



Examining studies on behavior management in special education in terms of various variables

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Abstract

Problem behaviors negatively affect the lives of special education students in different ways. Individuals with problem behaviors face difficulties taking advantage of education and training opportunities due to these behaviors. In this sense, the examination of postgraduate theses in the field of behavior management in special education is important in terms of describing the innovations, developments, current trends, and, if any, incomplete situations in the field of behavior management. This study conducted bibliometric research with credible sources, to arrive at findings for the purpose of this research. According to the research findings, it was concluded that most postgraduate studies on behavior management in the field of special education were published as postgraduate publications; the most publications were made in 2019, and the university with the most publications was Eskişehir Anadolu University, with the most used research method in the conducted studies being a quantitative research method.

Keywords: Applied behavior analysis; Behavior management; document analysis; problem behavior.

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1. Introduction

Considering the definition of the concept of special education, in the Special Education Services Regulation of the Ministry of National Education (2018), “ Individual and development education programs developed to meet the educational and social needs of individuals who differ significantly from their peers in terms of their educational qualifications are defined as continuing education in appropriate environments with specially trained personnel. In addition, individuals who show significant differences from the level expected from their peers in terms of their characteristics and educational qualifications need special education, specially trained personnel to meet their educational needs, with developed training programs and training methods, following their talents and characteristics. The education that continues in the environment is called “special education” (MEB, 2006).

Special education is provided to students who differ significantly from the characteristics possessed by normal students, is individually planned, and maximizes the individual's independent living situation. It is the whole of education services aiming to raise it to the highest level (Ulus, 2016). When the definitions are examined in general, it can be said that special education students, unlike their peers, have various inadequacies and may exhibit problem behaviors. Problem behaviors negatively affect the lives of special education students in different ways. Individuals with problem behaviors face difficulties in making adequate use of education and training opportunities due to these behaviors (Chandler & Dahlquist, 2002). For this reason, it can be said that it is necessary to reduce or eliminate these behaviors that negatively affect students' lives (Erbaş, 2008).

According to Dykens (2000), individuals with special needs may exhibit problem behaviors such as aggression, harming themselves or others, and excessive hyperactivity in general. These problem behaviors may create negative situations not only for children with special needs but also for their parents, siblings, and friends (Hastings & Brown, 2002; Uzunboylu et al., 2019). In this context, these children need to intervene in these behaviors before the emergence of problem behaviors, take precautions, and change these behaviors positively. It can be said that behavior has a critical importance in terms of facilitating their lives (Hanley et al., 2003).

Considering that students with special needs show behavioral problems due to their inadequacies, how important and necessary is behavior management in the field of special education (Erbaş, 2021). When the literature is reviewed, behavioral management in special education has been studied in the fields of coping with problem behaviors, positive behavior support, and applied behavior analysis. It has been determined that the practices have been reconstructed (Korkmaz, 2018; Omak, 2021; Alabay-Ersal, 2022; Güleç -Aslan, 2011; Erbaş, 2008; Sönmez -Diken, 2010). In this context, examining the real postgraduate theses in the field of behavior management in special education, examining the innovations, developments, current trends, and trends in the field of behavior management. It is important in terms of describing the missing situations, if any (Kaya, et al., 2021).

In a meeting held in 2015, the Higher Education Board (YÖK) decided to combine private education under one roof. With this decision, the Education Programs for the Mentally Handicapped, Hearing Impaired, Visually Impaired, and Gifted / Talented Educational Programs, " Special Education Teaching " were established. _ has been combined as a new and single undergraduate program under (BüyüKalan - Filiz et al., 2018).

1.1. Purpose of study

From this point of view, within the scope of this research, real studies on behavior management in the field of special education in Turkey between the years 2016-2022 are aimed at examining malaria in terms of various variables. The sub-problems determined within the scope of this purpose are presented below:

1. What kind of distribution do the actual theses on behavior management in the field of special education show according to their publication status? (Master -doctorate)
2. What kind of distribution do the actual theses on behavior management in the field of special education show according to their publications?
3. What kind of distribution do the actual theses on behavior management in the field of special education show according to the universities they are published in?
4. What kind of distribution do the actual theses on behavior management in the field of special education show according to the research topics?
5. What kind of distribution do the actual theses on behavior management in the field of special education show according to the research methods?
6. What kind of distribution do the actual theses on behavior management in the field of special education show according to the study groups?

2. Materials and Methods

2.1. Research Model

In the study of Erbaş (2021), it was found that students with special needs show behavioral problems due to their inadequacies and that behavior management is important in the field of special education because of this situation. In this sense, examining the real postgraduate theses in the field of behavior management in special education, the innovations, developments, current trends, and trends in the field of behavior management. It is important in terms of describing the missing situations if any (Kaya et al., 2021). For this reason, within the scope of the study, the studies carried out since 2016 were taken as a basis.

Within the scope of this study, it is aimed at examining postgraduate theses. _ Since these studies are of a documentary nature, the document analysis technique, one of the qualitative research methods, was used. Qualitative studies allow for in-depth study. It is necessary to try to understand people and their behavior in the environment they are in and in a multi-faceted manner (Karasar, 2010; Yıldırım and Şimşek, 2016). Documents collected following the purpose of working in a certain field are data sources (Bozkuş -Genc & Vuran, 2013). This study, which is done with the document analysis technique, is also called bibliometric research. Bibliometric studies are studies that allow the analysis of publications with different methods and the evaluation of scientific studies. In this context, bibliometric methods enable the measurement of the results and effectiveness of scientific studies and the proficiency of publication in their fields of bibliometric research. Evaluating it in the light of criteria such as the number of publications, the quality of publications, and the selection of the indexes to which the journals are published helps to create the creation (Alkan, 2014).

2.2. Universe and Sample

The universe of this study consists of postgraduate theses published between 2016-2022 in the field of special education. While determining the sample for the study, the sample was determined with the criterion sampling method, which is one of the three sampling methods. The main purpose of the benchmark sampling method was to consider all the cases that met the criteria and characteristics predetermined by the researcher (Yıldırım and Şimşek, 2013). While the theses reached within the scope of the research were included in the research; (i) *to be true in the special education department*, (ii) *to be published between the years 2016-2022*, (iii) *to be the head of the published theses* Keywords in the light are 'applied behavior analysis', 'problem behavior', 'positive behavioral support', '

behavioral disorders , *behavioral problems* ; *target behavior* '. Drinking by one or more of the children has been determined as a criterion.

Within the scope of this research, a total of 26 theses in the field of behavior management in special education were obtained from the Higher Education Board Thesis Documentation Center. formed the sample of the research.

2.3. Data Collection Procedure and Analysis

Within the scope of the research, first of all, the thesis was scanned and downloaded according to the criteria determined on the national thesis center page on YÖK 's website. As a result of the search, 26 theses published in the Thesis Screening Center of YÖK between the years 2016-2022, following the criteria determined within the scope of the research, were reached.

While analyzing these theses, the document analysis method was used. The postgraduate education theses reached within the scope of this study were evaluated with the 6 - item thesis review form prepared by the researchers. The items in this form are related to the publication of the postgraduate thesis ,the universities where they were published, publication types, research topics, research methods, and the distribution of the working groups according to their groups. While one of the experts in the research process is working as a teacher at the Ministry of National Education, the other is working as a lecturer at the university. Experts created the research categories independently. After the data determined for each category were tabulated, they were presented as findings with short analyzes. Researchers have analyzed the graduate theses reached independently from each other. In the comparisons made between the researchers, the consensus and disagreement rates are determined to ensure the reliability of the research. Confidence formula of Miles and Huberman (1994, p. 64) (Confidence = consensus/consensus + disagreement) x Calculated using 100. The agreement between the evaluations of the experts in the study was determined as 0.89. The experts then came together within the scope of the research and shaped the data obtained in all sub-categories by discussing them until a consensus was formed among the experts.

3. Results

The real post-graduate studies on behavior management in the field of special education have been tabulated according to the sub-purposes of this research. The following is also presented:

3.1. Findings about the first sub -the purpose of the research

The results obtained by examining real postgraduate studies on behavior management in the field of special education according to publication types are presented in Table 1.

Table 1

Distribution of Postgraduate Studies by Publication Types

Type of Publication	f	%
master's thesis	15	58
Ph.D. thesis	11th	42
Total	26	100

Table 1 ,15 (58%) of the 26 postgraduate studies examined are master's theses, while 11 (42 (% are doctoral dissertations. According to these findings, it has been determined that master's theses (58 %) are the most studied publication type.

3.2. Findings on the second sub-purpose of the study

The results obtained by examining the real postgraduate studies on behavior management in the field of special education according to the publications are presented in Table 2.

Table 2

Distribution of Postgraduate Studies by Years of Publication

Publication Year	f	%
2016	5	19
2017	2	8
2018	3	11th
2019	6	24
2020	4	15
2021	5	19
2022	one	4
Total	26	one hundred

When Table 2 is examined, 5 publications (19%) in 2016, 2 publications in 2017 (8 %), 3 publications in 2018 (11%), 6 publications in 2019 (24%), 4 publications in 2020 (15%), 5 publications in 2021 (19 %) and 2022, it is seen that 1 (4 %) postgraduate thesis work was carried out. In the table, it is seen that the highest number of publications were published in 2019.

3.3. Findings regarding the third sub-purpose of the research

The results obtained by examining the real postgraduate studies on behavior management in the field of special education according to the universities that publish are presented in Table 3.

Table 3

Distribution of Postgraduate Studies by Universities That Broadcast

Publishing University	f	%
Biruni University	one	4
Abant İzzet Baysal University.	3	11th
Anadolu University Nv.	10	38
Ankara University NV.	one	4
Dokuz Eylül Univ.	2	8
Gazi University	2	8
Hacettepe University nv.	one	4
Istanbul Medeniyet University	one	4
Marmara University nv.	2	8
Necmettin Erbakan University	3	11th
Total	26	one hundred

When Table 3 is examined, it is seen that the university with the highest number of publications is Anadolu University with 10 studies (38 %). In addition, 3 research studies (11% each) from Abant İzzet Baysal University and Necmettin Erbakan University, 2 research studies each from Gazi University,

Dokuz Eylül University, and Marmara University. It was determined that research (2 (%), Ankara University, Hacettepe University, and Istanbul Medeniyet University completed 1 research each (4 (%).

3.4. Findings on the fourth sub-purpose of the research

The results obtained by examining real post-graduate studies on behavior management in the field of special education according to research methods are given in Table 4.

Table 4

Distribution of Postgraduate Studies According to Research Methods

Research Method	f	%
Quantitative	13	50
Qualitative	6	23
Mixed	7	27
Total	26	one hundred

When Table 4 is examined, it is seen that the most quantitative research methods are used in 13 studies (50 %) of the postgraduate studies analyzed within the scope of the research. In addition, it was determined that mixed research methods were used in 7 studies (27 %), and qualitative research methods were used in 6 studies (14 %).

3.5. Findings regarding the fifth sub-purpose of the research

The results obtained by examining the real-life postgraduate studies on behavior management in the field of special education according to the subjects of the research are presented in Table 5.

Table 5

Distribution of Postgraduate Studies by Research Topics

Topics	f	%
Parental Attitude	one	4
Behavior Problems	2	8
Behavior Health	one	4
Emotion and Behavioral Disorders	one	4
Examination of Training Program Practices and Efficiency	10	38
Positive Behavioral Support	4	15
Examining Student Skills	one	4
Teacher's Opinions	2	8
Problem Behavior	3	11th
Diagnosis - Evaluation	one	4
Total	26	one hundred

When Table 5 is examined, when the postgraduate studies are considered according to the subjects, 10 (38 %) training programs are the most studied subjects. It has been determined that examining its effectiveness is working. The number of studies on positive behavioral support as a

subject is 4 (15 %), the number of studies on problem behavior is 3 (11 %) the number of studies in which behavioral problems were studied is 2 , and teachers ' opinions were taken (8 %), parental attitude, behavioral treatment, emotional and behavioral disorders, examination of student skills, and diagnosis - evaluation subjects were studied. It has been determined that the number of bites is 1 each (4 %) .

3.6. Findings of the sixth sub-purpose of the research

The results obtained by examining the real postgraduate theses on behavior management in the field of special education according to the study groups of the researchers are presented in Table 6.

Table 6
Distribution of Postgraduate Studies by Study Groups

Working Groups	f	%
Families	one	4
students	5	19
teachers	6	24
student - teacher - families	one	4
students and teachers	7	27
student - teacher - researcher - observer	one	4
Students - teachers - school administration - caregiver - researcher	2	7
students and families	3	11th
Total	26	one

When Table 6 is examined, it has been determined that students and teachers are mostly studied, with 7 studies (27 %) as the study group in postgraduate theses. In addition to this, it has been determined that 6 studies (24%) work with teachers, and 5 studies (19 %) work with students. In addition, as a working group, students and 3 (11 %) of the studies with families included students, teachers, school management, caregivers, and researchers. It was determined that the number of studies that were conducted was 2 (7 %). Number of studies with families, student-teacher-families, student, teacher, researcher, observer groups as the study groups. It has been determined that each of them is 1 (4 %).

4. Discussion

To see the current trends and trends in behavior management in the field of special education in Turkey, this study was carried out to determine the situation. Within the scope of this research, real studies on behavior management in the field of special education in Turkey between the years 2016-2022. It has been examined in terms of various variables, and the following results have been reached.

When the actual studies on behavior management in the field of special education, which is the first sub-problem of the research, are analyzed according to the publication types. It has been determined that the majority of the studies are master's theses, while doctoral theses have a lower rate. Sezer (2022) also stated that among the studies he examined in his research, his master's studies were more extensive than his doctoral studies. In this sense, it can be said that the research result shows consistency with the literature.

When the real studies on behavior management in the field of special education, which is the second sub-problem of the research, are analyzed according to the publication years. It was concluded that the year of publication was 2019 (6 studies). Afterward, according to the number of studies, a maximum of 5 studies in the years 2021-2016, and 4 studies in 2020, and 2018. There were 3 studies in the year, 2 studies in the year 2017, and 1 study in the year 2022. It is thought that there is a period in which the research has added the truth to the fact that the least number of workers has been added to the truth in 2022. Since the research was carried out in the first half of 2022, studies to be carried out in other months could not be included in the research.

When the real studies on behavior management in the field of special education, which is the third sub-problem of the research, are analyzed according to the universities that publish them. It has been determined that the university with the highest number of publications is Anadolu University, followed by Abant İzzet Baysal University, and Necmettin Erbakan University, which have conducted research in this field. Other universities, in Ankara University, Biruni University, Dokuz Eylül University, Gazi University, Hacettepe University, Istanbul Medeniyet University, and Marmara University, are also working in the field of behavior management. It has been determined that there are universities. It is believed that the patterning of studies on behavior management in special education at other universities with special education departments will contribute to progress in this field.

The studies on behavior management in the field of special education, which is the fourth sub-problem of the research, were transferred to research methods. When -examined; it has been determined that the most commonly used method in these studies is the quantitative method. Then, it was determined that the mixed method was used and that the least used method was the qualitative research method. It is thought that the mixed method is less preferred in research due to the difficulty of applying it and the length of time and data collection processes involved. Similar results were reached with the results of this research in the real-life studies of Ahi and Kıldan (2013) and Öncül (2014). It can be said that he is loved.

The real studies on behavior management in the field of special education, which is the fifth sub-problem of the research, are based on the subjects of the research. When -examined, it has been concluded that the subject of most research is the study of the training program applications and the examination of their effectiveness. It has been seen that the number of studies on the subject of positive behavioral support is also high. Parental attitudes, behavioral treatment, emotional and behavioral disorders, examination of student skills, diagnosis, evaluation of the least studied subjects in the studies examined, and the conclusion that has been reached. In general, it has been determined that 10 topics related to behavior management have been studied. It is thought that it would be beneficial to increase the number of subject titles and to pattern studies on less studied subjects.

In the field of special education, which is the sixth sub-problem of the research, real studies on behavior management, when analyzed according to their groups, have determined that the most employed group is students and teachers. In addition, teachers, students, and student - family's groups have been identified as the most preferred working groups in studies. When choosing students and teachers as the study group, it can be considered that it is easy to reach these groups and collect data. Ahi and Kıldan (2013) and Sazak et al. (2020) have concluded that students are mostly preferred as the sample group in the studies they have examined within the scope of their research. In this context, it can be said that the results of the research show similarities with the literature.

5. Conclusion

According to the results obtained from this research, when the theses on behavioral management in the field of special education are examined, the most. It is evident that it does. In this

context, it can be said that designing studies on behavior management in doctoral programs that require more expertise and knowledge will contribute to the field. According to the results of the research, postgraduate studies on behavior management in the special education fields of 10 universities have been added. According to this result, the design of research on behavior management in all universities with special education departments country-wide, it can be interpreted as contributing to the development and progress of education and behavior management. In the studies examined, it was determined that the most quantitative method was used. It is believed that it is important to encourage mixed-methods research to obtain more valid and acceptable results in the studies to be carried out in this context.

It has been reported that the theses analyzed for the purposes of this study are those that were released between 2016 and 2022. The research can be improved upon, and additional research can be designed, especially by keeping the annual intervals wider, to obtain a more comprehensive and generalizable outcome. Sub-problems includes research patterns for the theses to be looked at in more depth,, the province where the research was done, and the quantity of bibliographies added to the research are further factors to consider.

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