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The main objectives of the Journal are:

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The Effectiveness of Story Mapping on Reading Comprehension Skills of Children with ADHD

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Abstract

The purpose of the current study was to explore the effectiveness of story mapping on reading comprehension skills of children with ADHD. 10 students in grades five who had been identified as having ADHD were chosen. The sample was randomly divided into two groups; experimental (n=5 boys) and control (n=5 boys). Attention-Deficit Hyperactivity Disorder Test (ADHDT), and Reading Comprehension Test were used. Mann Whitney and Wilcoxon tests were employed for data analysis. Results from this study indicated the effectiveness of story mapping on reading comprehension skills of the students in the experimental group.

Keywords: *Story mapping, reading comprehension skills ,children with ADHD,*

Introduction

Reading comprehension is a critical academic skill all students are expected to master. Research has shown deficits associated with ADHD, such as inattention, poor working memory and organizational skills, significantly decrease students' ability to derive meaning from text (Flory, Hayden, Milich, Lorch, Strange, & Welsh, 2006). During early elementary school, students are taught how to read. As students advance, reading instruction focuses on comprehension or reading to learn (Gardill & Jitendra, 1999). If students experience difficulty comprehending text, it is likely they will struggle in many other academic areas.

Story maps are visual-spatial displays that can be used during instruction to guide attention to important components of narratives using a specific structure (Boulineau, Fore, Hagan- Burke, & Burke, 2004). The map provides readers with a space to record important story grammar categories including: Setting, characters, problem, goals, actions, outcome, and conclusion of the story. The purpose of instruction with a story map is to improve narrative comprehension by helping students to understand the structure of a coherent story representation, with emphasis on the causal connections between characters' goals, their attempts to achieve goals, and the outcomes of those attempts (Boulineau et al., 2004).

In two studies that examined the effect of interventions focusing on story mapping, Idol and Croll (1987) and Boulineau et al. (2004) explicitly instructed struggling readers on story grammar categories and story structure using story maps. Students in both studies received extensive feedback from teachers on correct identification of story grammar elements through story map completion. Participants in Idol and Croll (1987) showed improved comprehension, and most maintained comprehension gains when story maps were removed. Students in Boulineau et al. (2004) improved in the identification of story grammar elements from pre-test to post-test, and accuracy of identification was maintained after removal of instruction. These studies suggest that interventions that focus on story-mapping as a technique may effectively improve comprehension. DuPaul and colleagues (2006) and Jitendra and colleagues (2007) utilized a story mapping technique as one available component among multiple components of a reading intervention package in large scale, long-term, academic intervention studies for children with ADHD. Both studies found evidence of improved comprehension for these struggling readers, although the unique contribution of story mapping instruction cannot be determined. As a whole, these studies suggest that instruction in the use of story maps is a promising technique for improving knowledge of story structure and potentially of narrative comprehension and production.

Story Comprehension in Students with ADHD

Previous research has found story mapping can help students with learning disabilities improve in these areas.

Stagliano and Boon (2009) used a multiple probe design to examine the effects of story mapping on three fourth grade students' reading comprehension skills for expository text. In this study, participants received daily story map intervention for 15 to 20 minutes over

a two month period. Participants' comprehension skills were monitored by reading comprehension questions. On average, the participants increased their percentage of correctly answered reading comprehension questions from 14.9% at baseline to 88.4% at the conclusion of the intervention phase. A maintenance phase was incorporated in which participants' reading comprehension skills were assessed two weeks after the intervention was discontinued.

Jamie(2010) examined whether the effects of story mapping will be maintained after the intervention is discontinued. The participants' comprehension levels were evaluated using DIBELS Oral Reading Fluency and Story Retell measures and the AIMSweb Maze measure. An analysis of the data is expected to reveal that story mapping increases comprehension skills for students with ADHD and that this effect is maintained after the intervention is discontinued.

Karen et al.(2014) examined the effects of an 8-week Story Mapping Intervention (SMI) to improve narrative comprehension in adolescents with ADHD. Thirty 12 – 16 year-old adolescents with ADHD who were participating in a summer treatment program for adolescents with ADHD received the SMI instruction ten times and completed SMI homework ten times in a structured environment with teacher feedback. Recall of fables and story creation were assessed before and after the SMI. At post-test, fable recalls included more of the most important events, were more coherent, and included a greater number of plausible inferences than pre-test fable recalls. SMI homework scores accounted for increases in recall of important events and plausible inferences

Jaime et al.(2015) examined the effects of story mapping on the reading comprehension scores, on-task behaviors, and attitudes of third- -grade students (N = 6) with ADHD. Students' reading grade equivalencies were assessed before and after the study. The teacher-researcher compared two other achievement measures before and during story mapping to assess growth. The practical difference in scores as calculated with Cohen's d revealed that story mapping was successful in improving students' comprehension. On tests from the reading basal, students' scores improved an average of 16.00%, while tests from a computerized reading program improved 20.00%. Students exhibited on-task behavior 79.33% of the time and positive attitudes 82.33% of the time during the intervention.

This study investigated the effects of story mapping on reading comprehension skills of elementary students with ADHD. It was hypothesized that story mapping will increase reading comprehension skills of students with ADHD.

Method

Participants

10 students in grades five who had been identified as having ADHD were chosen .The sample was randomly divided into two groups; experimental (n= 5 boys) and control (n= 5 boys). Parental informed consent forms were sent home by the school director and school psychologist to parents of potential participants telling them about the study and requesting them to give permission for their children to participate. Through a previous comprehensive psychological evaluation each targeted child had received a primary diagnosis of ADHD.

Measures

Attention-Deficit Hyperactivity Disorder Test (ADHDT) (Jeong, 2005): To support evidence of criterion validity related to the questionnaire developed based on DSM-IV-TR criteria, the Attention-Deficit Hyperactivity Disorder Test (ADHDT) was employed. ADHDT is based on the DSM-IV. This instrument consists of three categories: Hyperactivity (13 items); Impulsivity (10 items); and Inattention (13 items). The items use a 3-point Likert scale with 0 representing no problem, 1 representing a mild problem, and 2 representing a severe

problem. The author reported reliability with Cronbach's alpha coefficient. Cronbach alphas for hyperactivity, impulsivity and inattention were .98, .95, and .98 respectively for teacher ratings.

Reading Comprehension Test: The test was developed to assess reading disabled children's skills in reading comprehension. It was based on the features of comprehension skills recognized by Mourad Ali (2015). The test consists of (60) items assessing word recognition, and comprehension, 30 items each, with score ranging from 0-1 on each item and a total score of 60. The test has demonstrated high internal consistency with Cronbach's α ranging from 0.86 to 0.89.

Procedure

Screening : Through a previous comprehensive psychological evaluation each targeted child had received a primary diagnosis of ADHD.

Pre-intervention testing: All the ten students in grade five completed the reading comprehension test. Thus data was reported for the students who completed the study.

General Instructional Procedures: Participants were recruited voluntarily through teacher referrals. Prior to the start of the study, student-informed assent and parental consent were obtained for all the participants. The story map used during the intervention phase was developed by Boulineau and colleagues (2004) (Appendix A). The map provides seven areas for recording key elements of a story: setting/time, characters, problem, solution, outcome, reaction and theme. The story mapping intervention was implemented three times a week for seven weeks. Prior to each reading, the instructor provided explicit instruction about story elements and how to use the story map. Participants met in pairs and took turns reading portions of the story orally, while the other participant followed along. When participants read a portion of the passage corresponding to the story map, the investigator directed the participants' attention to the story map and provided instruction on how to complete the map.

Post-intervention testing: Having practiced twenty-one sessions of reading, the participants in both groups took the Reading Comprehension Test as post-test.

Design and Analysis

The effects of implementing story mapping on students' reading comprehension were assessed using pre- post testing.

Results

Story Mapping and reading comprehension

The first objective of the study was to determine if use of story mapping would be more effective for the treatment group compared to the control group. For this purpose, the post intervention scores of both treatment and control groups were analyzed. Table 1 shows Z Value results for the differences in post- test mean rank scores between experimental and control groups in Reading Comprehension Test.

Table 1. Z Values results for the differences in post- test mean rank scores between experimental and control groups in Reading Comprehension Test

Variables	Groups	N	Mean Ranks	Sum Ranks	Mann-Whitney	Z Value	Sig.
Comprehension	Ex	5	8	40	Zero	-2.335	0.01
	Cont.	5	3	15			
Word Recognition	Ex	5	8	40	Zero	-2.431	0.01
	Cont.	5	3	15			
Composite	Ex	5	8	40	Zero	-2.588	0.01
	Cont.	5	3	15			

The table shows that (Z) values were (-2.335)for comprehension, (-2.431) for word recognition, and (-2.588)for the composite score. These values are significant at the level (0.01) in the favor of experimental group.

The second objective of the study was to determine the effect of story mapping on improving reading comprehension skills of children with ADHD. The children’s reading comprehension was measured pre and post intervention. Table 2 shows Z Value result for the differences in pre and post test mean rank scores for the experimental group in Reading Comprehension Test. The table shows that (Z) values were (-2.512) for Comprehension, (-2.423) for Word Recognition,(-2.532)for the composite score. These values are significant at the level (0.01) .This indicates that use of story mapping had a positive effect on improving reading comprehension skills in children with ADHD.

Table 2. Z Values results for the comparison of mean rank scores of experimental group at pre- and post intervention in Reading Comprehension Test

Variables	Negative Ranks		Positive Ranks		Z Value	Sig.
	Mean	Sum	Mean	Sum		
Comprehension	3	15	Zero	Zero	-2.512	0.01
Word Recognition	3	15	Zero	Zero	-2.423	0.01
Composite	3	15	Zero	Zero	-2.555	0.01

Discussion

This study investigated the effects of story mapping on reading comprehension skills of elementary students with ADHD. It was hypothesized that story mapping will increase reading comprehension of students with ADHD.

Previous research suggests students with ADHD have difficulty making causal connections in a story, which adversely affects their overall comprehension (Lorch et al., 2004; Flory et al., 2006; Renz et al., 2003; Lorch, Milich, Astrin, & Berthiaume, 2006). Also, research from Renz and colleagues (2003) and Flory and colleagues (2006) indicate students with ADHD have deficits in working memory which impedes on their ability to develop a cohesive story representation. Data from these studies suggest story mapping may be an effective intervention for students with ADHD, because the visual support may lower the demand on working memory and assist students with organizing and linking key events.

Practical Implications

Teaching children to effectively extract meaning from a text is certainly one of the most important tasks that schools have to face. Without this ability, students will inevitably fail in their academic endeavors. In addition, they will miss out on a whole array of activities that make life enjoyable (like reading a book or communicating through social networking tools) and will struggle immensely in many of their daily routine activities (like understanding an instruction book, a letter from an agency, or the latest news).

Limitations and Further Study

One limitation of the current study stems from the fact that the scope of the study is limited to the data collected from children with ADHD. Hence, further research with larger and more demographically diverse populations with random selection would strengthen the findings of the study.

Second, it may be that the length of the intervention was not sufficient to see change large enough to be measured. Sheridan et al. (1996) suggested that the training used in that

study (10 weeks long) possibly was too short to produce long-range effects. The present study also used brief training (7 weeks), as is often the case with interventions in the school setting.

Despite these limitations, the present study contributes useful knowledge about the influence of story mapping on ADHD children's reading comprehension skills .

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APPENDIX A

STORY MAP

Setting/Time:
Main Character :

Problem	Episode(s) Solution	Outcome
Theme:		
Reaction:		



Implementing a Joint Attention Intervention by Siblings: Effects on Children with Autism Spectrum Disorder

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Abstract

The Purpose of this study was to explore the effect of implementing a joint attention intervention by siblings on children with autism spectrum disorder. Participants were ten children between the ages of five and seven who attended a school for children with developmental disabilities (Tarbya Fekrya). A pre post design was used to examine the effect of implementing a joint attention intervention by siblings on children with autism spectrum disorder. Findings from this study indicated the effectiveness of implementing a joint attention intervention by siblings on children with autism spectrum disorder. On the basis of the findings, the study advocated for the effectiveness of implementing a joint attention intervention by siblings on children with autism spectrum disorder.

Keywords : *Joint attention, siblings, children with autism disorder*

Introduction

Joint attention (JA) is the ability to share experiences and interests about objects and events with others. Whereas neurotypical children develop a range of verbal and nonverbal social communicative skills within the first 2 years of life, children with autism spectrum disorders (ASDs) present with delayed and atypical social development (Paparella, Stickles, Freeman, & Kasari, 2011). Children with ASD use less communicative gestures, such as pointing and showing, to establish a shared focus of attention. They are also less likely to spend time in joint engagement (JE) when a child and a social partner are involved with the same object or event. This is concerning as children who engage in more JA and JE may facilitate increased social learning opportunities for themselves. Further, JA skills and longer time in JE are linked to language acquisition, which in turn facilitates social skill development. Initiating skills are strongly related to spoken language development, responding to JA (eg, following another person's gaze to join their focus) predicts preschool children's language outcome 8 years later, and a summary variable of all JA gesture use (both initiating and responding) also predicts better social outcomes (Paparella & Freeman, 2015).

Whalen and Schreibman (2003) examined the effects of a naturalistic behaviour modification procedure on the acquisition of responding and initiating joint attention. The study had eleven participants, five with an Autism diagnosis and 6 typically developing children all between the ages of two and five. In the study, they used pivotal response training and discrete trial training. Pivotal response training (PRT) is derived from applied behaviour analysis and focuses on core deficits and excesses of Autism which are considered pivotal areas (Burris 2009). PRT emphasises the child's motivation by providing choices of reinforcement, reinforcing attempts at responding and interspersing maintenance tasks. The reinforcers which are used are initially directly related to the task so the child can establish a link between the target behaviour and the reinforcer which leads to generalisation. Discrete trial training (DTT) has also been used. It involves the process of breaking a skill down into discrete components and using repeated trials until the skill is mastered. A discrete trial is a three term contingency, the delivery of a discriminative stimulus followed by a prompt if necessary which is faded over time and finally, a response. If the response is correct, there is a consequence which is planned to function as a reinforcer. If the response is incorrect a variety of procedures such as error correction to elicit the correct response are used (Burris 2009).

The training in Whalen and Schriebman's (2003) study included the use of pivotal response training techniques, turn taking and the use of high preference natural consequences as reinforcement. There were two main phases, responding to joint attention training and initiating joint attention training. The training procedure successfully taught all participants

the skills to initiate and respond to joint attention and this successfully generalized for all participants except one whose initiation skills did not generalize. It was found at follow up testing that there was a marked decrement in the initiation of joint attention skills. Whalen and Schreibman (2003) suggest that the decrease in the initiation skills could be due to parents having not known how to maintain the skills. The study provides evidence that joint attention skills can be taught by behavioral interventions to children with impaired joint attention.

Siblings are the most familiar peers to a child with autism, so it follows that they should also have the potential to elicit increases in social behavior from children with autism. According to DiSalvo and Oswald, “peer-mediated strategies typically involve the use of socially competent peers to model and reinforce appropriate social behavior” (2002). Because autism may have a partially genetic etiology, concerns have arisen that typical children may display similar delays to their autistic siblings. However, the literature suggests that most typical siblings show age-appropriate cognitive skills, language, and social engagement (Yirmiya, Gamliel, Shaked, & Sigman, 2006; Pilowsky, Yirmiya, Shalev, & Varda, 2003; Yirmiya et al., 2006) and that siblings of children with autism are less likely to be impaired than siblings of children with other developmental disabilities (Yirmiya, Gross-Tsur, & Shalev, 2006). Thus, many siblings of children with autism are potentially fine peer models.

Children with autism appear to find interactions with their siblings reinforcing, and are more likely to respond to them than to other children. A study of 30 sibling pairs found that while children with autism engaged in fewer interactions than matched subjects with Down syndrome, they reliably reciprocated initiations made by typical siblings (Knott, Lewis, & Williams, 1995). The authors of a 1999 study observed children with autism playing with their parents and typical siblings (El-Ghoroury & Romanczyk, 1999). Although parents made significantly more attempts to interact with the children with autism, the children initiated more interactions with siblings than with their parents. Children with autism also tend to generalize peer-trained social skills to their typically developing siblings (Taylor, Levin, & Jasper, 1999).

Researchers have capitalized on the benefits of sibling interactions to teach children with autism a variety of social skills, including play, engagement, social initiation, social response, and joint attention (Jones & Schwartz, 2004; Reagon, Higbee, & Endicott, 2006; Tsao & Odom, 2006). These studies evidence not only the ability of children with autism to learn from their siblings, but the ability of the typical siblings to reliably implement social skills intervention techniques.

The purpose of the present study was to examine the effect of implementing a joint attention intervention by siblings on children with autism spectrum disorder. The primary research question was, what effects will implementing a joint attention intervention by siblings have on children with autism disorder?.

Methods

Participants

Participants were ten children between the ages of five and seven who attended a school for children with developmental disabilities (Tarbya Fekrya). All children attended the same classroom within the school. Parental informed consent forms were sent home by the school director and school psychologist to parents of potential participants telling them about the study and requesting them to give permission for their children to participate. Through a previous comprehensive psychological evaluation each targeted child had received a primary diagnosis of Autistic Disorder. All children were also capable of communication using speech

assessed through a combination of teacher report and observation. They were so-called high functioning.

Criteria for participation in the present study included: (1) A diagnosis of ASD from child psychologist based on The Scale for Screening Autism Disorder (Mohammed, 2003); (2) Deficits in Joint attention, as the aim of this study was to improve these deficits through the training program. Deficits in Joint attention were defined as an inability to intentionally communicate to direct another's attention to an object or event through gaze shifts, gestures or verbal communication.

Instruments

Teacher's rating of child's Joint Attention Scale (Mourad Ali, 2015). The test was developed to assess joint attention in children with autism disorder. The scale is a 3 point rating scale – Always (2), Sometimes (1) and Never (0). There are four domains in the *Teacher's rating of child's Joint Attention Scale* - they are Eye Contact(5 Items) , Gesturing (5 Items) , Follow the instructions (5 Items) , Initiating caressing/singing (5 items). Reliability and Validity of the scale was established and the final checklist consisted of 20 items.

Procedures

Screening: Participants were ten children between the ages of five and seven who attended a school for children with developmental disabilities (Tarbya Fekrya). Each child also had the following characteristics: : (1) A diagnosis of ASD from child psychologist based on The Scale for Screening Autism Disorder(Mohammed, 2003); (2) Deficits in Joint attention, as the aim of this study was to improve these deficits through the training program. (3) ability to read and comprehend words, and (4) ability to follow directions.

Pre-intervention testing: Teachers were asked to rate child's Joint attention on Teacher's rating of child's Joint Attention.

General Instructional Procedures: The program used in the current research in order to improve Joint attention in children with autism disorder depends on training in: visual communication, self-awareness, visual discrimination, assertiveness, discrimination forms, distinguish colors, and means of transportation. Children were seated at a table facing the experimenter on the other side of the table in a room with pictures on the wall and toys on a bookshelf behind the experimenter. Each toy was presented one at a time to the child to determine if and how the child requested items and to assess joint attention and turn taking.

Results

Joint Attention intervention and development of joint attention

The first objective of the study was to determine the effect of implementing a joint attention intervention by siblings on children with autism spectrum disorder, and if this would be more effective for the treatment group compared to the control group .For this purpose, the post intervention scores of both treatment and control groups were analyzed. Table 1 shows Z Value results for the differences in post- test mean rank scores between experimental and control groups in Social Skills Rating Scale. The table shows that (Z) values were (-2.235) for Eye Contact, (-2.531)for Gesturing, (-2.411) for Follow the instructions,(-2.601) for Initiating caressing/singing and (-2.68833) for the composite score. These values are significant at the level (0.01) in the favor of experimental group.

Table 1. Z Values results for the differences in post- test mean rank scores between experimental and control groups in Teacher's rating of child's Joint Attention Scale

Variables	Groups	N	Mean Ranks	Sum Ranks	Mann-Whitney	Z Value	Sig.
Eye Contact	Ex	5	8	40	Zero	-2.235	0.01
	Cont.	5	3	15			
Gesturing	Ex	5	8	40	Zero	-2.531	0.01
	Cont.	5	3	15			
Follow the instructions	Ex	5	8	40	Zero	-2.411	0.01
	Cont.	5	3	15			
Initiating caressing/singing	Ex	5	8	40	Zero	-2.601	0.01
	Cont.	5	3	15			
Composite	Ex	5	8	40	Zero	-2.633	0.01
	Cont.	5	3	15			

The second objective of the study was to determine the effect of joint attention intervention on improving joint attention in children with autism disorder. The children's performance on joint attention was measured pre and post intervention. Table 2. shows Z Value results for the differences in pre and post test mean rank scores for the experimental group in *Teacher's rating of child's Joint Attention Scale*. The table shows that (Z) values were(-2.312)for Eye Contact ,(-2.323)for Gesturing, (-2.432)for Follow the instructions, (-2.504)for Initiating caressing/singing and (-2.555)for the composite score. These values are significant at the level (0.01) .This indicates that use of Joint Attention intervention had a positive effect on improving Joint Attention in children with autism disorder.

Table 2. Z Values results for the comparison of mean rank scores of experimental group at pre- and post-intervention in *Teacher's rating of child's Joint Attention Scale*

Variables	Negative Ranks		Positive Ranks		Z Value	Sig.
	Mean	Sum	Mean	Sum		
Eye Contact	3	15	Zero	Zero	-2.312	0.01
Gesturing	3	15	Zero	Zero	-2.323	0.01
Follow the instructions	3	15	Zero	Zero	-2.432	0.01
Initiating caressing/singing	3	15	Zero	Zero	-2.504	0.01
Composite	3	15	Zero	Zero	-2.555	0.01

Discussion

The present study evaluated the effects implementing a joint attention intervention by siblings on children with autism spectrum disorder , and if this would be more effective for the treatment group compared to the control group. The results from this study indicated that as siblings are the most familiar peers to a child with ASD, they have the potential to evoke increases in social behavior from children with ASD. Training siblings as teachers may benefit the typical siblings as well as the children with ASD.

The results of this study suggest that a short-term behavioral intervention for teaching JA skills evoked meaningful change in the responding skills of children with ASD.

Additionally, results from this study supports other research studies which indicated that children with ASD are more likely to respond to their siblings than to other children and may find these interactions more reinforcing than interactions with parents or peers (Knott, Lewis, & Williams, 1995; El-Ghoroury & Romanczyk, 1999).

Limitations and Further Study

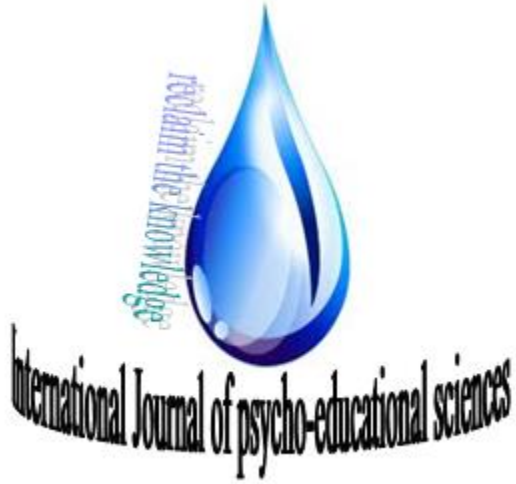
One limitation of the current study stems from the fact that the scope of the study is limited to the data collected from children with ASD. Hence, further research with larger and more demographically diverse populations with random selection would strengthen the findings of the study.

Secondly, it may be that the length of the intervention was not sufficient to see change large enough to be measured. Sheridan et al. (1996) suggested that the training used in that study (10 weeks long) possibly was too short to produce long-range effects. The present study also used brief training (6 weeks), as is often the case with interventions in the school setting.

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Evaluation of Drama in Education (DiE) Studies Conducted in Independent Pre-schools: A Case Study in Aydın-Turkey

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Abstract

The present study investigates and evaluates how pre-school teachers take drama as an educational method, what drama activities they use in their classrooms, how they plan these activities in accordance with student needs and purposes, and whether they have efficient knowledge and experience about educational use of drama. Work group of the study consists of three independent pre-schools in the provincial centre of Aydın. The schools were selected in accordance with purposive sampling method among low, medium and high level schools in terms of socio-economic status. Sampling way can be defined as "criteria based sample selection" technique. Data of the study were collected with qualitative research techniques; observation, interview and documentary analysis, and method triangulation method was adopted for a detailed data collection. Collected data were evaluated in terms of pre-school teachers' use of drama as an educational method and their processes of developing drama lesson plans. According to the evaluations, it was observed that pre-school teachers considered drama as an educational method, however they lacked some qualities required for planning and implementing and they had difficulty in developing authentic working areas for children to interact, express themselves, and discover new situations. It was also observed that drama studies were not used as a method, they were not associated with other lessons efficiently and teachers didn't make evaluations in this context.

Keywords :Pre-school education, independent pre-schools, drama, drama in education.

Introduction

Pre-school developmental period covers the period from birth to sixth age. In this period children are motivated to thinking oriented to discover their environment they live in. Pre-school education plays an important role in encouraging and developing these characteristics of children.

There are various institutions that give education intended for pre-school children. These are institutions varying by nursery school, kindergarten, pre-school and day-care names, which are founded by governmental and private institutions in accordance with various laws and regulations. It was stated in these that pre-school education institutions can be founded as independent pre-schools in public schools of Ministry of Education, or in places of need kindergarten classes under the primary levels of basic educational institutions or practice classrooms under other educational institutions can be founded (Ministry of National Education, 1975). As of 2015-2016 school year, in Turkey there 72.228 teachers and 1.209.106 students in pre-school educational institutions (Ministry of National Education, 2016).

The education given in pre-school institutions are planned and conducted in accordance with pre-school education program regulated by Ministry of National Education. This program is defined as a multilateral program with supportive and preventive dimensions, developed in order to provide children attending pre-schools with learning experiences, development in motor, social, affective, language, and cognitive development domains, self-care skills, and readiness for primary schools (Ministry of National Education, 2013).

Drama in pre-school education is very important is it gives children the opportunities for self-knowledge and contribute to their learning physical and social environment (Slade, 1995). McCaslin (1984) states that creative powers of all children can be revealed and developed through drama. Edwards and Springate (1995) point out that drama activities provide children with vast opportunities to reveal their creativity. Additionally, especially in

pre-school period, drama provides with various opportunities for the education of children of different characteristics. Drama is considered as a very effective method for the education of children who need special education (Conroy, 1996).

Educational drama is a method used by teachers to identify their students, support their development, provide them with appropriate learning environment and develop appropriate materials. Because the purpose of this method is development and education of the children in all domains, the most appropriate drama conductor is the teacher. Teachers are the ones who best know the children's needs, and the purpose and planning of their education. According to McCaslin (1984) if the teacher is a sympathetic leader, respects to others' ideas, and sensitive to imagination and people, then they have the basic qualities required for drama.

For the drama to have positive effects on the children, teachers' proficiency in this area is important. Researchers report that for the effective use of drama as an educational method, teachers need to have the necessary qualities (Johnson and O'Neill 1984); and it is important that pre-school teachers get education on the use of drama in order to establish relations between learning and drama, and to effectively plan and manage the dramatic games in the classroom (O'Toole, 2011). Heatchcote (1969) highlights the importance of teacher qualities in meaningful learning and states that teachers need to have certain qualities in learning-teaching through drama processes (Akar-Vural, 2012).

The present study investigates and evaluates how pre-school teachers take drama as an educational method, what drama activities they use in their classrooms, how they plan these activities in accordance with student needs and purposes, and whether they have efficient knowledge and experience about educational use of drama. The main purpose of the present study is evaluating the drama activities conducted at independent pre-schools. In accordance with this main purpose, the answers to the following questions are sought:

1. By who are the drama lessons conducted in independent pre-schools from low, medium and upper level socio-economic levels?
2. How are the drama lessons structured in independent pre-schools from low, medium and upper level socio-economic levels in terms of planning, strategies and techniques used?
3. Do the drama activities differ from each other in independent pre-schools from low, medium and upper level socio-economic levels?

Methods

Research Model

The present study conducted in order to evaluate the educational drama studies conducted in independent pre-schools is designed in descriptive survey model in accordance with qualitative research design.

Work Group

The work-group of the present study consists of three independent pre-schools in the provincial centre of Aydin. The schools were selected in accordance with purposive sampling method among low, medium and high level schools in terms of socio-economic status. Sampling way can be defined as "criteria based sample selection" technique. The criteria based are that each school represents a different socio-economic status, the schools are independent pre-schools, and the teachers are graduated from pre-school teaching departments of faculties of education.

Data Collection Tools

Data of the study were collected with qualitative research techniques; observation, interview and documentary analysis, and method triangulation method was adopted for a detailed data collection. Accordingly, in the scope of the present study, teachers were interviewed individually, lessons were observed, and lessons plans of the observed lessons were analysed as a document.

Semi-Structured Interview Forms: In the present study, interview forms were used in order to identify teachers, define the drama education they took at the faculties, or in in-service training programs, how they use drama as a method professionally, how they plan and conduct lessons, and how they perceive themselves in terms of their efficacy in drama.

Interview forms prepared for teachers consist of 17 questions. First 8 questions are intended for identifying teachers and drama education they got, the next 7 questions are intended to evaluate how they plan, conduct and evaluate drama activities. Last 2 questions are intended to get their ideas about their efficacy in drama, whether they need in-service training and drama activities.

Observation: Observation studies are classified in two main groups as natural environment (structures and unstructured) and artificial environment (structures and unstructured). Necessary permissions were taken from the teachers before the observation, then the drama activities were observed. In the present study, unstructured natural environment observation method was adopted and attended classroom observations were conducted. For each teacher, 6 drama lessons were observed, and in total 18 lessons were observed.

Document Analysis: Document analysis refers to the analysis of written materials including information about the phenomenon/phenomena targeted for research. In the present study, 18 drama lesson plans from three different schools were analysed with content analysis. Content analysis was based on the drama lesson plan format developed by Akar-Vural and Somers (2012).

Data Collection / Analysis

More than one data collection methods were used in the present study to collect data. The data were collected in a 6-week period in 2015-2016 school year. First three independent pre-schools from low, medium and upper socio-economic backgrounds in provincial centre of Aydın were selected as the work group. Meetings were conducted with school managers and classroom teachers in order to inform them about the purpose, data collection tools and duration of the study. One teacher was selected in each school, and these teachers were interviewed. Each school was studied on one day of the week for six weeks, on different days of the week these schools were observed while taking notes, and activity plans were obtained from teachers. Data obtained from interviews and observations were analysed, and the findings were discussed in accordance with the related literature.

Results

Findings obtained through interviews, observations and document analysis in the present research are presented below.

Opinions Related to Drama Education Taken in Pre-Service Education Period.

All three pre-school teachers who participated in the present research stated that they took drama courses during their pre-service education. These courses were structured as two

class hours a week, in two academic semesters. Apart from one of the teachers, the other two teachers stated that they thought the education they got in the pre-service period was not adequate, and these courses were not practice based. All teachers agreed that a learning-teaching processes based on role-play, pantomime, and dramatization was conducted.

Pre-School Teachers' Using Drama as an Educational Method

All of the teachers reported that they used drama frequently. They stated that they used role-play and pantomime techniques, and they used costumes in impersonation activities. None of the participating teachers has awareness of drama approaches in education (Expert Role Approach, Procedural Drama) and therefore they can't use these approaches.

Process of Developing Drama Lesson Plans

Teachers who participated in the present research stated that they used ready-made lessons they obtained from the Internet, and they chose the activities from books. None of these teachers plan their learning-teaching processes related to drama activities on their own.

Opinions Related to the Tangible Attainments Drama Develops Among Students

All of the teachers stated that drama especially developed students' self-expressing, creativity, and socialization skills, and in addition to these skills, students' empathy, self-confidence, and expressing emotions skills also developed.

Establishing School Shows and Drama Studies Relations Styles

All of the teachers stated that they organized theatrical shows at schools. However, these shows were the carrying of the drama activities to the stage, and they put theatrical activities on the stage after some rehearsal.

Evaluation and Assessment Methods and Techniques Used in Drama Lessons

It was observed that teachers didn't evaluate or assess dramatic skills after drama activities (creative fiction, impersonation, mimes and gestures etc.), and they only shared feelings and opinions after the activities.

Pre-School Teachers' Requirement for In-service Training on Drama

All three of the teacher who participated in the present study stated that they didn't get any in-service training or course about drama, and two of these teachers stated that they needed practical in-service training.

Findings Related to Lesson Plans and In-class Observations

Defining and Practicability of Objectives and Attainments in Drama Activities

The objectives, attainments and indicators specified in lesson plans of the teachers in the work group were in agreement with the activity contents. Because all three of the teachers used ready-made lesson plans they obtained from the Internet, needs of the student in their classes were not taken into consideration while objectives and attainments were determined. However, lesson plans are coherent with pre-school education program.

Selecting the Tools, Materials, Lights, Stage etc. to be used in drama activities and Preparations

It was observed that teachers didn't use light or stage in the activities. One of the teachers conducted their drama studies in the drama room of the school, one in the classroom, and one conducted in the game room. One of the teachers didn't make any material or tool preparations and didn't use these, one of the teachers arranged the place with children during

the studies, and one of the teachers made some preparations, such as puppets and pictures before the studies. It can be reported that the physical environment was appropriate for drama. During the observations, it was seen that teachers gave instructions to the children during the activities about the use of materials and organization of the fictional area, and they used some tools and materials in the classroom. The furniture in the classroom were replaced, made ready for use during the activities, and materials were distributed with the instructions of the teachers.

Methods and techniques used in drama studies

It was observed that teachers considered warm-up exercises and games as drama studies, they mostly used impersonation, role-play, visualization techniques, one of the teachers organized puppet show, and one of the teachers participated in the activities by playing a role. It was also observed that other drama techniques in the literature weren't used.

It was seen that teachers informed their students that they were going to the drama studies, and the children were aware of these activities. Another observation was that teachers in the work-group paid importance to children's willingness, and they didn't force the children who didn't want to participate in the activities. It was seen that during drama lessons, students conducted their studies in accordance with the students' instructions, and the children, who acted according to these instructions, were approved by the teacher. It was observed that activities could get flexible, through children's discussions and brainstorming. It was attention-grabbing that the instructions given during the studies were didactic and guiding, and they weren't encouraging for creative ideas.

Discussion and Interpretation

Findings obtained through observations, lesson plan analyses and teacher interviews conducted in three schools from different socio-economic levels are discussed here in the light of the related literature.

In this context, it was observed that pre-school teachers considered drama as an educational method, however they lacked some qualities required for planning and implementing. That lesson plans are obtained from the Internet, and not planned in accordance with the terminal behaviours and objectives defined specifically for the children in these schools are the indicators of this finding. It can be claimed that authentic thinking and acting areas weren't created for children in the roles assigned to them, they were asked to conduct pre-prepared expressions and tasks, and children are limited in terms of gaining real experiences.

Drama method is an important instructional tool that can provide children with the experiences of discovering their social environment, because in order to realize that, they need to interact with that environment (Önder, 2006). In the present study it was observed that and teachers had difficulty in developing authentic working areas for children to interact, express themselves, and discover new situations.

Akar Vural and Somers (2012) stated in their study that teachers should start planning their lessons based on drama method by first defining what they want to do, what the objectives and attainments are, with what techniques, materials, role persons, and sources they

will do what they what they want to do, and in what order they will set these to work. Taking these steps of planning the instruction, they prepared a plan for a lesson based on drama method. The evaluation of the lesson plans of the teachers who participated in the present study showed that they used lesson plans formatted with objectives, attainments, activity content and evaluation parts. It was observed that there were some deficiencies in the definition of student and teacher roles, the introduction part of the plan didn't include information about how attracting attention, motivation, and transition studies to be conducted, sometimes only warm-up studies were included and warm-up studies were just consisted of warm-up exercises or games. Akar Vural and Somers (2012) stated in their study that warm-up activities could include talks about what was done in the previous drama session, what is going to be done in the present session, besides exercises or games. Definition of problem or pre-text techniques and instructions takes place in the body part of the lesson plan format. It was seen in the lesson plans used by the teachers who participated in the present study that these were included in the implementation part of the activity but not detailed. Akar Vural and Somers (2012) stated that conclusion and evaluation part of the plan should include final summary, re-motivation, establishing inter-disciplinary connections, closing and evaluations and informing about the next lesson or drama session. It was observed in the analysed lesson plans that these took place in the evaluation part but the evaluations were limited to the evaluation of the activities through question-answer method.

Observations and lesson plan analyses conducted in the present study showed that drama studies weren't used as a method, they weren't associated with other lessons efficiently, and evaluations in this context weren't done. For instance, an electric drama activity was conducted as an electricity current game. A drama activity supported with science activities on the subject of electricity, various experimental or observational studies on how the electricity is formed and transferred can be an indicator of the use of drama as an educational method. Similarly, in "half-whole exhibition" drama, children match two halves of paintings exhibited in a museum. When this activity is supported with mathematical concepts of half and whole, and various mathematics activities, we can mention the use of drama as an educational method. The evaluation of the observation and lesson plan analyses in accordance with the related literature shows that the teachers in the work group of the present study used drama as an independent discipline and a lesson. Evaluations made accordingly show that there aren't any findings about how the assessment of children's individual follow-up and their development of dramatic skills within the process are conducted and it was observed that the teachers didn't use portfolios in accordance with this purpose.

The evaluation of lesson plans and implementation of the activities presents that evaluation and assessment criteria aren't defined clearly and no assessment of the attainment of the objectives is done apart from a general experience sharing. Assessment is considered as the evaluation of the conducted study as a group. Assessment of the students' participation in the activities, and development of technical and dramatic skills can be possible by keeping a development portfolio of teachers' notes of observations, video-recordings, photos, the pictures and drawings students produced during the drama activities.

Drama has important functions in developing students' creativity and aesthetic development, social development and working skills, development of communicative skills, knowing themselves, self-confidence, decision-making skills, development of linguistic and communicative skills through extended vocabulary, development of feelings and ideas, and developing empathy (Ömeroğlu et al., 2010).

Heathcote highlights that teachers should have certain qualities for a successful design of learning-teaching through drama processes. Some of these qualities are listed as; a strong imagination and creativity, the ability to observe student needs, and to transfer these needs to lesson plans, the ability to observe general emotional status of the group and to transfer these needs to lesson plans, the ability to observe general emotional status of the group and empathize, the ability to listen effectively, provide efficient feedback, and use dramatic elements correctly (Akar Vural and Somers, 2012). It was observed in the present study that teachers used ready-made lesson plans, which shows that they lacked the required qualities to observe student needs and transfer these to lesson plans, to observe in measurement and assessment processes, and to follow students' dramatic development. Teachers' lacking these qualities required for the use of drama as a method is also an indicator of the inefficacy of the education they got in this area.

Implications/ Suggestions

In accordance with the findings obtained in the present study, following suggestions can be made;

- Taking the effect of drama in education on children, pre-school teachers should adopt drama as a teaching method.
- Because the best drama conductor is the teacher, lesson plans should be prepared by the teachers considering the development and needs of children. They shouldn't use ready-made plans.
- There should be more practical courses related to the educational use of drama in undergraduate programs of pre-school teaching.
- Pre-school teachers should be provided with in-service training about drama practices and planning.

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Psychometric properties of the Arabic version of The Child and Adolescent Perfectionism Scale in a sample of Egyptian adolescents

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Abstract

The purpose of the present study was to examine the factor structure and psychometric properties of the Child-Adolescent Perfectionism Scale (CAPS), an instrument developed Flett, Hewitt, Boucher, Davidson, & Munro (2000) and applied to a sample of Egypt secondary school students. The process included the translation of the original material from English into Arabic by the second author. The study was performed using a cross-sectional design and the Arabic version of the CAPS was applied to a sample of 1000 Egyptian secondary school students enrolled in the 1st grade attending three public secondary schools in Kafr El Sheikh governorate, Egypt. One hundred subjects were excluded due to an incomplete questionnaire. The results regarding the test-retest reliability and the factor structure were similar to the findings obtained in studies performed on English speaking children. The present study showed that the Arabic language version of CAPS is a reliable and valid measure of perfectionism for Egyptian secondary school students.

Key words: *Perfectionism, test reliability, test validity, Egyptian adolescents.*

Introduction

Perfectionism is a personality disposition characterized by striving for flawlessness and setting excessively high standards for performance accompanied by tendencies for overly critical evaluations (Flett & Hewitt, 2002; Frost, Marten, Lahart, & Rosenblate, 1990). It is a disposition that pervades all areas of life, particularly work and school, and may also affect one's personal appearance and social relationships (Stoeber & Stoeber, 2009). However, perfectionism is a multidimensional and multifaceted characteristic (Frost et al., 1990; Hewitt & Flett, 1991).

Moreover, research has shown that two major dimensions of perfectionism can be differentiated: perfectionistic strivings and perfectionistic concerns (Frost, Heimberg, Holt, Mattia, & Neubauer, 1993; Stoeber & Otto, 2006). The dimension of perfectionistic strivings comprises those facets of perfectionism that may be considered normal, healthy, or adaptive—such as striving for perfection, self-oriented perfectionism, and high personal standards—and has shown associations with positive characteristics, processes, and outcomes (particularly, when the overlap between perfectionistic strivings and perfectionistic concerns was controlled for). In contrast, the dimension of perfectionistic concerns comprises those facets of perfectionism that are considered neurotic, unhealthy, or maladaptive—such as concern over mistakes and doubts about actions, socially prescribed perfectionism, perceived pressure to be perfect, feelings of discrepancy between expectations and results, and negative reactions to imperfections—and has shown close associations with negative characteristics, processes, and outcomes (Stoeber & Rennert, 2008).

Research on Perfectionism in Adolescence

The findings from studies with adolescent school students show that perfectionism in adolescence is often associated with indicators of psychological maladjustment and disorder. However, across studies, the findings consistently demonstrate that perfectionistic concerns—not perfectionistic strivings—is the dimension of perfectionism that is predominantly associated with such indicators. For example, perfectionistic concerns in adolescents are associated with higher levels of fear of failure, stress, depression, anxiety, and somatic complaints (Einstein, Lovibond, & Gaston, 2000; Gilman, Ashby, Sverko, Florell, & Varjas, 2005; Hewitt et al., 2002; Nounopoulos, Ashby, & Gilman, 2006; Stoeber & Rambow, 2007). In addition, perfectionistic concerns are associated with low levels of academic confidence and satisfaction with life (satisfaction with self, school, family). In contrast, the perfectionistic

strivings dimension of perfectionism has been found to be associated with indicators of subjective well-being and psychological adjustment. For example, perfectionistic strivings in adolescents are associated with higher levels of hope for success, motivation for attending school, motivation for exam preparation, mastery and work orientation (showing a preference for challenging tasks), academic confidence, peer acceptance, number of hours spent studying per week, and academic achievement (as indicated by higher grade point average) as well as with higher self-esteem and satisfaction with life (Accordino, Accordino, & Slaney, 2001; Einstein et al., 2000; Gilman et al., 2005; Nounopoulos et al., 2006; Stoeber & Rambow, 2007).

Moreover, adolescents classified as healthy perfectionists generally show higher levels of subjective well-being and psychological adjustment (e.g., satisfaction with life, grade point average) than adolescents classified as unhealthy perfectionists. In some studies, adolescents classified as healthy perfectionists even showed significantly higher levels of subjective wellbeing and psychological adjustment (e.g., satisfaction with life) than adolescents classified as nonperfectionists (Öngen, 2009; Wang, Yuen, & Slaney, 2009).

In contrast, adolescents classified as unhealthy perfectionists have been found to show higher levels of indicators of psychological maladjustment and disorder (e.g., depression) than adolescents classified as healthy perfectionists and nonperfectionists (e.g., Gilman et al., 2005; Wang et al., 2009).

Measuring Perfectionism in Adolescence

To measure multidimensional perfectionism in adolescence, three self-report questionnaires are predominantly used: (a) the Multidimensional Perfectionism Scale (MPS; Hewitt & Flett, 1991) and its version specifically adapted for children and adolescents, the Child-Adolescent Perfectionism Scale (Flett, Hewitt, Boucher, Davidson, & Munro, 2000); (b) the Frost Multidimensional Perfectionism Scale (FMPS; Frost et al., 1990); and (c) the Almost Perfect Scale-Revised (APS-R; Slaney, Rice, Mobley, Trippi, & Ashby, 2001). The MPS and CAPS contain scales that measure self-oriented perfectionism and socially prescribed perfectionism. Self-oriented perfectionism captures self-oriented striving for perfection, whereas socially prescribed perfectionism captures beliefs that others have high standards for oneself and that acceptance by others is conditional on fulfilling these standards. The FMPS contains scales that measure personal standards and concern over mistakes; and the APS-R contains scales that measure high standards and discrepancy. Both personal standards and high standards capture setting extremely high standards for one's performance, whereas concern over mistakes captures concerns about making mistakes and not living up to these high standards, and discrepancy captures feelings of discrepancy between one's expectations and performance. Despite their differences, all three measures can be used to capture the two main dimensions of perfectionism: Perfectionistic strivings can be captured with MPS/CAPS self-oriented perfectionism, FMPS personal standards, and APS-R high standards; and perfectionistic concerns can be captured with MPS/CAPS socially prescribed perfectionism, FMPS concern over mistakes, and APS-R discrepancy (Stoeber & Otto, 2006).

To our knowledge, there is no single Arabic study used Child and Adolescent Perfectionism Scale (CAPS). The purpose of this study is to adapt the Child and Adolescent Perfectionism Scale in Egypt and to investigate the validity and the reliability of the scale in an Egyptian adolescent sample.

Method

Participants

The initial sample consisted of 1000 Egyptian secondary school students enrolled in the 1st grade attending three public secondary schools in Kafr El Sheikh governorate, Egypt. After contacting the school directors and offering a presentation of the project to the teachers, the sample process was started. All students were chosen to participate. In some cases, the parents had given informed consent for the student to participate, as required by some school principals. Hence, the sample was not randomly selected but rather included all available students. One hundred subjects were excluded because they failed to complete questionnaire. The final sample consisted of 900 children, 400 girls and 500 boys. Two weeks after the initial administration, CAPS was readministered to 250 subjects of the original sample.

Statistical analysis

Test-retest reliability was calculated (using Pearson's r) with a Arabic language instrument version in a subsample of 250 school children, with a two week break between assessments. The factor structure of the 22-item CAPS was examined using factorial analysis validation with a varimax rotation of data with the Arabic language instrument version assessed in a sample 400 students.

Results

Test-retest reliability

The test-retest reliability was calculated using the Pearson product-moment correlation. For the total sample of 250 children the two-week test-retest reliability coefficient was .82 ($p < .001$) for self-oriented perfectionism, and .85 ($p < .001$) for socially prescribed perfectionism.

Factor analysis

The factor structure of the 22-item CAPS was examined using factor analysis validation with a varimax rotation of data in the Arabic version of the instrument assessed in the 900 secondary school students. There were two factors with eigenvalues higher than 1. Only items that loaded 0.40 or greater on a factor were retained within a factor. Using this criterion, no item failed to load on a factor. Taken together, these factors accounted for 57.66% of the total variance. The items and their factor loadings are presented in Table 1. The first factor was labeled self-oriented perfectionism and accounted for 37.20% of the variance. The second factor was labeled socially prescribed perfectionism and accounted for 20.46% of the variance.

Table 1. *Factor Analysis*

Item number and content	Factor loading
<i>The Self-oriented Perfectionism (37.20%)</i>	
1.I try to be perfect in everything I do.	.56
2.I want to be the best at everything I do.	.62
4.I feel that I have to do my best all the time	.43
6.I always try for the top score on a test	.40
7.It really bothers me if I don't do my best all the time	.44
9.I don't always try to be the best	.72
11.I get mad at myself when I make a mistake	.65

Table 1 continues

14.I get upset if there is even one mistake in my work	.70
16.When I do something, it has to be perfect	.55
18.I do not have to be the best at everything I do	.53
20.Even when I pass, I feel that I have failed if I didn't get one of the highest marks in the class.	.66
22.I can't stand to be less than perfect.	.76
<hr/> <i>The Socially Prescribed Perfectionism (20.46%)</i> <hr/>	
3.My parents don't always expect me to be perfect in everything I do	.44
5.There are people in my life who expect me to be perfect	.49
8.My family expects me to be perfect.	.62
10. People expect more from me than I am able to give	.53
12.Other people think that I have failed if I do not do my very best all the time.	.73
13.Other people always expect me to be perfect.	.48
15.People around me expect me to be great at everything	.61
17.My teachers expect my work to be perfect.	.64
19.I am always expected to do better than others	.55
21.I feel that people ask too much of me	.71

Discussion

The present study was aimed to explore the Psychometric properties of the Arabic version of The Child and Adolescent Perfectionism Scale in a sample of Egyptian adolescents. CAPS is the first measure designed to assess perfectionism in children and adolescents. For the purpose of the study, principal component analysis was conducted to see whether CAPS had a factor structure similar to that of the original CAPS. The results, relatively consistent with the original factor structure, yielded a two-factor solution (Flett et al., 2000). These factors were: Self-oriented perfectionism, and socially prescribed perfectionism.

It seems that the original factor structure is similar to the factor structure obtained from the Egyptian sample. This finding is important to support the validity of CAPS subscales in different cultures. This may also imply that self-definitions for Egyptian adolescents may be similar to Western cultures. On the other hand, findings of the study supported multidimensional perfectionism construct in adolescent samples, consistent with previous studies conducted in different cultures (Cheng et al., 1999; Enns, Cox & Clara, 2002).

With regard to reliability of CAPS, it was found that reliability coefficient in this study was higher than the original study. In conclusion, this study provides preliminary support for the psychometric properties of CAPS. Therefore, the scale can be used for measuring perfectionism in Egyptian adolescents. In addition, CAPS demonstrated a similar factor structure with the original scale, and the results confirmed multidimensionality of the perfectionism construct in an Egyptian sample.

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The Effect of Graphic Organizers on Improving Reading Comprehension of Children with Autism Disorder

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Abstract

The purpose of the current study was to explore the effectiveness of graphic organizers on reading comprehension skills of children with ASD. 10 students in grades five who had been identified as having ASD were chosen. The sample was randomly divided into two groups; experimental (n= 5 boys) and control (n= 5 boys). Reading Comprehension Test was used. Mann Whitney and Wilcoxon tests were employed for data analysis. Results from this study indicated the effectiveness of graphic organizers on reading comprehension skills of the students in the experimental group.

Keywords: *Graphic organizers, reading comprehension skills, children with ASD,*

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Introduction

Students with disabilities often have stronger decoding skills than reading comprehension skills. The reason for this is partly due to the developmental delays that many students with disabilities have. Students with very high needs are often taught life skills over academic skills.

Comprehension occurs when the reader actively obtains meaning from written text (Bursuck & Damer, 2011). Saalasti and colleagues (2008) showed that students with Asperger syndrome had significantly lower scores on a comprehension of instructions subtest compared to scores of their typically developing peers. Walberg and Magliano (2004) identified possible reasons for the discrepancy between word reading and comprehension skills for students with ASD: (a) inability to use background knowledge to interpret information and ambiguities presented in text, (b) fundamental deficits in language abilities, (c) difficulties with linguistic processing at the sentence level, and (d) inability to resolve ambiguity in text.

Reynhout and Carter (2008) studied the effects of a social story intervention on appropriate group reading behavior and specific attention on reading comprehension difficulties. They used a single-subject, ABC design to evaluate the impact of the social story review prior to group read aloud on the behavior of looking at the book. The participant was an 8-year-old diagnosed with ASD, intellectual disability, and limited language skills. The results failed to demonstrate a functional relation between the social story and appropriate group reading behavior. The targeted behavior also failed to improve after adding a verbal prompt to read the story. The authors suggest that one possible explanation for the lack of a functional relation could be that the participant was unable to comprehend the social story text and/or the text being read to the class. The authors stated that future research is needed to examine comprehension skills that act as prerequisites to social stories and to implement rigorous designs including multiple baseline across behaviors, settings, or participants.

One method suggested for increasing reading comprehension skills for struggling readers (e.g., students with learning disabilities) is graphic organizers. Keri and Wood (2013) used a delayed multiple baseline across participants design to evaluate the effects of graphic organizers on the accuracy of wh-questions answered following short passage reading. Participants were three elementary-age students with autism spectrum disorder. Results indicated improved accuracy of responses to wh-questions, generalization, and maintenance of gains following intervention.

Graphic organizers are currently in wide use by reading experts and classroom teachers, and studies have shown a positive effect on reading comprehension (Jiang & Grabe, 2007; Keri and Wood, 2013).

The purpose of the present study was to examine the extent to which graphic organizers can be used to improve reading comprehension skills of ten students with ASD. The primary research question was, what effects will graphic organizers have on improving reading comprehension skills of students with autism disorder?.

Method

Participants

Participants were ten children between the ages of seven and nine who attended a center for autism. Parental informed consent forms were sent home by the center director to parents of potential participants telling them about the study and requesting them to give permission for their children to participate. Through a previous comprehensive psychological evaluation each targeted child had received a primary diagnosis of Autistic Disorder. All

children were also capable of communication using speech assessed through a combination of teacher report and observation. They were so-called high functioning.

Each child also had the following characteristics: (a) meet the full criteria for autism according to The Scale for Screening Autism Disorder(Mohammed, 2003) (b) functional verbal communication, (c) able to read and comprehend words, and (d) ability to follow directions.

Instrument

Reading Comprehension Test: The test was developed to assess reading comprehension of children with autism disorder. It was based on the features of comprehension skills recognized by Mourad Ali (2015). The test consists of (30) items assessing word recognition , and comprehension ,15 items each , with score ranging from 0-1 on each item and a total score of 30. The test has demonstrated high internal consistency with Cronbach's α ranging from 0.82 to 0.85.

Procedures

Screening: Participants were ten children between the ages of five and seven who attended a school for children with developmental disabilities (Tarbya Fekrya). Each child also had the following characteristics: : (1) A diagnosis of ASD from child psychologist based on The Scale for Screening Autism Disorder(Mohammed, 2003); (2) Deficits in Joint attention, as the aim of this study was to improve these deficits through the training program. (3) ability to read and comprehend words, and (4) ability to follow directions.

Pre-intervention testing: All the students were assessed using the reading comprehension test.

General Instructional Procedures: Prior to the start of the study, parental consent were obtained for all the children. Each child in the treatment group received 14 teaching sessions. The duration of each session would be from 15 minutes to 20 minutes, depending on child's capacity. While treatment group children received social skills training using graphic organizers ,the control group continued with usual special classroom interventions. .

Post-intervention testing: Having practiced twenty-one sessions of reading, the participants in both groups took the Reading Comprehension Test as post-test.

Design and Analysis

The effects of implementing graphic organizers on students' reading comprehension were assessed using pre- post testing.

Results

Graphic Organizers and reading comprehension

The first objective of the study was to determine if use of graphic organizers would be more effective for the treatment group compared to the control group .For this purpose, the post intervention scores of both treatment and control groups were analyzed. Table 1 shows Z Value results for the differences in post- test mean rank scores between experimental and control groups in Reading Comprehension Test. The table shows that (Z) values were(-2.133)for comprehension ,(-2.166)for word recognition , and (-2.218)for the composite score. These values are significant at the level (0.01) in the favor of experimental group .

Table 1. *Z Values results for the differences in post- test mean rank scores between experimental and control groups in Reading Comprehension Test*

Variables	Groups	N	Mean Ranks	Sum Ranks	Mann-Whitney	Z Value	Sig.
Comprehension	Ex	5	8	40	Zero	-2. 133	0.01
	Cont.	5	3	15			
Word Recognition	Ex	5	8	40	Zero	-2. 166	0.01
	Cont.	5	3	15			
Composite	Ex	5	8	40	Zero	-2. 218	0.01
	Cont.	5	3	15			

The second objective of the study was to determine the effect of graphic organizers on improving reading comprehension skills of children with ASD. The children’s reading comprehension was measured pre and post intervention. Table 2 shows Z Value result for the differences in pre and posttest mean rank scores for the experimental group in Reading Comprehension Test. The table shows that (Z) values were (-2.162)for Comprehension,(-2.123)for Word Recognition,(-2.232)for the composite score. These values are significant at the level (0.01) .This indicates that use of graphic organizers had a positive effect on improving reading comprehension skills in children with ASD.

Table 2. *Z Values results for the comparison of mean rank scores of experimental group at pre-and post-intervention in Reading Comprehension Test*

Variables	Negative Ranks		Positive Ranks		Z Value	Sig.
	Mean	Sum	Mean	Sum		
Comprehension	3	15	Zero	Zero	-2. 162	0.01
Word Recognition	3	15	Zero	Zero	-2. 123	0.01
Composite	3	15	Zero	Zero	-2. 232	0.01

Discussion

This study investigated the effects of graphic organizers on reading comprehension skills of elementary students with ASD. It was hypothesized that graphic organizers will increase reading comprehension of students with ASD.

Graphic organizers are confirmed by Gately (2008) to be beneficial for students to organize information or generate connections within a story. O’Connor and Klein (2004) state, “students with autism appear to have difficulty integrating information...they might be also expected to have difficulty integrating information

from previous text to understand the gist of the passage” (p. 116). Kluth and Darmody-Lantham (2003), add that “pictures and drawings are not the only ways to clarify speech and communicate with students with autism; the written word can also be used as a visual support” (p. 534). This study demonstrates that use of graphic organizers can help students with ASD improve their reading comprehension skills.

Limitations and Further Study

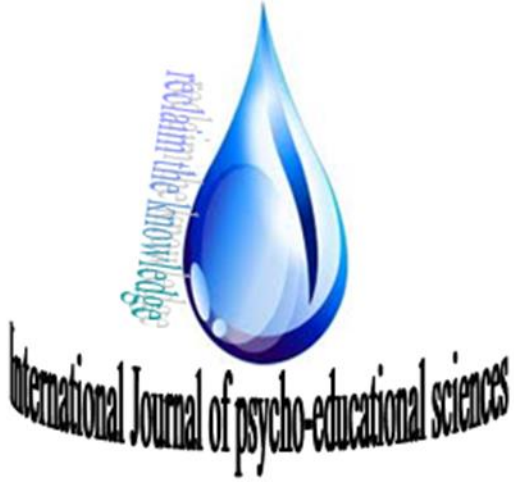
One limitation of the current study stems from the fact that the scope of the study is limited to the data collected from children with ASD. Hence, further research with larger and more demographically diverse populations with random selection would strengthen the findings of the study.

Secondly, it may be that the length of the intervention was not sufficient to see change large enough to be measured. Sheridan et al. (1996) suggested that the training used in that study (10 weeks long) possibly was too short to produce long-range effects. The present study also used brief training (6 weeks), as is often the case with interventions in the school setting.

Despite these limitations, the present study contributes useful knowledge about the influence of graphic organizers on ASD children's reading comprehension skills.

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Metaphors of Pre-school Teacher Candidates and Pre-school Teachers about the Concept of Play and Toy

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Abstract

Play and toys have important roles in children's cognitive, emotional, social, and physical development. Plays and toys support child's development in all aspects. This view is widely shared by scientific and media publications. The aim of this study is finding out, with the metaphor technique, the impressions and images of preschool teachers and teacher candidates about "play" and "toy". The study group consists of 100 preschool teacher candidates who are currently undergraduate students in the Department of Preschool Education Program in Ahi Evran University and 100 preschool teachers who work in central districts of Kırşehir during 2014-2015 academic years. The data obtained were analyzed in accordance with the qualitative research model "phenomenology". The data analyzed made up 11 categories reflecting the images of the teachers regarding "play" and 10 categories about "toy". The most commonly used metaphors for "play" are "the power of child's creativity and supporting his/her Imaginary" and "learning tool". The most commonly used metaphor for "toy" is "a basic and an essential material for child (cognitive and educational) development" and "Discovering imaginaries and creativeness". Both preschool teachers and preschool teacher candidates used positive metaphors about play and toys.

Keywords: Preschool teacher, preschool teacher candidate, metaphors, play, toy

Introduction

Play and toys which are the most important factors in order to get experiences of children during their childhood, are affective children's cognitive and social development. That's why, play and toys should be presented to children whenever and as frequently as possible. Play and toys which are specified according to children's gender, interest and skills support child cognitive and educational development. Play and toy are not evaluated differently from each other and they have overlapping functions. Jackson (2001) evaluates as follows:

1. Imitates adults; toy makes easy children in order to play a part in whichever role.
2. Reflecting the reality from another reality; a child who plays house, disciplining her baby with executive audio tone as both protector and powerful figure give information about family systems and behavior styles.
3. Satisfying to lay claim to something: All children need to tell "this belongs to me" for the thing hold in their hands (for the thing they have in their hands).
4. Reflecting development.
5. Preparation of social roles.
6. Support intellectual, mental and physical development.

The relationship between the children's social development, plays and toys is considered from two points of views: 1) Prosocial or aggressive behavior; 2) The development of sexual roles. In the first, the influence of war toys and aggressive games on the social behavior of children is among the subject attracting most curiosity (Onur, Çelen, Çok, Artar, Şener-Demir, 1997). Play and toy along with the basic needs of nutrition, health, shelter and education, are vital to develop the potential of all children. Play is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement. It is instinctive, voluntary, spontaneous and helps children develop physically, mentally, emotionally, socially.

Play is a means of learning to live, not a mere passing of time. Play is part of education. As a matter of course toy is also a material which is designed for nurturing

creativity in preschool children as a part of educational gains. They provide opportunities for initiative, interaction, creativity and socialization through play and toy in formal education systems and include studies of the importance of play and the means of play provision in the training of all professionals working with and for children. Play is fun, children enjoy the activity or get some kind of fulfillment from play-based process; it is a voluntary activity, children cannot be forced to play; play is characterized by the presence of rules, children apply these rules freely during play, and play has no external goal for the player. The play gives children the opportunity to explore, discover and learn in a meaningful context. Playful activities prepare them for academic learning (Aalsvoort, Bette Prakke, Howard, König, Parkkinen, 2015). Play is one of the most effective tools describing the child's wishes, goals, obtaining them requests and preparing them for life. Children learn spontaneously in the play knowledge and skills, behaviors necessary for living. It can be considered from several points of view. First, it was determined that the play has a positive effect on child cognitive, social, language, motor development. Secondly, when it comes to parenting, preschool teachers, they think play is significant on child development. Third, the play is an effective method that can be used in special education (Saracho, 2003, Kaytez & Durualp, 2014).

Toys and plays are very important factors with which children gain real experiences of their real and future lives. These factors, which have an important role in all stages of child development, support and empower children's skills. Thanks to play and toy, children complete their whole development via guided in order to get new experiences, knowledge and in order to have an awareness about themselves and the world, since they were born. In that scope, children are required to be provide a rich and stimulating environment where there are toys and plays (Demirdaliç, 2004, Tuğrul, 2010).

Play and toy materials are all types of equipment and kit which provide children having fun, learning some social roles. It is unequivocally agreed that Preschool teachers have very important roles in constructing playing process and using toys in the preschool classroom for students. Preschool teachers who buy and choose toys for their classrooms and organize qualified learning direct children in using toys physically and functionally. Besides they have the opportunity to use toys pedagogically and for educational outcomes. If they have self-efficacy how to integrate play and toy in their teaching process and they take positive attitudes, they will plan play-based activities and organize indoor and outdoor (inside and outside the) classroom in order to make plays and toys eligible. The aim of this research is to determine the impressions and images of preschool teachers and teacher candidates about “play” and “toy”. Specifically, the following questions guided the study:

1. What metaphors do prospective teachers use to describe the concept of “teacher”?
2. What conceptual themes can be derived from these metaphorical images?

Method

The data obtained were analyzed in accordance with the qualitative research model “phenomenology”.

Study Group

This research was conducted with the participation of 100 preschool teacher candidates from the Ahi Evran University Department of Early Childhood Education, Kirsehir and 100 preschool teachers who participated from different local and urban preschools from Kirsehir in 2014-2015 academic year spring semester. Participants were comprised of

voluntary basis and agreeing to contribute to the research. Participants' personal information in Table 1 is as below:

Table 1. *Participants' personal information*

Gender	Teacher		Teacher Candidate	
	f	%	f	%
Female	81	81	72	72
Male	19	19	28	28
Total	100	100	100	100

Data Collection

Data was collected during the 2015-2016 academic year by using the prompt "A play is like. . . Because. . . or A toy is like . . . Because. . .". Participants were provided a blank piece of paper with this prompts on top of the page and were asked to complete it by focusing on only one metaphor. Gender information was requested for demographic data comparison purposes. Participants were given nearly 20 minutes to write about a metaphorical image that seemed apt for their professional thinking. The participant was made noticed that more interested in their instant reactions to the "play" and "toy" phenomenon rather than their exhaustive essays on the topic. In general, the resemblance between the metaphor topic and the metaphor vehicle could be made more explicit through the use of "like". In this study, the similarity was clarified further through the use of "because". By including this word in the prompt, main intention was to encourage participants to give reasons for their personal metaphors. As a whole, that was aimed at eliciting their implicit beliefs about play and toy.

Data Analysis

The data were analyzed with the content analysis technique. Main target in content analysis is to get into the concepts and to find out relations that will explain the collected data. The interpreted data within descriptive analysis was taken deeply in content analysis and by doing this; new themes and concepts that could not be found by descriptive analysis can be discovered. The main process in content analysis is to bring the similar data together within some certain concepts and themes and to organize and interpret them so that the reader can understand them (Bogdan & Biklen, 1992; Yıldırım & Şimşek, 2006). Analysis of data in the following stages defined by Saban (2009) were taken as a basis for data analysis: The Stage of Elimination: It was determined as to which data would be used. The Stage of Compiling Sample Metaphors: The metaphors defined by the study group were listed. The data were coded by two different coders in the data analyzing process. Themes which entered by coders, were evaluated and decided common and frequently used themes. Besides they were also grouped whether positive or not. They were indicated frequencies and percentages. Development of Categories: the data analysis processes identified by Kuş (2006) such as "classification", "correlation" and "establishing relations" were taken into consideration.

Findings

The data analyzed in 11 categories reflecting the images of the teachers regarding "play" and 10 categories about "toy". The most commonly used metaphor categories for preschool teachers for "play" is "the power of child's creativeness". Most commonly used metaphor for "toy" is "a basic and essential material for child development".

Table 2. *Preschool Teachers Metaphors about “Play”*

Category of Metaphors	f
Power of child’s creativity and Supporting Imaginary	17
Having a big role on child development	2
Inner world of a child	2
All things about life and experiences	11
Necessity for kids, human	3
Child’s freedom	2
Relaxing, satisfying and amusing	5
Learning tool	31
Child occupation	14
Persistent and active learning	3
Addictive	10
Total	100

The metaphors used or developed by preschool teachers related to the concept of “play” were classified under 11 categories depending on their features in common. Table 2 explains that a large number preschool teachers associated ‘learning tool’ (31) metaphor. In addition to that, preschool teachers respectively regard “play” as “Power of child’s creativity and Supporting Imaginary” (17), “Child occupation” (14), “All things about life and life itself” (11), “Addictive” (10). Few teachers also associated with “Having a big role on child development” (2), “Inner world of a child” (2), “Child’s expandium freely” (2). Preschool teachers’ metaphors in order to draw analogy about “play” and their analogy reasons are formed as follows.

Preschool teachers used the following statements to define the metaphors in the category of “Learning tool”. The teachers emphasized that they use “play” as a learning material in classroom activities. They associated “play” with “teacher, mental box, first awareness, etc.” They think that the play has an effective way to construct children cognitive skills. The following statements define the metaphors as below:

“Play is like a teacher because it supports and empowers child development (mental, emotional, and social) and education.” (Teacher 32, Female)

“Play is like a mental box because it is an integral part of child development and education; it is also a natural learning tool and environment.” (Teacher 1, Male)

“Play is like the first awareness for a child because he/she discovers and learns the world.” (Teacher 26, female)

A significant part of preschool teachers associated “play” with “endless”, “limitless”, “wind”, “mirror”, “cooking”. They expressed that play strengthens child’s brain, his/her creative skills and thinking. The following statements define the metaphors are as below:

“Play is like a wind because it drags us in a creative world.” (Teacher 17, Female)

“Play is like the mirror because it reflects the child and childhood in order to travel creativity.” (Teacher 7, Male)

“Play is like cooking because we need to have certain ingredients for cooking, like this play is needed to have some products come from our dream world.” (Teacher 12, Female)

“Play is like an endless because play derives from a different creative play. So It is creative” (Teacher 14, Female)

Significant numbers of teachers use metaphors about “play” in order to identify “All things about life and experiences”. They pointed out that play reflects life and presents sections of life. Thus, children act the real life and have experiences of playing. Some following statements about “All things about life and experiences” class of metaphors are as follows:

“Play is like a life. Because we are doing what we have seen.” (Teacher 27, Female)

“Play is like the life because we are doing what we see in the play.” (Teacher 41, Female)

“Play is like the children’s experience because he/she gets persistent and effective experiences by playing.”

“Play is like child’s life because it covers her/his life entirely.” (Teacher 12, Female)

Some of preschool teachers emphasized that play makes children addictive. They used “a busy hour”, “ginmill”, “chocolate”, “tribune”. They expressed an opinion that children play more than necessary and play is time consuming. Teachers’ following statements are as follows:

“Play is like a busy hour because losing track of time...” (Teacher 42, Female)

“Play is like a ginmill because it makes addiction like alcohol. So much time consuming” (Teacher 13, Male)

“Play is like chocolate because it is flavoring and becoming addicted.” (Teacher 46, Female)

“Play is like a tribune because when you have experienced before, you cannot give up” (Teacher 38, Female)

Few teachers used to liken “play” to “kite”, “blue” for “child’s freedom” and “betraying child’s emotion” for “inner world of a child”. They expressed positive opinions about play with these associated metaphors. The views of two participants related to these metaphors categories are given below:

“The play is like betraying child’s emotion because he/she experiences everything with it.” (Teacher 41, Female)

“The play is like the blue because it calls the freedom for a child. He/she expresses his/ her ideas\feeling comfortable.” (Teacher 27, Female)

In general, preschool teachers’ ideas can be looked from some points of view associated with metaphors which are likening to. First, they think that play is regarded as a learning material in the classroom and in this context student learns by playing. A major proportion of teachers expressed that play support child’s imaginary and creativity and they also have a consensus about children gain experiences and reflect their lives into the playing process. Besides, they expressed negatively that play makes children addictive and it caused time consuming by they cannot stand playing.

Table 3. *Pre-school Teachers' Metaphors about "Toy"*

Category of Metaphors	f
A basic and essential material for child development	30
Slice of life	6
Discovering imaginaries and creativeness	5
Learning tool	6
Having Fun and Amusement	4
A tool to play	17
Meaning attribution	7
Source of Communication	2
Therapy for Peace and Relaxing	20
Addictive	3
Total	100

The metaphors used or developed by pre-school teachers related to the concept of "toy" were classified under 10 categories depending on their (common) features. Table 3 explains that teachers associated "toy" with "A basic and essential material for child development" (30), "Therapy for Peace and Relaxing" (20), "A tool to play" (17) metaphors. Besides, teachers slightly associated "toy" with "Having Fun and Amusement" (4), "Addictive" (3), "Source of Communication" (2).

A major part of teachers associated with toy in order of "gold, rainbow, a sister, a breath for kid" for "a basic and essential material for child development" category of metaphor. They were in favor that toy has an important role in child development and that is necessary for a child. Some of the teachers' statements are as follows:

"Toy is like gold because it is the most important item in a child's world."
(Teacher 36, Female)

"Toy is like a rainbow because it is a colorful world of a child." (Teacher 46, Female)

"Toy is like getting pocket money from dad because it covers lots of necessities." (Teacher 92, Female)

"Toy is like a sister/brother because child shares her/his life with it while she/he is growing." (Teacher 88, Female)

"Toy is like a breath for a kid because he/she learns the life, all things with it." (Teacher 41, Male)

A significant part of preschool teachers associated "toy" with "Therapy for peace and Relaxing". They considered toy as a tool for children in order to get rid of extra energy, rehabilitative and tranquillizer for disorders. Some of the teachers' statements follows:

"Toy is like football because it is a tool to be happy and to relax." (Teacher 23, Male)

"Toy is like a medicine because children are treated by their toys." (Teacher 54, Female)

"Toy is like a beach because source of peace for kids." (Teacher 48, Female)

A reasonable number of teachers associated toy with "A tool to play" category. They associated "toy" with "fish in the sea, the engine of a car, ingredient of the food etc." and it is inferred from these metaphors that a toy is supplement thing in order to construct play. Some of the teachers' statements are as follows:

*“Toy is like the fish in the sea because play is deficient without a toy.”
(Teacher 46, Female)*

*“Toy is like the engine of a car because there is no play without a toy.”
(Teacher 69, Female)*

“Toy is like the ingredient of food because the more toy is the more play for kids. Toy enriches the playing process.” (Teacher 37, Female)

Some of teachers liken “toy” to “a picnic basket, funfair, Disneyland etc.” in terms of “Having Fun and Amusement”. They expressed that toy is a material of amusement and is used for having fun. Some of the teachers’ statements are as below:

“Toy is like a picnic basket because we can put and do everything in order to have a great time.” (Teacher 53, Female)

“Toy is like funfair because you have fun as you play.” (Teacher 100, Female)

“Toy is like Disneyland because it presents us every all kinds of amusement with playgrounds.” (Teacher 85, Female)

Few teachers liken “toy” to “Wi-Fi, forgetting where you are, occupying in the life” in terms of “Addictive”. They think that children spend most of their time unwittingly when they focus on toys. Some of the teachers’ statements are as below:

“Toy is like Wi-Fi because it catches kid’s attention everywhere and constant focus attention” (Teacher 77, Female)

*“Toy is like forgetting where you are. Because you cannot interest anything.”
(Teacher 55, Female)*

“Toy is like occupying in the life because, as you focus on it, you cannot give up.” (Teacher 31, Male)

Some of the teachers expressed that the way to communicate gain advantage from toy in “Source of Communication” category of metaphor. They liken to “hail fellow, psychologist”. Some of the teachers’ statements are as below:

“Toy is like hail fellow because children can communicate via toy. It is a symbol as a form of communication with children.” (Teacher 22, Female)

Toy is like psychologist because it is possible to understand and to make comments on the inner world of children.”

In general, pre-school teachers consider toy as a basic material for child development and education, having relax and discharging children extra energy, as a material for composing of play. A small part of teachers have opinions about toys have specific features on having fun and causing addiction, a tool for communication in order to understand children. From these findings on teachers’ views, it can be said that toy can be identified ‘versatile material’ for children are and served for different kind of purposes.

Table 4. *Preschool Teacher Candidates Metaphors about “Play”*

Category of Metaphors	f
Power of child’s creativity and supporting imaginary	32
Having a big role on child development	2
Inner world of a child	3
All things about life and experiences	3
Necessity for kids, human	3
Child’s freedom	17
Relaxing, satisfying and amusing	22
Learning tool	2
Child’s occupation	2
Persistent and active learning	12
Addictive	2
Total	100

When it comes to pre-school teacher candidates’ categories of metaphors about “play”, It is mostly stated that “Power of child’s creativity and supporting imaginary” (32), “Relaxing, satisfying and amusing” (22), “Child’s freedom” (17), “Persistent and active learning” (12) were explained as the meaning for play. Teacher candidates consider that “play” supports creative thinking and set in motion imaginary. That’s why; creative experiences and creative expressions come true during playing process. Some of the following statements are as below:

“Play is like undertaking a journey because children discover their imaginary world (world of imagination).” (Teacher Candidate 31, Female)

“Play is like setting sail because it encourages children to (make) voyage by playing creatively.”

“Play is like magic lamp because the child brain reveals magic ideas in the playing process.” (Teacher Candidate 26, Male)

“Play is like a drama because we act in creative experiences.” (Teacher Candidate 47, Female)

“Play is like shadow because people enjoy being who they are in an imaginative and creative playing activity.” (Teacher Candidate 66, Male)

“Play is like a dream. Because it supports to have a dream to travel to another world and it does not draw lines to ideas.” (Teacher Candidate 64, Male)

“Play is like a mandarin because when we remove the skin of mandarin, we meet slices of mandarin. It is possible to derive from different plays.” (Teacher Candidate 78, Female)

A major part of preschool teacher candidates likened toy to “therapy, massage chair, vitamin of spirit, eating etc.” in terms of “Relaxing, satisfying and amusing”. Teacher candidates stated that “play” can be used for making people having fun or relaxing by playing. It also supports children and adults relaxing. Some teacher candidates’ statements are follows:

“Play is like a therapy because people during therapy, children have relaxing by playing.” (Teacher Candidate 36, Female)

“Play is like a massage chair because children have relaxing by discharging.” (Teacher Candidate 51, Female)

“Play is like vitamin of spirit because we feel satisfied with our spirits as we play.” (Teacher Candidate 7, Female)

“Play is like eating because it gives relaxing, satisfaction.” (Teacher Candidate 16, Male)

“Play is like an ice-cream cone because final point which is known finishing is even delighting.” (Teacher Candidate 22, Female)

A significant part of pre-school teacher candidates associated “play” with “Child’s freedom”. In that sense, they liken to “the blues kite, small world etc.” in order to make sense of freedom. They think that children have high self-expression comfortably in the playing process. Some of the teacher candidates’ statements are as below:

“Play is like the blue kite because children express themselves freely while they are playing. They direct themselves what they want.” (Teacher Candidate 43, Female)

“Play is like a small world because it is the most convenient environment for children in order to express themselves comfortably.” (Teacher Candidate 39, Female)

A reasonable part of pre-school teacher candidates likened “play” to “checklist, sustainability for children, the best book which is written by ink” in terms of “Persistent and active learning”. According to the candidates, if they want to bring children rich and persistent experiences, they will use play for children’ life cycle. Some of the teacher candidates’ statements are as below:

“Play is like checklist for kids because children can develop social and cognitive skills via using kinesthetic.” (Teacher Candidate 97, Male)

“Play is like sustainability for children because children learn in a natural setting.” (Teacher Candidate 26, Female)

“Play is like the best book which is written by ink because every concept which is learnt by children, is persistent in an active learning environment.” (Teacher Candidate 42, Female)

Small part of the teacher candidates associated with “Necessity for kids, human”, “Having a big role on child development”, “Inner world of a child”, “All things about life and experiences”, “Addictive”. Teacher candidates’ metaphors samples and their reasons which they use are as follows:

“Play is like food because it is an absolute must and it is a sense of self for a child.” (Teacher Candidate 49, Female)

“Play is like an actor/ actress because it acts effectively the whole development.” (Teacher Candidate 93, Male)

“Play is like mind because it is a reflection of the child’s feelings and ideas.” (Teacher Candidate 77, Female)

“Play is like the taste of life because we act as if and we feel included playing” (Teacher Candidate 42, Female)

“Play is like Nutella jam because we find ourselves playing without ceasing as time progressed.” (Teacher Candidate 87, Male)

As it inferred from pre-school teacher candidates' metaphors about play that they focus on more versatile features of the play. They mostly think that "play" supports children's creativity and present having fun and relaxing. In addition, they usually have opinion in favor about "play" in terms of bringing children freedom and active learning outcomes.

Table 5. *Pre-school Teacher Candidates Metaphors about "Toy"*

Category of Metaphors	f
A basic and essential material for child development	12
Slice of life	3
Discovering imaginaries and creativeness	28
Learning tool	3
Having fun and amusement	19
A tool to play	8
Meaning attribution	14
A Source of communication	4
Therapy for peaceful and relaxing	4
Addictive	5
Total	100

Table 5 explains pre-school teacher candidates' category of metaphors. They associated with "Discovering imaginaries and creativeness" (28), "Having fun and amusement" (19), "Meaning attribution" (14), "A basic and essential material for child development" (12) for the concept of "toy". Small part of teacher candidates associated with "Slice of life", "Learning tool" for the concept of "toy". A great part of teacher candidates likens "toy" to "the frame of the mirror, imaginary, best tool of the amusement and imagine, dough, pencil, time, plane, ocean, a vehicle etc." in terms of "Discovering imaginaries and creativeness". Following teacher candidates' statements are as below:

"Toy is like the frame of the mirror. Not necessarily, if it is in there, it will enrich the image from comes to mirror. (Teacher Candidate 7, Female)

"Toy is like imaginary because we think of what we want and imagine. We play with a toy and we design it whatever we want." (Teacher Candidate 11, Female)

"Toy is like the best tool of the amusement and imagine. Because it is a guide of creativity." (Teacher Candidate 18, Female)

"Toy is like the dough because each toy serves on different purposes. Whichever purpose you use for it, it switches their design and order." (Teacher Candidate 14, Female)

"Toy is like a pencil. Because it is simple, but it is designed in our dreams." (Teacher Candidate 21, Female)

"Toy is like time because it is possible to have a creative journey." (Teacher Candidate 88, Male)

"Toy is like a plane because it has got same function like a plane. Toy leads away us another world." (Teacher Candidate 94, Female)

"Toy is like an ocean because we can have a broad perspective, it comes about from several points of view." (Teacher Candidate 29, Female)

"Toy is like a vehicle because it takes you to your destination which you like and the play." (Teacher Candidate 47, Female)

A significant part of pre-school teacher candidates likens "toy" to "gummy bears, discharge, a sign of social life, a life coach for kids, classroom etc." in terms of "Having Fun

and Amusement". They think about toys that children have fun and create joyful environments for themselves via toys. Following teacher candidates' statements are below:

"Toy is like gummy bears, because children have pleasures while they are playing" (Teacher Candidate 82, Male)

"Toy is like discharge, because they are best amusement materials for kids while they are physically active." (Teacher Candidate 42, Female)

"Toy is like a sign of social life because they make children adapted with their color and funny world." (Teacher Candidate 37, Female)

"Toy is like a life coach for kids because children identify your roles and identity in the life." (Teacher Candidate 39, Male)

"Toy is like a classroom because children get experiences which prepares for real life with toys." (Teacher Candidate 22, Female)

The other significant part of pre-school teacher candidates liken "toy" to "a word, a pawn, art, philosophy etc." in terms of "Meaning Attribution". They expressed that the toy can be illustrated conceptual approach in order to investigate children's behaviors and childhood. Following teacher candidates' statements are below:

"Toy is like a word because children perform what they understand and feel with." (Teacher Candidate 88, Female)

"Toy is like a pawn because child decides whether it is effective or not in his/her life." (Teacher Candidate 36, Male)

"Toy is like art because children tell about themselves and their inner world with toys." (Teacher Candidate 14, Female)

"Toy is like philosophy because when we are curious about the history of childhood about a child, it is enough to investigate his/her toys." (Teacher Candidate 29, Female)

A considerable part of pre-school teacher candidates liken "toy" to "vitamin, ingredient, food" in terms of "A basic and essential material for child development". They intellectualized the toy in order to gain children skills which are in their development process. Some of the teacher candidates' statements are below:

"Toy is like vitamin because it is the best way to empower child development." (Teacher Candidate 57, Female)

"Toy is like ingredient because it is very important and basic part of holistic child development." (Teacher Candidate 67, Female)

"Toy is like food because toys feed children's spirits and mental world." (Teacher Candidate 55, Male)

Some of pre-school teacher candidates associated with "Learning tool" for the concept of "toy". They liken "toy" to "a pencil, map etc." They pointed out that the toy has pragmatic and instructional reasons in order to take in a child's life. Some of the teacher candidates' statements are below:

"Toy is like a pencil, because it can be basic but it is effective and natural learning tool." (Teacher Candidate 100, Male)

"Toy is like a map because children learn flexible whichever they use/ like." (Teacher Candidate 90, Female)

Few of pre-school teacher candidates liken "toy" to "soap opera, mirror, etc." in terms of "Slice of life". They especially emphasized the toy on behalf of composing real experiences. Some of their statements are as below:

"Toy is like a soap opera because purposes of toys' producing process come from real sections of life." (Teacher Candidate 71, Male)

"Toy is like mirror because they present real characters, materials from real life." (Teacher Candidate 25, Female)

In general, pre-school teacher candidates have opinions in favor and they expressed their ideas with child-oriented approach. They mostly focus on child creativity and imaginary world, having a nice time with the toy, sense-making with the toy. In that sense, they give priority to children in order to get pleasure out of the toy rather than the educational attainments from the toy.

Conclusion and Discussion

This study has been prepared to investigate the metaphors relating to *the concepts of play and the toy* that the pre-school teachers and pre-school teacher candidates have and mostly expressed these metaphors under certain categories. The findings of this research draw attention to several important points. First, a large number of teachers stated that play is regarded as a learning material in the classroom and in this context student learn by playing. Besides, a major part of teachers expressed that play supports child's imaginary and creativity and they also have an agreement about children gain experiences and reflect their lives in the playing process. Contrary to these views, they expressed negatively that play makes children addictive and it caused time consuming by they cannot stand playing. When it comes to pre-school teacher candidates' perceptions about "play", it is inferred from the study that they focus on more versatile features of the play. They mostly think that "play" support children's creativity and present having fun and relaxing. In addition, they usually have opinion in favor about "play" in terms of bringing for children freedom and active learning outcomes. Erşan (2011) is also expressed that, free-play activity is thought as a activity that children play freely, and has no purpose. In learning centers, contribution of play on improvement of social skills are noticed meanwhile it's contribution on cognitive processes are not considered enough. On both sides, it can be evaluated that the teachers and the teacher candidates almost have the same opinions and same perceptions. The teachers just differ from the teacher candidates about using the play as a learning tool. They firstly focused on the play as a pragmatic activity in planning and teaching process.

The findings of certain studies conducted in the world and in Turkey do not coincide with the findings of this study. According to teachers, play is important for children and it has a vital role in children development, but schoolwork always important than all other things. If a student has something to do about the class, he/she does not need to play. The first thing must a student do is to study lessons. So if only a student finishes studying, he/she has right to play (Artar, 1999). Besides, there is unavailability which was not inferred from teacher and teacher candidates in the matter of systematic play policy and regulation in the kindergartens process. On that note, we cannot talk about a play policy in pre-schools in Ankara. The Ministry of Education in Turkey has a curriculum for pre-school institutions, both concerns private and public preschools. But the institutions and the teachers are following their own programs and making their own choices especially for play. These results show us that it is necessary to prepare a (detailed and well-supervised) play policy or to revise the current curriculum (Demir, 1999). It is fact accepted by every education experts and teachers that pre-school curriculum (Ministry of Education, 2013) which was updated and revised in 2013

positive impacts and expressions about integrating play and toy to the preschool curriculum. However, the curriculum has not still got a particular play policy and well-organized play and toy based activities.

In relation to pedagogy, teachers in pre-school can use the memories appearing in this study to discuss children's play from their own experience, to make visible and discuss the conceptions that exist about play now and then. Above all it is important to discuss which child view is manifested in the notions of play and how adults view, for example, the increased influence of the media and commercialization which characterize play today and especially how they relate it. The sociocultural perspective on play and children is brought forth and cultural values are incorporated implicitly through the memories of children's play. The value of play is based on the individual's knowledge of play and thereby also the individual's definition of play (Sandberg & Vuorinen, 2008).

In general, pre-school teachers think about the toy as a basic material child development and education, having relax and discharging children extra energy, as a material for composing of play. A small part of teachers have opinions about toys have specific features on having fun and causing addiction, a tool for communication in order to understand children. From these findings of teachers' views, it can be said that the toy can be identified as a 'versatile material' for children are served for different kind of purposes. In addition to that, pre-school teacher candidates have opinions in favor and they expressed their ideas with child-oriented approach. They mostly focus on child creativity and imaginary world, having a nice time with the toy, sense-making with the toy. In that sense, they give priority to children in order to get pleasure out of the toy rather than the educational attainments from the toy. Teachers who are effective about toys and play preferences of children think that play and to present children positive experiences have important roles in child development and learning, making children amused, in order to bring children different kinds of skills and to develop them in preschool education (Adak-Özdemir & Ramazan, 2012). Teachers were firstly about its features related to 'development' and secondly about 'entertainment-learning-learning through entertainment'.

Educators who train future teachers share several concerns. The first one is the limited time available to teach students about pedagogical activities that are appropriate for young children; especially choosing activities that are suitable to young children's specific needs with regard to their developmental stage. Students have to learn to recognize play characteristics. Moreover, they need time to practice how to use pedagogically- suited hints or suggestions to elicit play. Between balancing hints as well as leaving the room for exploration also requires organisational skills to successfully meet several children in the classroom and not just the one. (Aalsvoort, Bette Prakke, Howard, König, Parkkinen, 2015). The pre-school teachers viewed improvisations of play materials in the absence of the standard ones as capable of causing confusion for the preschoolers. The Early Childhood Education, the need for teachers' knowledge of play materials during and after training and their use of children's development (Sopekan, 2013). Kadim (2012) also pointed out that teachers have low self-efficacy about preschool teachers' in some views on play activities of the self-efficacy according to serve kindergarten or preschool were differences. Of these differences for the elimination, equalization existing physical conditions and facilities, and the teachers in-service training is recommended.

Play and toys which serve as the key tools that provide the infant with the appropriate gender traits. Besides their psychological and pedagogical aspects, the sociological functions of play and toys can be analyzed in the cultural context in order to emphasize their importance in child development. Culture plays an important role in the assignment of gender-

appropriate traits to the infants and play and toys function as the key elements in the process (Emoulu,2014).

Play is inarguably an important childhood activity that provides children with opportunities to test out new roles and practice newly developing behaviors that they will transfer to their real lives (Pellegrini, 2009). Kindergarten children's play is a seminal occasion for the formation of gender identity (Wohlwend, 2012). Teachers' project onto their kindergarten students many of their own gender prejudices about play. Teachers' describing dramatic play in ways that viewed it as more appropriate for girls than boys, a theme that was further explored in interviews with kindergarten teachers. This examination was particularly interesting as all interviewed teachers described their classes as promoting gender equitable play between boys and girls (Lynch, 2015). These teachers reinforced gendered attitudes by encouraging the children, especially the boys, to play only with toys and in activities traditionally associated with their gender (Lynch, 2015). In this study, it is not obtained particular gender identity findings of formulating play and toy. Bothe teachers and teacher candidates produced metaphors and expressions about metaphors out of gender identity. It will be important to discuss about the redefinition of gender roles in a different study.

Teacher trainers who understand how teacher trainees make sense of play and understand the tensions that come with implementing play based learning opportunities will be better placed to inform their training in relation to theory and practice (Aalsvoort, Prakke, Howard, König, Parkkinen, 2015). Many factors can be effective about the reason why teacher and teacher candidates perceive play and toy in different ways and they do not have sufficient knowledge about the play and the toy concepts. Teacher qualifications, instructional programs, textbooks, social environment, the student's interest level, and visual and written media are some of these factors.

Recommendations

Based on the findings and conclusions made in this study, it is well-known fact that, play and toy are functional and important concept in early childhood education. The teacher and the other factors in a kindergarten can affect the curriculum and teaching-learning environment. It is necessary to prepare a play policy or to revise the current early childhood curriculum in order to have a sustainability development about play and toy for children and create a play-based and toy-supported classroom environment. The other need is to enhance teachers' self-efficiency, knowledge and skills.

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