy and translation studies, and by discussing the possible applications of the findings in FL writing pedagogy and translator training.

# PROGRAM

## IMPORTANT EVENTS

28.04.2019 14:00 – 19:00	Registration Desk Open	Lobby
29.04.2019 10:00 – 10:20	Opening Ceremony	Hall 1

TIME	TITLE	SPEAKER	HALL NAME
29.04.2019 10:20 – 11:10 Keynote 1	“Beyond Inclusion: Salamanca 25 years on...”	Prof. Dr. Seamus HEGARTY University of Warwick, UK	Main
29.04.2019 11:30 – 12:30 Keynote 2	“Education for sustainable development”	Prof. Dr. Huseyin Uzunboylu Near East University, Cyprus	Main
29.04.2019 21:30 – 23:00	Networking and Show Time		Lobby Bar
30.04.2019 09:00 – 10:00 Workshop	Journal of Across Languages and Cultures (SSCI)	Prof. Dr. Krisztina KÁROLY Eötvös Loránd University Editor-in-Chief, Across Languages and Cultures (SSCI)	Main
30.04.2019 10:00 – 11:00 Workshop	European Journal of Special Needs Education (SSCI)	Prof. Dr. Seamus HEGARTY University of Warwick, UK	Main
30.04.2019 16:30 – 18:00 Workshop	“Designing of Course with Moodle LMS”	Semih Çalışkan, <i>Ph.D Student</i> İstanbul Aydın University, Turkey	Main Hall
30.04.2019 18:00 – 18:20	Closing Ceremony		
01.05.2019 09:00 – 18:00	Historical Places and Shopping Tour.		

## 28/04/2019, Sunday

14:00 – 19:00: Registration Desk Open  
 18:00 – 19:00: Welcome Cocktails, Lobby Bar  
 19:00 – 21:00: Dinner  
 21:30 – 23:00: Live Music and Show  
 23:00 – 24:00: Late Dinner

## 29/04/2019, Monday

### IMPORTANT EVENTS

29.04.2019	Breakfast	Hall 1	
07:00 – 09:00			
29.04.2019	Opening Ceremony	Main	
10:00 – 10:20			
TIME	TITLE	SPEAKER	HALL NAME
29.04.2019	"Beyond Inclusion: Salamanca 25 years on..."	Prof. Dr. Seamus HEGARTY	Main
10:20 – 11:10 Keynote 1		University of Warwick, UK	

11:10 – 11:30	Coffee Break		
TIME	TITLE	SPEAKER	HALL NAME
29.04.2019	"Education for sustainable development"	Prof. Dr. Huseyin Uzunboylu	Main
11:30 – 12:30 Keynote 2		Near East University, Cyprus	
12:30 – 14:00	Lunch		

### Session 1

14:00 – 15:40

### ICSE

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	ESL Teachers' Awareness and Knowledge on Dyslexia Identification in Malaysian ESL Classrooms	Suhana Ahmad, <i>Universiti Kebangsaan Malaysia, Malaysia</i>
2	The Effectiveness of a Training Program Based on Educational Methods in Developing the Visual kinetic Skills of Students with Intellectual Disabilities in Palestine	Hatem Ahmad Darabee, Sondos Ali Abu Siba, <i>Near East University, Cyprus</i>
3	The process and challenges of textbook adapting for students with moderate disabilities in inclusive settings	Muhammad M. Zayyad, Haneen Wattad, <i>Al-Qasemi Academic College of Education, Israele</i>
4	Similarities and Differences in Diagnosing ADHD Symptoms: Differences between in-school observers (Teachers) and Out-School Observers	Nehad Hattem Masalha, Naebila Hattib Samara, <i>AL-Qasemi College of Education, Israel</i>



## WCPCG

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	A Phenomenological Study on the Experiences of Suicide Survivors in the Philippines	Crispin Lauro Gregorio Sta. Ines, Philippines
2	The effectiveness of mind fullness based cognitive therapy on Hopelessness of veteran's spouses	Maryam Zarnaghash, Ali Talebi, <i>Azad University of Marvdasht, Iran</i>
3	the Effectiveness of Solution- Focused Brief Therapy (SFBT) on Anxiety Thoughts of veterans' Spouse	Maryam Zarnaghash, Saman Sattari, <i>Azad University of Marvdasht, Iran</i>
15:40 – 16:00		Coffee Breaks

## Session 2

**16:30 – 18:00**

## ICSE

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	A review of the studies on applied behaviour analysis through citation and content analysis	Huseyin Uzunboylu; <i>Near East University, Cyprus</i> Ahmet Yıkmiş; <i>Bolu İzzet Baysal University, Turkey</i>
2	Drama-Based Intervention: Key to Inclusion for Children with ADHD in the EFL Classrooms	Aida Layachi, <i>University of Birmingham, United Kingdom</i>
3	A Common Inclusive Language – Indispensable Resource for Participation in a School for All	Dudu Melek Sabuncuoğlu, Manfred Pretis, Silvia Kopp-Sixt, Katerina Todorova, <i>Istinye University, Turkey</i>

## WCPCG

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	The Development of an Indigenous Irrational Romantic Belief Scale (IRBS) for University Students	Ayesha Abdul Majeed, <i>Government College University, Pakistan</i>
2	The effectiveness of Mindfulness-based cognitive therapy on hopelessness in veterans' spouses	Maryam Zarnaghash, Ali Talebi, <i>Azad University of Marvdasht, Iran</i>
3	Achievement Goals and Academic Engagement: The Mediating Role of Achievement Emotions	Maryam Bordbar, <i>Ferdowsi University of Mashhad</i>

## Poster Presentation

**14:00 – 18:00**

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	Auxilium Horizons: introduction to therapeutic games	Monica Jacqueline Carpendale, <i>Kutenai Art Therapy Institute Auxilium Horizons, Canada</i>
2	Self-Efficacy of Arab teachers who include students with Autism in their classroom	Nabela Waled Kateeb-Samara, Nihad Hatem Massalha, <i>AL-Qasemi College of Education, Israel</i>
3	Similarities and Differences in Diagnosing ADHD Symptoms: Differences between in-school observers (Teachers) and Out-School Observers	Nehad Hattem Masalha, Naebila Hattib Samara, <i>AL-Qasemi College of Education, Israel</i>
4		

29.04.2019	Special Dinner	Main Restaurant
19:00 – 21:00		
29.04.2019	Networking and Show Time	Lobby Bar
21:30 – 23:00		
29.04.2019	Late dinner	Main Restaurant
23:00 – 24:00		

**30/04/2019, Tuesday**

30.04.2019	Breakfast	Main Restaurant	
07:00 – 09:00			
TIME	TITLE	SPEAKER	HALL NAME
30.04.2019		Prof. Dr. Krisztina KÁROLY	
09:00 – 10:00 Workshop	Journal of Across Languages and Cultures (SSCI)	Eötvös Loránd University Editor-in-Chief, Across Languages and Cultures (SSCI)	Main
TIME	TITLE	SPEAKER	HALL NAME
30.04.2019		Prof. Dr. Seamus HEGARTY	
10:00 – 11:00 Workshop	European Journal of Special Needs Education (SSCI)	University of Warwick, UK	Main
11:00 – 11:20	Coffee Breaks		

**Session 3**

**11:20 – 13:00**

**ICSE**

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	Öğretmenlerinin Çocuk Sevme Düzeyleri ile Özgül Öğrenme Güçlüğü Yaşayan Öğrencilere Yönelik Öğretmen Yeterlilikleri Arandaki İlişki; İstanbul İli Örneği	Hale Dere Çiftçi, D. Melek Sabuncuoğlu, Bahar Yazgan, Habibe Tokuşlu, İlayda Mutlu, <i>Istinye University, Turkey</i>
2	Erken Çocukluk Dönemindeki Özel Eğitim İhtiyacı Olan Çocuklarda Geçiş Süreci ve Hizmetleri: Literatür İncelemesi	Sevda Kiliç, <i>Kafkas University, Turkey</i>
3		
4		

## WCPCG

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	College drop-out – between school failure and professional reorientation	Cristina Georgiana Safta, Emil Stan, Corina Iurea, <i>Petroleum-Gas University</i> , Romania
2	The Effectiveness of Mindfulness-Based Cognitive Therapy on Coping Strategic of Amputee Veterans Spouses	Maryam Zarnaghash, Azad University of Marvdasht, Iran
3	Crisis Volunteers' Signs and Symptoms of Stress and Their Ways of Handling Them	Dolores Salvacion Ferrer Tolentino, Zenaida Aragon Exclamado, Norma Trinidad Barbasa, <i>Aurora State College of Technology Baler</i> , Philippines

13:00 – 14:00	Lunch
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**16:30 – 18:00**

TIME	TITLE	SPEAKER	HALL NAME
30.04.2019 16:30 – 18:00 Workshop	“Designing of Course with Moodle LMS”	Semih Çalışkan, <i>Ph.D Student</i> İstanbul Aydın University, Turkey	Main

## Virtual Presentation

**14:00 – 18:00**

TIME	TITLE	AUTHOR, AFFILIATION and COUNTRY
14:00 – 14:20 Tuesday	Parental Involvement as A Correlate of Academic Self- Efficacy of Secondary School Students	Dorothy Ebere Adimora, Charity Neejide Onyishi, Helen Nonye Ucheagha, <i>University of Nigeria, Nigeria</i>
14:20 – 14:40 Tuesday	Home Environment on Academic and Social Competence of Pupils with Social Withdrawal Behaviour	Dorothy Ebere Adimora, Longinus Tochukwu Nwangwu, Chijioke Vijilus Amoke, <i>University of Nigeria, Nigeria</i>
14:40 – 15:00 Tuesday	Perceived stress, sleep disturbances and cardiovascular health outcomes	Miroslava Petkova, Valeri Nikolov, Emil Nikolov, <i>Trakia University, Medical Faculty, Bulgaria</i>
15:00 – 15:20 Tuesday	The Thrust of Learning Resources on Psychomotor Skills' Development of Special School Pupils in Osun, Nigeria	Gideon Ayobami Adeleke, Samuel Ifeoluwa Oluyimide, <i>Institute of Education Obafemi Awolowo University, Nigeria</i>

29.04.2019 19:00 – 21:00	Special Dinner	Main Restaurant
29.04.2019 21:30 – 23:00	Networking and Show Time	Lobby Bar
29.04.2019 23:00 – 24:00	Late dinner	Main Restaurant

## 01.05.2019, Wednesday

01.05.2019	Breakfast	Main Restaurant
07:00 – 09:00		
01.05.2019	Historical Places and Shopping Tour.	
09:00 – 18:00		



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