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ABSTRACTS

Erken Çocukluk Dönemindeki Özel Eğitim İhtiyacı Olan Çocuklarda Geçiş Süreci ve Hizmetleri: Literatür İncelemesi

Sevda KILIÇ, Kafkas University, Turkey

Abstract

Erken çocukluk dönemi olarak adlandırılan 0-6/8 yaş dönemi, çocukların sağlıklı büyümesi ve uygun gelişimsel uyarıların alması nedeniyle ileriki yaş dönemlerinin temeli niteliğinde görülmektedir. Çocuğun büyüme ve gelişiminin en üst düzeyde sağlıklı desteklenmesi için gerekli olan her türlü önlemlerin alınması adına gerek gelişmiş ülkelerde gerekse de gelişmekte olan ülkelerde erken çocukluk dönemi üzerinde önemle durulmaktadır (Diken, 2018). Normal gelişim özellikleri gösteren çocuklar için çok önemli olduğu kabul edilen erken çocukluk dönemi; gelişimsel farklılık gösteren, herhangi bir risk taşıyan ya da tanılanmış bir yetersizlikten etkilenme durumu bulunan çocuklar için de oldukça önemlidir (Heward, 2013). Gelişimin erken dönemlerinde yapılan müdahaleler risk ve yetersizlikten etkilenme durumunun etkisini azaltmak ya da engellemek, çocukların okul öncesi dönemde ve okul çağında ihtiyaçları olabilecek becerileri edinebilmeleri açısından önemli bir zemin oluşturmaktadır (Frankel, Gold ve Ajodhia-Andrews, 2010; Deutsch-Smith, 2001). Tanılanmış bir yetersizlikten etkilenme durumu bulunan veya risk altında olan özel gereksinimli çocuklar ve aileleri bu dönemde bir takım eğitsel, tıbbi ve sosyal hizmetlere ihtiyaç duymakta ve bu hizmetleri alırken bir dizi geçişle karşılaşmaktadırlar. Geçiş süreci, bireyin yaşamının şu anki ya da ileriki dönemlerine ilişkin olarak kendisinin ve/veya ailesinin fırsatları değerlendirdiği, seçimler yaptığı ve kararlar aldığı bir dönemdir (Blasko, 2001). Gerek özel eğitim ihtiyacı olan gerekse de olağan gelişim özellikleri gösteren öğrenciler, eğitim yaşamları boyunca farklı dönemlerde geçiş deneyimi yaşamaktadırlar. Alan yazında özellikle iki kritik geçiş dönemi üzerinde önemle durulmaktadır. Bu geçişlerden ilki, 0-6 yaş okul öncesi dönemi iken, 14-18 yaş okuldan yetişkinliğe/işe/toplumsal yaşama geçiş ise bir diğer önemli geçiş dönemini oluşturmaktadır. Ülkemizde herhangi bir yasal düzenleme bulunmamasına rağmen ABD'deki yasal düzenlemelere göre 3 yaşında BAHF'ın ve 16 yaşında ise BEP'in bir parçası olarak geçiş planlarının hazırlanması zorunlu kılınmaktadır (Bakkaloğlu, 2009). Nitekim bu bağlamda çalışmamızda; erken çocukluk dönemindeki özel eğitim ihtiyacı olan çocukların geçiş süreci ve hizmetleriyle ilgili olarak son otuz yıldır gerçekleştirilen bilimsel çalışmaların betimsel açıdan gözden geçirilmesi amaçlanmıştır. Bu amaç doğrultusunda erken çocukluk döneminde özel eğitim ihtiyacı olan çocuklar ve ailelere sunulan geçiş hizmetleri ve uygulamalarına ilişkin olarak ulaşılan çalışmalar konularına göre "teknik destek ve işbirliği, ebeveynlerin/ailelerin deneyimleri, programın niteliği, ebeveynlere ve çocuklara sağlanan destek ve son olarak politikalar" olmak üzere beş ayrı kategori dahilinde sunulacaktır.

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A review of the studies on applied behaviour analysis through citation and content analysis

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Abstract

The aim of this study is to perform a review study to reveal the trends in studies on applied behaviour analysis (ABA). Content analysis and citation analysis, as a qualitative research method, were used for the analysis of the published documents. A total number of 110 documents were obtained from Scopus by using the keyword 'applied behaviour analysis'.and data were examined based on the content analysis criteria involving year of publication, name of the journals, authors, affiliations, countries, document type, subject area, keywords, language and citations. Data were analysed and provided with frequency and percentages and shown with tables and figures. Results show a regular increase in the number of published documents on ABA; medicine, psychology and social sciences were the most frequently studied subject areas and most of the published documents were articles. All results are discussed with the relevant literature and recommendations for further research and practices are provided.

Keywords: Applied behaviour analysis, autism, content analysis, citation analysis.

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The process and challenges of textbook adapting for students with moderate disabilities in inclusive settings

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Abstract

Students with moderate disabilities (MD) who are integrated in the public education system, expected to meet the educational standards of their peers at all grade levels. Yet, the curriculum and text-books that are provided for those students considered to be rigid and designed for mainstream students. In essence, such textbooks ultimately marginalize the various educational needs of students with moderate disabilities. The purpose of this study is to examine the process of adapting and modifying school textbooks for middle school Arabic speaking students with moderate disabilities. Text adapting and modifying, has been successfully implemented for students with visual impairment in the form of Brail texts, and "high-interest low-vocabulary" texts, for students who struggle with reading comprehension at the middle school stage. Students with moderate disabilities, however, tend to shy away from reading due to the complexity of the vocabulary and long sentences presented in the curriculum textbooks, especially, at the late elementary grades. In this study, middle school students, identified with MD who undertake a full curriculum in the general education system, were exposed to six selected passages in Arabic language that have been adapted and modified -from their original textbooks- to match students' level of reading comprehension. The passages were carefully selected by a team of school literacy teachers, who discussed each passage and agreed on complex vocabulary and long sentences modification, and illumination of unnecessary visual distractions. Then, each passage was rewritten and typed with the necessary modification, and presented to seventh and eighth grade students with MD in literacy classes. Although, this is an ongoing study, the initial results, however, indicate that students' reading comprehension, has shown positive change, and their self-efficacy towards their ability to perform in reading has increased as well. More results and recommendations will be presented upon study completion.

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Similarities and Differences in Diagnosing ADHD Symptoms: Differences between in-school observers (Teachers) and Out-School Observers

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Abstract

The perception of someone behavior, in most times, includes subjective judgment and prejudices that affect the true phenomenon and may guide to the wrong diagnosis. Therefore, having another judgment to the same phenomenon will give a truer picture and contribute to the more objective diagnosis. In this research, in order to have a more valid diagnosis of the ADHD symptoms, an out-school observer, besides the teachers, helps in diagnosing the ADHD symptoms among elementary learners. This study focuses on the investigation of the ADHD symptoms among learners from two points of view: Teachers and out-school observer. The aim of this study was to find whether there are significant differences in ADHD diagnosis between teachers and out-school observer. The research sample includes 120 elementary school teachers who were asked to complete a questionnaire about their learners' behaviors. The questionnaire contains the diagnostic criteria for detecting ADHD according to the DSM-V annual. A quantitative method based on the statistical package for social sciences - SPSS was used to analyze the results. The finding, on the one hand, indicates no significant differences between teachers and observer associated with general ADHD diagnosis. On the other hand, significant differences associated with sub-diagnostic categories were found between teachers and the observer.

Further results will be discussed at the conference.

KEYWORDS: ADHD, Diagnostic Criteria, Special Education, Special Needs, Learners.

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