

## Content analysis of postgraduate theses on autism

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### Abstract

Universities fulfill an important part of their social functions, such as conducting research and producing new knowledge and technologies, through research carried out during postgraduate education and scientific research by faculty members. In this context, the contribution of postgraduate research in the field of autism to the field is important. The general purpose of this study is to examine the postgraduate thesis studies on autism, conducted in the institutes in Northern Cyprus universities. This study is a content analysis review for postgraduate studies in the field of autism. The data were analyzed through content analysis. Fourteen (14) postgraduate theses were reached in Northern Cyprus universities, and 13 theses were examined. These were accessed by visiting the libraries of 3 universities. The obtained data were analyzed after the content analysis table was created. Despite the increase in research on autism in recent years, it has been observed that there are not many graduate thesis studies in the field.

**Keywords:** Autism; content analysis; disorder; theses.

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## 1. Introduction

Special education is for individuals who differ from normal development due to the characteristics of their physical, mental, communicative, social, and emotional development and cannot benefit from normal education, partially benefit or can continue their education with support programs (Lusdoc & Namoco, 2019; Theodorou & Meliones, 2019; Gurumurthy, 2020). According to the Special Education Services Regulation, it is the education given by specially trained personnel with special methods and tools, provided with a team approach, and special programs developed differently for each group with special needs, if necessary, in special places (Uzunboylu et al., 2019; Stambekovaa et al., 2022). It is the education that is carried out in an environment suitable for the special education needs of individuals with specially trained personnel, developed education programs and methods, and their disabilities and characteristics.

### 1.1. Conceptual Framework

#### 1.1.1. Autism Spectrum Disorder

Autism spectrum disorder is defined as a lifelong neurodevelopmental disability that manifests itself in the early developmental stage, manifested by deficiencies in social communication, restricted and repetitive behavior patterns, obsessions, or activities (APA, 2013). The Ministry of National Education Special Education Services Regulation (2006) states the definition of the individual with autism as follows; "It is an individual whose limitations in social interaction, verbal and non-verbal communication, interests and activities emerge in early childhood and who need special education and support education services due to these features."

Autism was first mentioned in 1700 by Jan Itard in France and Jon Haslam in England. Itard and Haslam (write the year and add to the bibliography...) made studies on autism and named individuals with autism as different people without making a diagnosis. Later in 1911, Swiss psychiatrist Eugen Bleuler first used the word autism. In this period, the term autism was used to mean a rejection of communication and a disorder in the relationship with reality. During these periods, individuals with autism showed the symptoms seen in schizophrenic patients.

#### 1.1.2. Autism Diagnosis

Individuals with autism may sometimes not be identified until the age of 5-6 due to the difficulty of the criteria. Autism is a lifelong disease. The earlier the diagnosis is made in autism spectrum disorder and the sooner education is started, the better the results can be obtained (Towle et al., 2020). Diagnosis is made by considering clinical evaluation and behavioral characteristics. ASD has ceased to be a rare disease today and studies in this field show that the frequency of autism spectrum disorder is over 1%. While the "Disease Control Center" of the United States reported the prevalence of autism as 1/150 in 2006 and 1/88 in 2008, this situation progressed to 1/68 in 2012. Considering the increases in the prevalence rate, the increase in this condition is explained by the differences in the diagnostic criteria, getting more information about ASD and the services in this area now reaching many places (Tropy et al. 2011; cited in Mukaddes, 2017).

In its research, the CDC announced that according to the 2016 findings, 1 out of every 54 children in the USA is currently diagnosed with ASD. ASD can be effective in all socioeconomic and ethnic groups. Only some minority groups may be diagnosed later, but early diagnosis is the best reason to provide benefits for a healthy life (Autismspeaks, 2020). Autism spectrum disorder was previously thought to be caused by the attitude of the family, not showing enough love to their children or fear of social interaction and communication. Today, in the last two decades, the view that this situation is not related to the way the child was brought up or to his past life, but a neurobiological etiology has

gained more importance. There is no definitive, objective method or a biological test for the diagnosis of autism spectrum disorder, and the diagnosis can be made as a result of the information obtained as a result of the interviews with the family and the observations made (Özlü-Fazlıoğlu & Baran, 2004).

### **1.1.3. Autism Symptoms**

Symptoms of autism often appear in children before 30 months of age. In the first years, it is very difficult for parents to notice the symptoms that will provide a diagnosis. Therefore, parents should be informed that they may encounter situations such as the baby being quieter and calmer than normal, crying rarely, not making eye contact for a long time, and delayed speech. Studies have shown that mothers and fathers usually start to notice after the 18th month (Tekinarslan, 2018). However, in some children, autism manifests itself with signs as early as the 12th month (Autismspeaks, 2020).

American Pediatric Association (2001) Absence of gestures and mumbles at 12 months, no speaking single words at 16 months, no spontaneous at least two-word sentences other than echolalia at 24 months, a deficiency in language or social skills at any time up to 24 months accepted as a risk situation.

### **1.1.4. Causes of Autism Spectrum Disorder**

Many theories and thoughts have been put forward about children with ASD who cannot be distinguished from other children by their physical appearance. However, it has been accepted that OIZ is not due to a single reason, but to many reasons (Davulcu & Tezer, 2020).

According to McLay et al., (2020), a section of people believes the cause of the disease is the wrong behavior of the mother and father. Although this is not accepted, it is also known that OIZ is not a disease that develops according to the attitudes of parents. Although the cause of autism is still not known Decisively, the idea that autism is a combination of many causes is accepted (Budian & Sarkute, 2021; Hafeez, 2022).

With the developments in the studies carried out in science today, many theories purport autism is on a neurological basis (Kilroy et al., 2019). Kilroy et al., 2019 suggested that many diseases cause symptoms of autism. It was found that 12- 21% of children with ASD, fragile x disease, have autism spectrum disorder. According to Aghdam et al., (2019), it is observed that there are symptoms of ASD as the main symptom of these diseases, or as the initial symptom .

## **1.2. Related research**

Kars and Akyürek (2019) in their study 'Representation of Autism in Printed Media: Examined the Process After the National Action Plan. They have revealed that the media is not used enough to raise awareness in society about autism.

In the study by Young (2021), 'Metaphorical Perceptions of Pre-Service Teachers of the Department of Special Education Teaching about High-Functioning Autism Spectrum Disorder' were examined. This research, it is aimed to determine the metaphors developed by teacher candidates in the department of special education teaching for individuals with a high-functioning autism spectrum disorder. As a result, it was concluded that teacher candidates have a positive attitude towards individuals with a high-functioning autism spectrum disorder.

Yazici and Akman (2018) In their study "Examining the thoughts of preschool teachers about the inclusion of children with autism'. As a result, preschool teachers know about children with autism and they wanted to have an autistic student in their classroom because they know that inclusion is important for a child with autism.

Yassibaş and Çolak (2019) researched 'An In-Depth Examination of the Life Experiences of Parents with Children with Autism Spectrum Disorder' in their study. As a result, suggestions were given for planning different research. Uyanık and Hakan (2019) conducted 'An Investigation of The Problems Experienced by Teachers Working with Students with Autism Spectrum Disorder'. As a result, teachers who graduated from the department of special education care a lot about the education of students with autism spectrum disorder, but because the in-service training is insufficient, they attend seminars and courses.

### **1.3. Purpose of study**

This research aims to evaluate the postgraduate theses related to autism in terms of content analysis. Theses made to achieve this general goal; Year, supervisor's name, college name, keywords, research methods, research design, sample, tools utilized, data analysis methods, results, and useful in terms of distribution were evaluated according to the sources.

## **2. Materials and Methods**

### **2.1. Collection of Data**

In this context, the theses in the libraries of universities (Near East University, Cyprus International University, Lefke European University) with special education higher education programs in Northern Cyprus Universities were examined one by one and raw data were tried to be obtained. Then the raw data obtained are tabulated and explained.

### **2.2. Analysis of Data**

This research was analyzed according to the content analysis model. The obtained data were tabulated and written as a percentage (%), frequency (f) and necessary comments were made.

## **3. Results**

The collected data and analysis were based on the research work of Altekin (2019), Axeman (2017), Durmaz (2017), Fancy, (2019), Güllüoğlu (2019); Hitters (2019), MR (2017), Roller (2017), Rose (2021), Sivritas (2021), Sun (2019), and Yılmaz (2020).

The distribution of theses by years is shown in table 1.

**Table 1**

*Distribution of theses by years*

<b>Years</b>	<b>F</b>	<b>%</b>
2019	6	46.15
2017	4	30.76
2021	2	15.38
2020	1	7.69
Total	13	100

In Table 1, it is determined that the postgraduate theses in the field of autism between 2017 and 2021 show a distribution of 6 (46 Dec.15) in 2019, 4 (30.76%) in 20117, 2 (15.38%) in 2021, 1 (7.69) in 202 according to the years. It is observed that the number of theses carried out in the field of autism shows an uneven distribution according to the years, and among these years, the most graduate theses were made in Dec. 2019.

The distribution of theses according to universities is shown in table 2.

**Table 2**

*Distribution of theses by universities*

COLLEGE NAME	F	%
Near East University	8	61.53
Cyprus International University	3	23.07
European University of Lefke	2	15.38
Total	13	100

Table 2 shows the distribution of postgraduate theses in the field of autism according to universities; Near East University 8 (61.53%), Cyprus International University 3 (23.07%), Lefke European University 2 (15.38%) postgraduate thesis studies have been reached. It is thought that the fact that these universities are advanced universities and the number and titles of faculty members in the departments are sufficient to open this program and the infrastructure of the existing programs in these universities is effective in conducting theses intensively in certain universities.

The distribution of theses according to consultants is shown in Table 3.

**Table 3**

*Distribution of theses according to consultants*

Consultant names	F	%
Asst. Assoc. Dr. Connecting the Spike	3	23.07
Assoc. Dr. Holy Bearded	2	15.38
Asst. Assoc. Dr. Rose Coffeemaker	2	15.38
Prof. Dr. Hasan Avcioglu	2	15.38
Asst. Assoc. Dr. Ayşegül Şükran Öz	1	7.69
Asst. Assoc. Dr. Ahmed Has Destroyed	1	7.69
Assoc. Dr. Çağla Gür	1	7.69
Total	13	100

When the distribution of the consultants and faculty members of the graduate theses in the field of autism is examined in Table 3; Asst. Assoc. Dr. Başak BAĞLAMA 3(23.07%), Assoc. Dr. Holy BEARDED 2(15.38%), Asst. Assoc. Dr. Gül KAHVECI 2(15.38%), Prof. Dr. Hasan AVCIOGLU 2(23.07%), Assistant. Assoc. Dr. Ayşegül Şükran ÖZ 1(7.69%), Asst. Assoc. Dr. Ahmet YILDIŞ 1(7.69%), Assoc. Dr. It is observed that Çağla GÜR 1 (7.69%) is doing thesis consultancy.

The distribution of theses according to keywords is shown in Table 4.

**Table 4**

*Distribution of keywords used in theses*

Keywords	F	%
Autism Spectrum Disorder (ASD)	11	22.44
Direct Teaching Method	1	2.04
Becoming a Video Model	1	2.04
Social Skill.	1	2.04
Reading comprehension skills	1	2.04
The story map method	1	2.04
The method of thinking aloud	1	2.04
Children with special needs	1	2.04
Attention deficit and hyperactivity	1	2.04
Parent	1	2.04
Problem-solving skills	1	2.04
Stress	1	2.04
Mothers	1	2.04
Mothers With Children With ASD	1	2.04
Despair	1	2.04
Receptive language skills	1	2.04

In-water exercises	1	2.04
Tip before behavior	1	2.04
Silicification	1	2.04
Training methods and materials	1	2.04
Teacher opinions	1	2.04
The ability to cook eggs with sausage	1	2.04
The skill of cooking pasta	1	2.04
Video model	1	2.04
Daily life skills	1	2.04
Social exclusion	1	2.04
Mother	1	2.04
Opinion	1	2.04
Classroom Teachers	1	2.04
Mainstreaming/Integration Training	1	2.04
Echolalia	1	2.04
Development	1	2.04
Quote	1	2.04
Linguistic development	1	2.04
Cognitive development	1	2.04
Working memory	1	2.04
Feeling	1	2.04
Executive functions	1	2.04
Problem Solving	1	2.04
Total	49	100

When the distribution of keywords used in theses is examined in Table 4,; 11 autism spectrum disorder (%22.44), direct instruction method with 1 %(2.04), video 1 of becoming a model (%2.04), social skills 1 (%2.04), reading comprehension skills 1 (%2.04), story map, method 1 (%2.04), think aloud Method 1 (%2.04), 1 children with special needs (%2.04), attention deficit and hyperactivity 1 (%2.04), parent 1 (%2.04), problem-solving skills 1(%2.04), Stress 1(2.04) mother 1 (%2.04), mothers who have children with OSB 1(%2.04), despair 1 (%2.04), receptive language skills 1(2.04), underwater exercise 1(%2.04), behavior pre-tip 1(%2.04), silikleştirme 1(%2.04), training methods and materials, 1 (%2.04) 1 teacher opinions (%2.04), bacon and eggs cooking 1(%2.04), pasta cooking skill of 1(%2.04), video, Model 1(%2.04), Daily Living Skills 1 (%2.04), social exclusion 1 (%2.04) , 1 mA(%2.04), View 1 (%2.04), classroom teachers, 1 (%2.04), my kaynast/inclusive education, 1(%2.04), echolalia 1(%2.04), advent 1(%2.04), Line 1(%2.04), linguistic development, 1 (%2.04), cognitive development 1(%2.04), working memory 1(%2.04), perception 1(%2.04), executive functions 1(%2.04), problem solving, 1(%2.04) showed it was found that the distribution of keywords in the form of. It is observed that the most commonly used keyword in theses is an autism spectrum disorder.

The distribution of the theses according to the research methods is shown in table 5.

**Table 5**

*Distribution of postgraduate theses in the field of autism according to research methods*

Model	F	%
Qualitative	6	46.15
Quantitative	6	46.15
Mixed	1	7.69
Total	13	100

In Table 5 the distribution of examining graduate theses in the field of autism research methods; qualitative research methods 6 (%46.15), quantitative research methods, 6 (%46.15) mixed-method 1 (%7.69) is the thesis. It is observed that the mixed method is used less frequently. Qualitative and quantitative research methods were used the most.

The distribution of the theses according to the research methods is shown in table 6.

**Table 6**

*Distribution of postgraduate theses in the field of autism according to research models*

Method	F	%
One of the single-subject research methods, the multi-subject survey model with an inter-subject polling stage was used. Dec.	3	23.07
Interviews were used as one of the qualitative research methods.	2	15.38
One of the single-subject research methods is, the adaptive transformational applications model.	2	15.38
The scanning model is used	1	7.69
In the research, the "parallel applications model" was used from single-subject research designs	1	7.69
This research was carried out by qualitative research method.	1	7.69
It was carried out using a mixed research model, one of the descriptive research methods.	1	7.69
It is qualitative research conducted through a semi-structured interview.	1	7.69
Relational screening model	1	7.69
Total	13	100

In Table 6, according to the research models of postgraduate theses in the field of Autism; single-subject research methods subjects between polling for multi-threaded polling Model 3(%23.07), qualitative research methods, interview 2(%15.38), single-subject research methods, adaptive alternately model applications, 2(%15.38), scanning Model 1(%7.69), in this research, single-subject research designs "parallel applications, the Model" 1(%7.69), qualitative research methods 1(%7.69), a descriptive model of combined research methods research, 1(%7.69), semi-structured interviews through qualitative research, 1(7.69)relational scanning Model 1(7.69), it is observed that method. One of the most single-subject research methods, the multiple polling model with a polling phase was used during the subjects.

The distribution of the theses according to the size of the sample group is shown in Table 7.

**Table 7**

*Distribution of the size of the sample group of postgraduate theses in the field of autism*

Sample group	F	%
A 9-year-old boy with an ASD diagnosis	1	7,69
A 12-year-old boy with ASD diagnosis	1	7,69
350 Parents with ASD – ADHD and typical development.	1	7,69
43 Mothers with ASD diagnosed and 49 mothers with normal development residing in the Republic of Cyprus.	1	7,69
He is a boy residing in Istanbul with ASD and language and speech disorder.	1	7,69
8 Different special education centers in Osmaniye affiliated with the Ministry of National Education	1	7,69

Three individuals who have received ASD	1	7,69
T.C The mothers of the children attending the three special education and rehabilitation centers located in the Ümraniye district of the Provincial Directorate of National Education of the Governorship of Istanbul (162 mothers) constitute.	1	7,69
It was collected from 20 mothers of children attending special educational institutions in Nicosia and Kyrenia.	1	7,69
The study group of the research consists of 136 Female and 166 Male teachers.	1	7,69
Mothers who go to private educational institutions affiliated with the Ministry of Education of the Republic of Cyprus.	1	7,69
Three ASD-diagnosed students with echolalia in Uşak district.	1	7,69
Two boys with ASD in Nilufer, Bursa.	1	7,69
Total	13	100

Graduate theses in the field of autism in Table 7, the sample size of examining the distribution of a 9-year-old boy to find predictive factors of OSB, 1 (%7.69), a 12-year-old boy with factors predictive of OSB, 1 % (7.69), OSB – 1 parent 350 ADHD and typically developing (%7.69). 49 43 Ma with normal development in the Republic of Cyprus residing with OSB 1(%7.69), residing in Istanbul, OSB, a boy who got the stone and speech and language disorder 1(%7.69), e Mone connected with 8 different special education centers in Osmaniye 1(%7.69). Three individuals received ASD 1 (7.69%). T. Provincial Directorate of national education in the district of Ümraniye C attached to the mothers of children who continue to three special education and Rehabilitation Center (162 Ma) composed of 1(%7.69), collected from 20 mothers of children who go to private educational institutions in Kyrenia, Nicosia and 1(7.69), 136 Women, Male teacher 1 166(%7.69). The Republic of Cyprus MEB-moms private educational institutions linked to outgoing 1 (%7.69), which is located in Butler County with three students OSB ekolali 1(%7.69), Nilüfer, Bursa osb, who have two boys 1(%7.69) it can be seen that the sample group of the thesis. Individuals who have been diagnosed with autism, parents, and teachers who have been diagnosed with autism, a sample group of graduate theses have been created and a study has been conducted.

The tools and methods used in the theses are shown in table 8.

Table 8

*Tools and methods used in postgraduate theses in the field of autism*

Vehicles	F	%
Structured interview	4	11.76
Teacher interview form	3	8.82
Parent interview form	3	8.82
Productivity form	2	5.88
Personal information form	2	5.88
Skills analysis	1	2.94
Record charts	1	2.94
Application reliability form	1	2.94
Record chart	1	2.94
Demographic information form	1	2.94
Problem-solving inventory	1	2.94
The stress coping style scale	1	2.94



Parents' stress level scale	1	2.94
Questionnaire form	1	2.94
Pre-behavioral tip erasure data collection forms	1	2.94
Reinforcement determination forms	1	2.94
Rough evaluation form	1	2.94
THE PEABODY SCALE	1	2.94
Data registration form	1	2.94
OIZ knowledge level determination test	1	2.94
The OKHT Scale.	1	2.94
Tripod	1	2.94
Camera	1	2.94
Time measuring device	1	2.94
Interest data collection tool with four cognitive sections	1	2.94
<b>Total</b>	<b>34</b>	<b>100</b>

When the distribution according to the tools and methods used in the postgraduate theses in the field of autism is examined in Table 8,; Structured Interview 4 (%11.76), teacher interview Form 2(%8.82), parent interview Form 3 (%8.82), the productivity of the form 2 (%5.88), the personal Information Form 2 (%5.88), skill analysis 1 (2.94), recording Charts 1 (%2.94), Form 1 application reliability (%2.94), 1 recording sheet(%2.94), demographic information form 1 (%2.94), problem solving inventory, 1 (2.94) stress coping style scale of 1(%2.94), the stress level of parents scale of 1(%2.94), questionnaire 1 (%2.94), behavior pre-Data Collection Form 1 Tip silikleştirme (%2.94), determination form Pekistirec 1 (%2.94), coarse Evaluation Form 1 (%2.94), PEABODY scale 1 (2.94), data recording form 1 (2.94%), OSB knowledge level determination test 1 (2.94), OKHT scale 1, (2.94), Tripod 1 (2.94%), camera 1 (2.94), time measuring device 1 (2.94), data collection tool 1 (2.94) of interest to the four cognitive departments and methods are observed to be used. The most structured interview form was used. This is because the questions are open-ended and collect in-depth data. The structured interview form can be shown as an example of a tool and method.

The data analysis methods used in the theses are shown in Table 9.

**Table 9**

*Distribution of postgraduate theses in the field of autism according to the data analysis methods used*

Analysis	F	%
Frequency analysis	5	33.33
SPSS 24.0 statistical data analysis	4	26.66
Graph analysis	3	20
Visually analyzed	2	13.33
Skills analysis	1	6.66
<b>Total</b>	<b>15</b>	<b>100</b>

Table 9 according to the method of data analysis used in graduate theses in the field of autism examining the distribution; 5 frequency analysis (%33.33) SPSS statistical data analysis 4 24,0 (%26.66), graphical analysis 3 (20%), and visually analysis 2 (%13.33), skill analysis, 1 (6.6%) method are observed. It seems that skill analysis is used less often. The frequency analysis method was used the most.

The results obtained in the theses are shown in Table 10.

**Table 10**

*Distribution of postgraduate theses in the field of autism according to the results obtained*

Results	F	%
The method of becoming a video model gave the skill the desired criteria.	1	7.69
It has been determined that the story map method is effective in teaching reading comprehension skills.	1	7.69
In order to cope with stress, parents should be supported in an educational sense.	1	7.69
As a result of the research, the despair level of the mother with ASD was found to be high.	1	7.69
It was concluded that the pre-behavioral tip silencing method is more effective in the pool.	1	7.69
It was found that the teachers were not informed about the methods and materials.	1	7.69
It was concluded that the video model teaching was efficient.	1	7.69
It was concluded that the social unity levels of the families were high.	1	7.69
It was concluded that children with ASD began to acquire independent life skills thanks to education.	1	7.69
They stated that there were improvements in the socialization and self-care skills of their children with ASD thanks to the education they received.	1	7.69
It was concluded that they found a solution by moving away from the environment they were in.	1	7.69
When teachers have information about ASD, they will approach the emotional sub-dimensions more positively.	1	7.69
Total	13	100

When the distribution of the postgraduate theses in the field of autism is examined according to the results obtained in Table 10,; the ability of the method to be a model video 1 earned in the desired criteria (%7.69), the method was effective in teaching skills reading comprehension story map was determined to be 1 (%7.69), the educational level of the parents to be supported in order to cope with stress at 1 (%7.69), research has found high levels of OSB as a result of the mother's despair li 1 (%7.69), behavior pre-tip in the pool of more effective it is concluded that the method siliklestimme 1(%7.69), information about the teachers revealed that they are not methods and materials 1(%7.69), reached the conclusion that teaching is productive to be a model video 1 (%7.69), the social cohesion of the family reached the conclusion that a high level of 1 (%7.69), li OSB thanks to the education of children, Independent Living Skills, reached the conclusion that they were developing 1 (%7.69), thanks to the education of children with ASD, socialize, and self-care skills have reported improvements in 1(%7.69), reached the conclusion that the solution they found away from their environment, 1 (%7.69),

when teachers have information about ASD, they will approach the emotional sub-dimensions more positively 1 (7.69).

The distribution according to the sources used in the theses is shown in Table 11.

**Table 11**

*Distribution according to the sources used in graduate theses*

Conclusion	F	%
Local source	750	51.86
Foreign source	696	48.13
Total	1446	100

In Table 11, when the distribution according to the sources used in graduate theses was examined, 750 (51.86%) local sources and 696 (48.13%) foreign sources were investigated and examined in their bodies. It has been observed that more work is being done on local resources.

#### **4. Conclusion**

This research was conducted to examine the postgraduate theses in the field of autism at universities with higher education programs in Northern Cyprus in terms of various variables. The results obtained according to the findings obtained for this purpose and the recommendations for these results are presented below.

When the distribution of postgraduate theses in the field of autism is examined according to the years, it is seen that most of them were made in 2019. When the distribution of theses according to universities is examined, it is seen that the research was carried out in the Near East university the most. When we look at the distribution of theses according to consultants, the most Assist. Assoc. Dr. It is seen that Başak BAĞLAMA is consulting. When the distribution of the keywords of the theses is looked at, it is seen that the autism spectrum disorder keyword is used the most. When we look at the distribution according to the research methods used in theses, it is seen that the most quantitative and qualitative methods are used in equal numbers.

When the research model used in the theses is examined, it is seen that the multi-polling model with an inter-subject polling stage is used Decisively, which is one of the most single-subject research methods. When we examine the research groups in theses, it is seen that each thesis works on a different sample group. When the distribution of the theses according to the tools used is examined, it is seen that structured interviews are used the most. When we look at the analysis methods used in theses, it is seen that frequency analysis is used the most. When the distribution of the theses according to the results is looked at, it is seen that they have obtained different results in the research they have done in line with the purpose they have determined for each thesis. When the distribution of the resources used in the theses is looked at, it is observed that local resources are used more. The theses were made by the department of special education.

#### **5. Recommendations**

Following the results determined above, the following recommendations can be made; based on the results of the thesis will attempt only in very limited areas and are thought to provide benefits to be made working with the different groups of fields, by using foreign resources bibliography of theses can be made to work more in the section when viewed research as a methodology to be used in mixed methods studies are thought to provide benefits in this area that do not work can be instrumental in the growth of the universities to study for autism activities, autism is increasing as a result of the examination of studies for Ph.D. studies.

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