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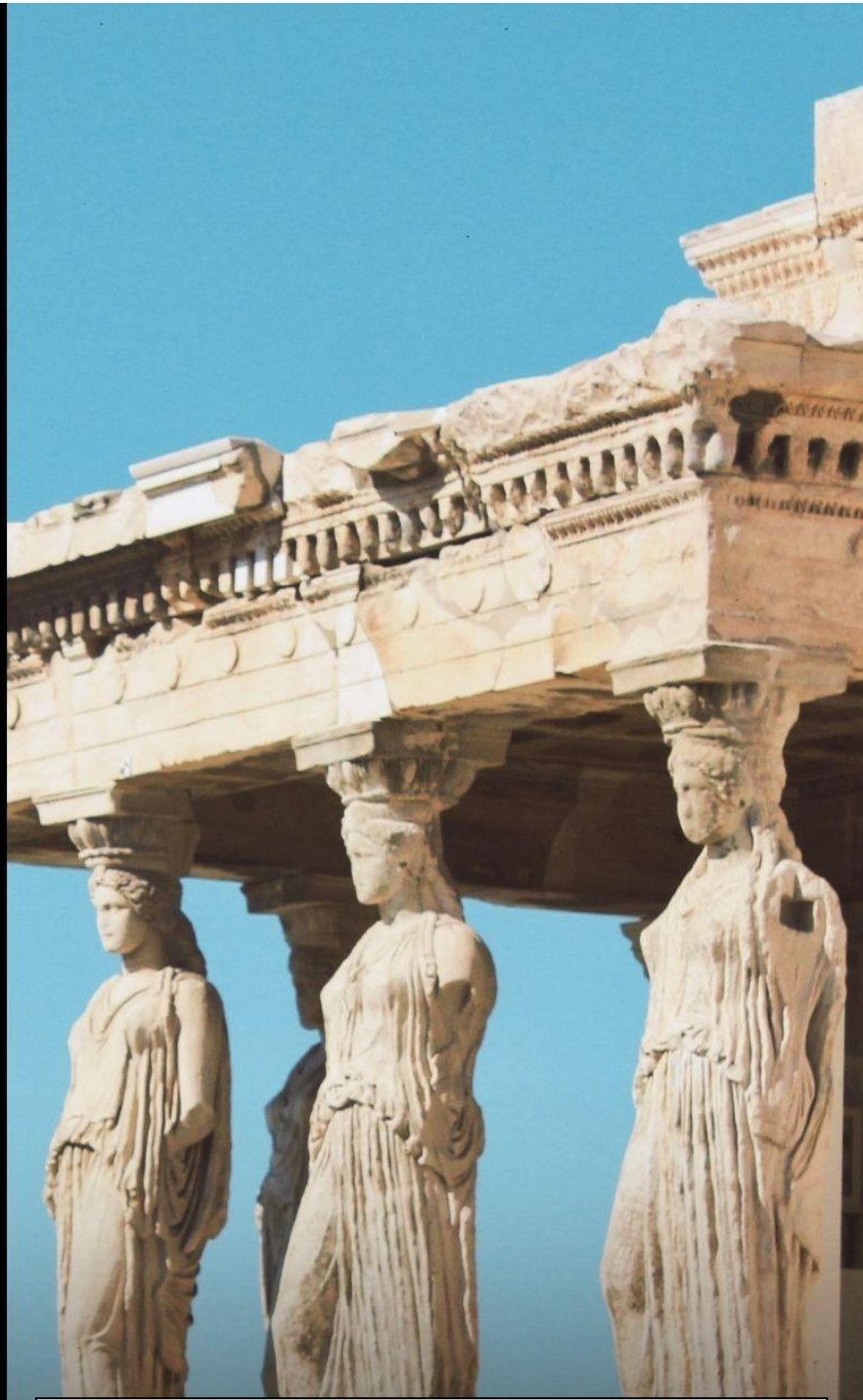
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22-24 JUNE 2023 | NOVOTEL ATHENES | ATHENS, GREECE



ABSTRACTS BOOKS

ICSE-2023 Participants Flags





7th International Congress of Special Education

International Online Conference

**Athens, Greece
June 22-24, 2023**

ABSTRACTS BOOKS

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KEYNOTES



Prof. Dr. Huseyin Uzunboylu

Member, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, **CYPRUS**

President, Cyprus Educational Sciences Association (Members of EERA & WERA)

Keynote Title: "Internationalization in Higher Education"

Bio: Prof. Dr. Huseyin Uzunboylu he had completed high school at 20 Temmuz High School in Cyprus. In 1995, his higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year and he completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program at the same university, the Educational Technology Department of Educational Sciences in 1995 and he had completed his PhD. degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University, he was an Associate Professor in 2005 at Ataturk Faculty of Education, and in December 2010, with respect to the members of juries, he was appointed as a professor. After doctoral studies, he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses that educational sciences and research methods. He coordinated the 'Pedagogy Certificate Program' which was conducted by the University from 1997 to 1999, and he was the conducted Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he serves as a Dean of the Faculty of Education.

Since 23 October 2019, he is appointed as a member of the Higher Education Planning, Supervision, Accreditation, and Coordination Board by the President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised five doctoral and 63 master's theses up to now. He has 103 high-level articles that searching by Web of Science (SSCI, SCI, SCI-Expanded, ESCI); He has 27 searching articles and published papers that are presented at international or national conferences. He is editor-in-chief of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves on the boards of many journals referees within the search in the Social Sciences Citation Index. Since 2004, he is taking place on the list of founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu has a major role in representing KEB-DER and put effort into being a full member of the European Educational Research Association.



Dr. Mohd Norazmi bin Nordin

Pusat Kajian Pendidikan dan Kesejahteraan Komuniti,
Fakulti Pendidikan, Universiti Kebangsaan Malaysia
(The National University of Malaysia)

Keynote Title: “Teachers Competency Elements of Special Education Integrated Program for National Type Schools in Malaysia on Implementation of Individual Education Plan”

Abstract: Teacher competence has always been cited as an important aspect in the implementation of policies set by the government. In the field of special education, teacher competence is a requirement in the development of special needs students (SNS). One of the key things that requires teachers to be competent is to implement an individual education plan (IEP). This study aims to explore the key elements that need to be addressed in the area of teacher competence to achieve effective IEP implementation aspirations for SNS. This study fully utilizes a

qualitative approach with interviews to collect data. Interviews were conducted with 11 respondents comprising teachers of the Special Education Integration Program (SEIP) for national-type schools (NTS) in the state of Johor. The selected respondents represented each district within the state of Johor, Malaysia. Interview transcripts generated from the interview sessions, then undergo a thematic analysis process for the purpose of acquiring related elements. The findings show that there are four key elements for the construct of teachers’ competencies in the implementation of IEP, namely, knowledge, skills, experience, and qualification. The results of this study can be referenced by SEIP teachers for NTS in Johor to produce effective IEPs for SNS. Keywords: Teachers’ Competency, Individual Education Plan, Special Education, Special Need Students, Special Education Integration Programme

Bio: Dr. Mohd Norazmi bin Nordin holds a Doctor of Philosophy (Ph.D.) degree in special education leadership. Former academic teacher at Batu Pahat Special Education School, Johor, Malaysia. Successfully completed PhD. studies within two years. Currently working as a special education lecturer at the Center for the Study of Education and Community Wellbeing, Faculty of Education, Universiti Kebangsaan Malaysia (The National University of Malaysia). He is also the founder of SKAF-Style Quick Thesis Writing Techniques which has greatly helped undergraduate and doctoral students in completing their theses. Receive invitations from various universities in and outside Malaysia as speakers and keynote speakers for international conferences and seminars. He is also Editor in Chief of a special education journal and as the editorial board of more than five international journals.

EDUCATION OF SPECIAL CHILDREN WITHIN THE SCOPE OF CUSTODY RIGHTS ACCORDING TO THE TURKISH CIVIL CODE

Gökçe Canarşlan, Tekirdağ Namık Kemal University

Abstract

Provisions regarding the education of children are regulated in the second book of the Turkish Civil Code titled "Family Law", in the sixth section titled "Custody" under the second subsection titled "Kinship". The education of the child is both a right and an obligation for the mother and father who have the right of custody. For this reason, when exercising parental authority, the best interests of the child should be prioritized. Article 339/I of the Turkish Civil Code clearly states that the parents shall take and implement the necessary decisions regarding the care and education of the child, taking into account his/her interests. Article 340/II of the Turkish Civil Code states that "Parents shall provide children, especially those with physical and mental disabilities, with a general and vocational education to the extent appropriate to their abilities and inclinations". This provision indicates that parents should provide education to special children in accordance with their abilities. According to Article 336/I of the Turkish Civil Code, the right of custody over the child shall be exercised jointly by the parents as long as the marriage continues. Since the education of the child is also regulated within the scope of the right of custody, it is expected that the spouses will make decisions regarding the education of the child together as long as the family union continues. However, if the common life of the spouses has ended or separation has occurred, the right to education of the child also passes to the spouse to whom the custody is given. If one of the spouses has died, then the surviving spouse will also undertake the education of the child within the scope of parental authority. Article 340/I of the Turkish Civil Code states that education should also be beneficial for the physical, mental, intellectual, moral and social development of the child. The education to be provided includes both general and vocational education. However, since education must not only be provided at home with the parents, but must also continue at school, there are some regulations in the legislation for children with special educational needs. In this context, The Regulation on Special Education Services was published in the Official Gazette dated 07.07.2018 and numbered 30471, and measures were taken to ensure that children with special education needs are not deprived of this right. On the other hand, the education of the child should be provided according to the means of the parents.

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Academic Stress among Students with Special Needs in Relation to their Core Life Skills

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Abstract

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or unawareness to the possibility of such failure. Students have to face many academic demands if they want to be successful. For instance, school examination, answering questions in the class, showing progress in school subjects (Busari, 2015). Competing with other classmates, fulfilling teachers' and parents' academic expectation. This paper therefore examines academic stress among students with special needs in relation to core life skills. Core life skills are the ability for students with special needs to adapt and have positive behaviour that will enable them to deal effectively with demands and challenges of everyday life. Three research questions guide this study. Two instruments were used for data collection. The study adopted a descriptive research design of correlation type. Sample comprised of 300 students with special needs (185%) 185 females and 115 (383%) males. Data were analyzed using Pearson product moment correlation and multiple regression analysis. Results indicates that core cognitive life skills had a significant correlation with academic stress, gender, age, area of specialization, frustrations, conflicts and self-expectation. Hence, core cognitive life skills had no significant relationships with financial factors pressures and changes. This indicates that which of these independent measures had significant relationship with the dependent variables (core cognitive) skills. Second research question reveal that there were significant joint effect of the independent variables to the dependent variables. Third research question showed that seven out of the ten predicted are potential predictors of core cognitive life skill.

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Examining the Effects of Vocabulary Intervention on Multiple Meaning Words in Students who are Deaf and Hard of Hearing

Faisal Alqraini, Prince Sattam bin Abdulaziz University

Abstract

There is a dearth of experimental studies in the field of d/Deaf education regarding reading skills, resulting in limited research-based evidence (Dimling, 2007; Easterbrooks, 2005). Likewise, the interventions that are presently used with d/Dhh lack well-constructed research designs (Luckner et al., 2005/2006). Similarly, Easterbrook (2005) stated: “[w]e cannot point to many programs, materials, strategies, or interventions and declare there is experimental proof of their effectiveness. In addition, many of the practices that are considered sacred cows in deaf education have little or no evidence to support their efficacy” (p. 55). A single-case experimental design (multiple probe design across subjects) was used in order to accomplish the goal of the study. Single-case experimental design allows investigators to document casual connection between independent and dependent variables (Horner et al., 2005; Kazdin, 2011). In addition, this design has been used with typical students and students with disabilities to examine literacy skills (Dimling, 2007).

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Beyond Limitations: A Scoping Review of Educational Difficulties Faced by Graduates with Disabilities and Strategies for Success

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Asterios Stroumpoulis, University of Piraeus

Maria Oikonomou, University of Piraeus

Abstract

This scoping review aims to investigate the educational challenges faced by graduates with disabilities and provide recommendations for improvement. A systematic search of academic databases was conducted, and 25 studies published between 2010 and 2022 were included in this review. The findings indicate that graduates with disabilities encounter various challenges, such as limited access to resources, social stigmatization, inadequate support services, and a lack of accommodations. These challenges contribute to lower enrollment and completion rates in higher education for individuals with disabilities. Nevertheless, inclusive education, supportive services, and the availability of assistive technology have been shown to have positive effects on the educational outcomes of graduates with disabilities. The review offers recommendations for enhancing the educational experiences of graduates with disabilities, including promoting inclusive education practices, increasing the availability and accessibility of support services, providing adequate accommodations and assistive technology, and raising awareness among academic staff and peers about disability issues. The review highlights the significance of involving individuals with disabilities in the decision-making processes related to educational policies and programs. Overall, this scoping review provides insights into the challenges faced by graduates with disabilities in higher education and offers strategies to address these issues. By implementing these recommendations, educational institutions can overcome barriers and foster success for graduates with disabilities.

Keywords: graduates with disabilities; inclusive education; support service; accommodations; assistive technology.

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Generative AI ChatGPT Special Education Teacher Assistant: Exploring the Potential

Farah El Zein, Emirates College for Advanced Education

Abstract

This study aims to investigate the potential of AI generative ChatGPT teacher assistant in reducing workload of teachers of inclusive classrooms and as an Assistive Technology (AT) tool for supporting the learning of students with special educational needs. The study utilized a desktop research approach to 1) identify factors contributing to special education teacher burnout and explore how they can be addressed with the assistance of ChatGPT, and 2) explore ways ChatGPT can be utilized as an AT tool to support students with various disabilities. The findings provide evidence that AI technologies similar to ChatGPT can assist teachers in managing their time effectively and provide them with sufficient planning time within their contracted working hours, which can significantly reduce teacher workload and burnout, leading to recommendations for the integration of AI in schools. This paper contributes to the growing body of research on the potential benefits of AI in education and highlights the importance of addressing special education teacher burnout for improving overall educational outcomes.

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Educational Robotics and Field Depended students with Attention Deficit Hyperactivity Disorder

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Apostolos Tsagaris, International Hellenic University

Abstract

The present study investigates the interaction of children with Attention Deficit Hyperactivity Disorder aged 5-7 years with robotic systems through the educational process. Their effectiveness, efficiency, satisfaction and ease of use and ease of learning with robotics training systems are studied. The preferred research methodology, due to the children's young age as well as their special needs, was direct observation. During the direct observation process, the observer had the opportunity to collect the necessary information without participating in the process. Using a structured observational design based on the Tsagaris usability questionnaire as a research tool, the reliability and validity of the results was ensured. The research took place in five after school centers and the participants were 25 children with attention deficit hyperactivity disorder (ADHD) who participated in case studies of educational robotics with the help of the Lego Spike Essential kit. Before the start of the case study, the students with the help of the teachers filled out, based on the international literature, a questionnaire that classified a student into the category of people who learn independently of their environment (Field Independent) or dependent on the environment around them (Field Dependent). The inclusion of these students in the category of people whose learning process depends on the environment around them was therefore confirmed. Results of case studies on 25 children showed that the system's overall usability was rated at 3.72 out of 5 indicating that the children found the interaction satisfactory. Analyzing the five aspects of usability found values of about 3.3 out of 5 for effectiveness and a similar percentage of 3.6 for efficiency. The value of ease of use as well as ease of learning is common and specifically in 3.8. Finally, the value of satisfaction shows a slightly higher 4.1 out of 5. The research also showed no correlation between the five factors and the gender of the children, which proves that the educational robotics activities are independent of the gender of the children. Attention deficit hyperactivity disorder (ADHD) is a condition that affects a children's ability to stay focused on something for a long time, pay attention or control their behavior. Usually children with ADHD have difficulty following instructions, are impatient and very active. As researches have shown and the present research to some extent, learning STEM (Science, Technology, Engineering, Mathematics) with the help of educational robotics and technology can help students with ADHD to regulate their behavior and this can improve their performance in school. After all, STEAM activities are structured to resemble real problems to be solved. Children with ADHD can analyze and solve problems much faster because they have heightened intuition that directs their brains to important aspects of the problem without necessarily following a formal logical order. As observed during the research, Educational Robotics activities because they are interactive and they are based on "learning by doing" can help students with ADHD to provide their energy into constructions, cultivate their skills, and feel useful to their team and, perhaps the most important, to keep their attention long enough without being distracted. In conclusion, therefore, if educational robotics is applied to the special education with the appropriate educational materials and appropriately qualified teachers, it has many advantages to offer to these children who feel the need of expression as well as to the children of standard education.

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