Structuring the learning disabilities module: A course design based on case study

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Abstract

Children with learning disabilities are at greater risk of being victims of sexual abuse in schools. This paper discusses 4th year pre-service school counsellors' specific knowledge related to self-confidence and skills to execute the prevention and support processes on the topic of sexual abuse in children with learning disabilities. Qualitative research data from the questionnaire answers received from 80 pre-service school counsellors were analysed using thematic analysis with an action research format. The results demonstrated that their preparation program was inadequate and needed more content relating to child sexual abuse. The results also showed that the knowledge of the pre-service school psychologists related to sexual abuse, the prevention and support processes for sexual abuse increased significantly after application of the action research content. These results are promising, but more research is needed to see if the increased knowledge in turn leads to application in practice and better care for victims.

Keywords: Childhood sexual abuse; school psychologist; learning disabilities; action research, prevention and support processes.

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1. Introduction

In all psychological counselling practices, one of the most important parts of the intervention process is the psychological counsellor and the psychological counsellor is the person who specializes in the helping skills (Lambert & Ogles, 2004; Voltan- Acar, 2001; Serin, Ozbulak & Serin, 2012) Along with many components of an effective psychological counselling process, some of the most important factors are the knowledge, skills and competence of the psychological counsellor, who plays an active role in the process (Beutler et al., 2004).

Such a prominent position of the psychological counsellors within the society implies their importance as well as laying certain burdens on them. At the forefront of these responsibilities comes the consultation to help clients effectively. Among the most important issues in effective counselling services are the competences of counsellors regarding the implementation of interventions. Having analysed the situation regarding the competence of the psychological counselling process in Turkey, findings were obtained that the psychological counsellors working in schools were inadequate in their performances (Aydemir-Sevim & Hamamci, 1999; Aysan & Bozkurt, 2004; Bulut, 2007; Serin, Ozbas & Serin, 2012; Ozyurek & Kilic-Atici, 2002). In addition to this, the content of the effectiveness factors in the effective consulting services differ with the changes in the society and the adaptation to these changing factors and the pre-service programs at the educational step seem to be able to be provided with an additional support and improvements. The quality of school work depends on the quality of pre-service programs on a large scale (Buyukkaragoz, 1998). When supported by modern and flexible programs used in the pre-service education, qualified psychological counsellors and guides who can meet the dynamic needs of society could be raised.

The reflections of the changing needs of the dynamic structure within the society can be found in the studies of Herr (1989) and Dogan (2005). It has been put forward in the studies of the researchers that one of the important changes of the intervention content is the approaches developed aimed at the populations under risk. The need of offering the counselling and guidance services to more people by using special techniques for specific situations appears as an urgent need. One of these specific situations is the psychological counselling services in schools for the children with special needs (Kahveci, 2016). Kaymakamoglu (2010) suggested that there is a need "to create a learning environment for the teachers in which both the teachers and the educators adopt contemporary roles to construct their own knowledge" (p.167). In the process of gaining practice for better teaching and responding the needs of the learners "it is highly essential to establish a collaborative culture where teachers can find opportunities to explore, discuss, learn and gain new perspectives regarding teaching" as well (Kaymakamoglu, 2017)

Children with learning disabilities (LD) are among the students with special needs that psychological counsellors will often come across in schools. The locally conducted research demonstrates that around 10-20% of the children at the school phase suffers learning disabilities and almost one of every ten children has learning disability (Moe, 2007:10). In the studies conducted in the United States of America (USA), the rate of learning disability between the ages of 6-12 is 67% in boys and 33% in girls and this rate between the ages of 13-17 is 66% in boys and 34% in girls. In Turkey, the definition of this inability field appears in the Directive of Special Education Services of The Ministry of Education. According to this definition, specific learning disability is a disability field which is used for individuals who have listening reading, speaking, writing, spelling, focusing attention and solving mathematical problem difficulties in one or more of the process of receiving information processes needed to understand and use language in writing or speaking. Children with LD encounter various problems in their school life and in their social life outside school (Saenz, Fuchs & Fuchs 2005). The reason of this is that children with learning disabilities face significant problems in terms of social skills (Meadan & Halle, 2004; Nabuzokave & Smith, 1999; & Gerber, 1990). It has been stated that these children have lower social skills (Wight & Chapparo, 2008) and have more difficulties at interpreting social situations (Meadan & Halle, 2004) when compared with their peers experiencing typical growth. Besides this

social disability situation, it has also been stated that, they cannot identify the intentions of other people and they cannot interpret the gestures and mimics during communication, and because of this reason, they perceive interaction attempts differently and they cannot choose the appropriate communication behaviours (Nabuzoka & Smith, 1999). It has been declared that children who have learning disability have insufficient knowledge regarding the behaviours in order to ensure social acceptability and this insufficient knowledge leas them to be rejected by their peers and others (Vaughn, Elbaum & Schumm, 1996). Having compared the situation of general disability in social skills with their peers showing typical growth, the risk of children with learning disability of being sexually abused increase gradually (Anderson 1982; Beail & Warden 1995; Buchanan & Wilkins 1991; Matich-Maroney, 2003; Turk & Brown 1993).

Recently, Ocansey and Gyimah have highlighted the specific characteristics of children with intellectual disabilities including learning disabilities that may place them at increased risk for sexual abuse. First, the children who have insufficient sexuality awareness training may regard abusive behaviours as acceptable and limited social skills may also be another contributing variable. Children who lack social skills are less likely to discriminate between appropriate and inappropriate interactions in relationships with others moreover, they also often do not have the sufficient verbal skills necessary to describe instances of sexual abuse (2016). In a research conducted in 1998, it has been stated that the risk of individuals with LD of being abused sexually is five times higher (Mansell, Sobsey & Moskal 1998).

The possibility of encountering students with LD at every stage of education and almost every PCG teacher would encounter such students render the improvement of pre-service PCG teachers' indispensable. With regards to this aim, the Council of Higher Education added the PSI405 Learning Difficulties module to the curriculum of the universities which have the Department of Psychology and Guidance. In addition to this, the content of lesson is limited with the reasons of LD, its symptoms, different lower groups, diagnostic batteries and the strategies which aim to improve the executive functions of the frontal area of the brain and the information in terms of content and implementation process for the family training is not included in the lessons in order to prevent the sexual abuse and trauma management that have to be given importance more than academic skills in the classroom. However, the pre-service training is one of the significant stages in raising school psychological counselling and guidance teachers. In this stage, the aim should be providing occupational competences to teachers by taking into the foreground the sample processes in which information and intervention are shared with the client. Therefore, the quality of school counselling highly depends on to the efficiency of the pre-service programs for teachers (Buyukkaragoz, et al., 1998) and pre-service training should be considered within flexible, modern and dynamic programs.

Among the duties stated in Article 36 of the Regulation on Guidance and Psychological Counselling Services of the Ministry of National Education, "Psychological counsellor at the head office performs the following duties": " b) Psychological counsellor organizes and participates in studies on the preparation of framework programs and activity programs, in accordance with the characteristics, stages and types of educational institutions in the field of study. As a preliminary to this study, the results of the previous practice in the institution, the characteristics of the institution and its various dimensions are examined", "h) Psychological counsellor provides guidance to psychological counsellors working in counselling and psychological counselling services in educational institutions regarding services to be provided.", "I) Schools that do not have a psychological counsellor should organize activities such as meetings, panels and conferences for the families and necessary in-service training activities to the teachers and administrators as required by the schools and the students in line with the requirements of the students". The relevant tasks require special knowledge and formation.

Statement of the problem. A review of the literature shows that many researchers examined the abnormalities and impairments in LD (Cen & Aytac, 2017; Ocansey & Gyimah, 2016; Rasheed, Siddiqua & Naureen, 2016). The exclusive needs of children with LD necessitate enhanced school counselling

services. Many core courses (e.g., theories, assessment, groups) can address content areas, whereas children with LD need support in extremely various areas so that school counsellors should gain specific knowledge like "How to prevent? What to do/not to do?" in the case of sexual abuse. The knowledge and skill needed to implement school counselling procedures can be incorporated into counsellor preservice preparation. As a consequence, a new module development and the betterment of teaching practices in universities is a great need.

This research is a preliminary work on the "Learning Difficulties" course content improvement, which is included as a "compulsory course" within the PCG education program. Learning Difficulties (3-0-3) Definition of learning difficulty, classification of learning difficulties, causes, differentiation in the classroom environment, regulation of the educational environment, psychological counselling and guidance methods and techniques for students with learning disabilities, their families, teachers (HEI, Undergraduate programs for teacher training).

"PSI405 Learning Difficulties" module is expected to be implemented effectively in European University of Lefke which has the Department of Psychology and Guidance. In order to address the gap between theories in university and everyday counselling practices in primary schools, it was considered to investigate how effectively such modules could be enriched. After establishing a sample trial module one source of information is obviously the pre-service PCG teachers in the university. This study set out to address the following research questions:

1. What are pre-service PCG teachers' perceptions of the sample trial module?

2. To what extent are pre-service PCG teachers feel more competent about consulting sexually abused children who have learning disabilities.

2. Method

2.1.Research Model

In this research, descriptive analysis method with applied qualitative research (Uzuner, 2005) was used together with action research method. Action research can be considered as a way to engage teachers in curriculum or module development and the betterment of teaching practices in schools/universities based on educational research activities (Curtis, 2017; Udeani, Atagana & Esiobu, 2016). This qualitative research involves identifying the existing problem, finding solutions, implementing the solution, evaluating, changing the ideas of the person to whom the action is applied and implementing steps in the evaluation. Action research in educational organizations is a scientific method applied by people who are in the practice of the practitioner, such as engineer, manager, plan-maker, human resource specialist working in a school such as administrator, teacher, education specialist or other kind of organization (French & Bell, 1978; Yıldırım & Simsek, 2008).The action research is a systematic intervention process in which people conduct research on their own professional activities and on the basis of action for change (Costello, 2007). The primary purpose of the action research is to obtain practical information that individuals will benefit in their everyday lives. It seems that the main purpose of the action research focuses on improving the quality of education and learning as well as improving the conditions for schools and education (Altrichter, Kemmis, McTaggart & Zuber-Skerritt, 2002). At this stage, it is important to emphasize that the change in the educational process and the improvement activities can play a decisive role in the transformation of the teacher's own teaching practices and the educational context within which the role of teacher moves to the centre of the research.

The reasons for the use of action research by teachers are among the advantages of the approach that teachers can apply within a short time to address the problems they encounter in their own practice (Swann, 2002). Accordingly, the action research can be integrated into the daily activities of

the teacher. This is because the action research is based on different cycles that can generate flexibility through small steps, which can show flexibility depending on the dynamics of the research process (Yıldırım & Simsek, 2016), aiming to achieve deeper concept and significant results. In addition to the above characteristics, the action research focuses on improving the school and makes it possible for the teacher to gain new knowledge about his or her own experience while continuing the research, as well as raising the quality of the education provided within the school the teacher works. Active participation of the teacher is essential in the process, the teacher uses open-ended purposes. Equally, it is necessary to exhibit a high commitment to both to put forward the action in a short period of time and to carry it out. For this reason, action research also contributes to the diversification and enrichment of professional knowledge and experience of teacher participation in work (Cain & Milovic, 2010; Morales, 2016).

2.2. Study Group

In this research, the "Criterion-Referenced Test" method was used in forming the study group as one of the purposed sampling methods of qualitative research. Objective sampling allows for in-depth study of situations that are believed to have rich knowledge. The basic understanding of the criteria sampling method is the study of all situations that meet a set of predefined criteria. The criterion or criteria referred to here can be established by the researcher or a previously prepared list of criteria can be used. The study group consists of 80 volunteering PCG students in the fourth semester at European University of Lefke in the TRNC in the fall semester of 2016-2017 academic year.

2.3. Research Environment

The most suitable environment to study with the students in the research group was determined as the classroom. The classrooms have suitable lighting and heating system and smart board and white board are utilized in the course lecturing process.

2.4. Research Process

The questions which were given to the psychological counselling and guidance students by the researcher in the beginning of the research process are given below.
Please answer the questions below by imagining yourselves at school you are assigned working.

1. Do you know the content, criteria and implementation rules that have to be in the intervention program which prevents sexual abuse to all your students including the students with learning disability?
2. Do you have any information about the behavioural changes that are likely to occur in students / families with learning disability/normal learning after sexual abuse?
3. Do you know the criteria, content, and rules of practice that must be in an individual intervention program for individual students with learning abilities/normal developmental after trauma associated with sexual abuse?
4. Do you find yourself competent to counsel other school staff, such as students, parents, teachers, or principals, who expect support from in the school you work for?

When all 80 volunteering participants answered "No" to these questions, the researcher asked them "Would you like me to give you information on the questions I asked you in the next lesson to

carry out your profession competently and to be more equipped? This question was answered by 80 volunteer respondents in the form of "Yes, absolutely" and the researcher thought about the following five classic questions that are suggested in the initial phase of action research in order to underline the necessity of conducting an investigative action investigation (MidkiffveBurke, 1987; Nuttallve Ivey, 1978).

1. What is the problematic case? Students with LD are encountered as at least one of ten students in the classroom and are at increased risk of sexual abuse
2. How did the problem start? It started with the determination that the subject-related knowledge of the 4th grade PCG students is at minimum.
3. What happens in case no action is taken? Children with ED can experience a problem of long-term behaviour in their life if they are exposed to a problem associated with sexual abuse and their quality of life may be significantly reduced. At the same time, appropriate support cannot be given to the family and the school staff who are willing to help.
4. What type of results would be desired? Graduated PCG students must be competent and knowledgeable to intervene in the subject-related area.
5. How can this aim leading to this result be achieved? This aim can be achieved through a lesson design and implementation based on an action research.

In addition, the answers given to the four questions in the beginning of the questionnaire before these five questions inspired participants to feel that the subject-related self-efficacy of the participants was at a minimum level. The researcher decided to conduct an action study after 4 questions asked to PCG students and 5 self-asked questions asked by the researcher.

Since the criteria correlated to the objective aim of action research can remain as open-ended, the self-efficacy levels of the students were accepted by the researcher at 50% and above and the training package was prepared within one week after the intensive work and visual power point was created. In addition, the researcher enriched the course design at the end of the first three weeks. The research practice was carried out for 2 weeks for a total of 3 + 3 lesson hours.

2.5. Data Collection Tools

As data collection tools, the researcher was given the observation notes that the student's opinions and suggestions were added, and the Evaluation Observation Form, which was used to categorize responses to open-ended questions in the data collection form in which the 4 open-ended questions were included. These questions are:

1. Do you consider yourself competent in terms of intervening in sexual abuse in your school or workplace which you are going to work in future? Are you self-confident regarding this issue?
2. Is the information/implementation method provided in the PSI 405 Learning Disabilities module sufficient for you?
3. Do you recommend this study to your colleagues?
4. Do you think it might be useful to overcome many negative feelings that will be experienced after sharing this service with abused students and children?

As an extra 5th question, the students were asked to write their suggestions and thoughts related to the conducted study.

At the same time, the "Evaluation Grouping Form", which was used to categorize the answers given to the open-ended questions, was improved by the researcher and included in the content below.

1. I have knowledge about it+/-, I can intervene +/- other
2. The information I get is sufficient / it would be good to get additional information
3. I recommend it to PCG teachers and teacher candidates /I recommend it to teachers /I recommend it to families /I recommend it to other people
4. I think it will be useful / I do not think it will be useful
5. Additional information / book proposal / practical examples / workshop / discussion on film watching / case study / concretion / drama sample

2.6.Action Plan

Course design was carried out in two main parts. In the first part, precautionary measures and teaching measures including age differences are included, while in the second part, plans and strategies of intervention to trauma after sexual abuse are included. The second part is further divided into two groups as students and parents. The process of family participation is mentioned by referring to cultural differences in all parts. A summary of the information shared about the enriched course content is given in Annex 1.

2.7.Validity and Reliability of the Data

In the studies of Anderson et al. (1994), Mills (2003) and Maxwell (1992) and Mills (2003), the explanation of the issues of validity and reliability are important in the action-oriented qualitative research and particularly the concepts of credibility and trustworthiness in the actively participated action research are important for the data collection process. The researcher took the following measures in order to prevent possible problems regarding the validity and reliability of the findings obtained from the collected data in line with the criteria below. These measures can be summarized as follows:

Researcher's Credibility/ Trustworthiness: (Expertise, Knowledge) Ability of the researcher to cope with all the complexities and patterns that cannot be easily explained. The following strategies were used for the researcher's credibility: The researcher fully participated in the research environment as it was fully conducted by her and used Evaluation Observation Form and observation notes in which the views and recommendations of the students were added. The researcher was also supported by a postgraduate student who voluntarily controlled the data. In addition, the development of the action plan was as a result of various Youtube training videos and 87 articles from the Google academic search engine, TUBITAK ULAKBIM Dergipark, EBSCOhost-ERIC, SPRINGER and ISI Web of Science databases.

Transferability: The researcher believes that everything is based on context. The researcher reported the data collectively and in detail in the process of data processing. In this way, the transferability of the subject or method of the reader was rendered possible (Maxwell, 1992; Mills, 2003) Descriptive validity in action research was called interpreting validity, theoretical validity, generalizability and evaluator validity.

For Interpretative Validity, the investigator made addition to the practice schedule of the second week in the light of the data obtained from the participants during the first week. For example, in order to clarify the educational process that varies according to age, "Responses of children under the age of sexual abuse by age" and "Self-protection programs to protect our bodies" have been added to

the course structure at the request of participants. In this way, the perspectives of the participants were investigated by the researcher.

Theoretical Validity: It is the sufficiency of the research report to explain the studied and described problem. In the study, course design was detailed and consistent findings were obtained.

Generalisability: Internal generalization is the generalization of the working community. The same implementation was conducted for generalizability criterion in the mixed class Introduction to Special Education module, which is included in Preschool Education, English Language Teaching, Computer and Teaching Technology in the fall semester 2016-2017, which is the same school period as the researcher. The course design practice was shared with 56 voluntary students in the classroom during the lesson on children with LD and all 56 students were satisfied with the practice. School practices have been planned by the researcher for external generalization but have not still been implemented. Has the action in the investigation in terms of the Validity of the Research Results led to successful resolution of the problem? In addition, does it prioritize the research cycle that follows the findings of this study? Questions were answered by the researcher as "Yes". 71 of the 80 participants shared their knowledge that they were good adequate. In the next step of the research comes the school practices. For this reason, it can be said that the study would lead the following researches.

From the point of view of process validity, it can be stated that the research is reliable since it is designed after the search of the preliminary literature and it was conducted in an ingenious manner. In addition, the Evaluation Observation Form used in the research is responsive to the research questions.

3.Findings

1. Do you think you will be informed and competent in the intervention of sexual abuse at school or workplace you will study or work in the future? 71 voluntary PCG students who participated in the study answered this question as "yes".

The question "Are you self-confident on this issue?" was answered by 57 students as "Yes, I am" and as "I can intervene".

2. Is the information/implementation method provided in the PSI 405 Learning Disabilities module sufficient for you? 72 students answered "yes" while 2 students neither agreed nor disagreed. In addition, 41 students mentioned that they needed more information.

3. Do you recommend this study to your colleagues? 78 students answered this question as "I recommend" while 2 students neither agreed nor disagreed. The fact that 7 participants stated that this study will be beneficial to other teachers, 9 participants stated that this study will be beneficial to families and 10 participants stated that this study will be beneficial to every individual serving children in the society was added in the Evaluation Observation Form without any request by the researcher.

4. Do you think it might be useful to overcome many negative feelings that will be experienced after sharing this service with abused students and children? 79 students answered the question as beneficial except 1 student who neither agreed nor disagreed.

The 5th question was asked as an additional question and the students were asked to write down their views and recommendations regarding the study.

The student views after the 6-hour implementation are as follows:

"I believe that the worst problem of our time is child abuse, which should be given on a course basis. I believe this amount of education is not even adequate.

"This difficult and serious thing must be learned by everyone and everyone needs to be informed. I think it is something about which should not keep silent."

The recommendations of the PCG students/participants for a better course design are given in Table 1. This content analysis was carried out on recommendations. Two main themes were determined having analysed these recommendations. The main themes are as follows: They are the necessity for additional information and implementation samples. Sub-themes related to these main themes were developed and direct quotes (DQ) regarding each sub-theme were given below.

Table 1. Recommendations to carry out a better lesson design

NECESSITY FOR ADDITIONAL INFORMATION	% of participants
Information about the intervention period	2.5
DQ: I think the module implementation is good but I think I need to know more intervention techniques.	
Information about the judicial process.	0.8
DQ: I need to know more about the judicial process. The service we need to provide regarding the judicial process is on a large scale and requires detailed information.	
NECESSITY FOR IMPLEMENTATION SAMPLES	
Concreting with a large scale of implementation samples	46.3
DQ: I think we can be more successful if we can see that the consultant does what is said and applies and concretes with various practices.	
Discussion on sample case/ film watching	7.5
DQ: I think it will be more effective if we observe the practical dimension. Films on this subject could be helpful. I think it will be even better to mention their names if there are any.	
Case discussion	5
DQ: I would like to have enough training and skills in the course to deal with these issues when we encounter these topics rather than the theoretical part. We can discuss a sample case in the classroom. What could be done? I think that it will be more efficient by trying to learn the people and institutions to be collaborated in the form of the sample.	
Drama sample	2.5
DQ: Drama can be displayed as a small sample lesson in order to demonstrate how to do it.	

The mostly emphasized issue by the participants was the monitoring of the practices of experienced PCG specialists related to the sexual abuse of the subject, the inclusion of abundant samples and the sharing of various implemented intervention programs and drama samples.

4.Discussion and Conclusion

It is a very positive result that 71 participants were informed about interventions related to sexual abuse and that they were competent to intervene after sharing the 6-hour study on course design based on the action research with the participants. Giving information about what participants should not do as well as what they should do is another important feature of the course draft. In this way, it was desirable to include as low margin of error as possible in the possible future work of the participants. The two areas where the action research application is weak are the limited time spent in

the school and the fact that the real-life examples in the school are limited. The difficulty in this regard is the difficulty of sharing studies on real life in the society. Many schools and families may prefer to ignore the subject. At this point, it was most often mentioned in the proposal participants and 37 participants indicated that sampling related appendices should be included. The two students expanded the judiciary issues more and shared the facts that a student needs information about how the books should be differentiated according to their ages and how these books should be implemented in education in schools based on the experiences from the past. In a short interview, the student explained that he could write various stories and that there should be guiding stories for children in this regard. It has been stated that there are no specific culture-specific stories for bibliotherapy practices and he could do some trials by making contributions to the field as a story-writer and a graduate from the PCG Department. The second significant weak point of the action research application is the lack of external validity studies. However, the internal validity studies were carried out by the researcher with the same course design. The application was shared with a mixed group (Pre-school Teaching, English Language Teaching, Computer and Instructional Technology Teaching) for the Introduction to Special Education module and similar positive results were obtained from this group.

As a result, it is possible to say that one of the most important steps to be taken in order to prevent sexual abuse is to increase the capacity and readiness levels of pre-service PCG teachers. Additionally, when working with a sexual abuse survivor, a pre-service PCG teacher's challenge is to provide supportive and empowering interventions that serve to move a client from a victim to a survivor status (Bogar & Hulse-Killacky, 2006; Kress & Hoffman, 2008). So that pre-service PCG teachers working with this population (LD) can benefit from developing clinical skills and interventions that are not only strength based but are also tailored for use with child sexual abuse survivors (McGregor, Thomas & Read, 2006).

School psychological counsellors play a major role in creating the educational atmosphere that is consistent with today's safe school structure, where students are away from danger and threats, and school achievements and positive attitudes are supported. The case study revealed that 4th year pre-service PCG teachers increased their knowledge and readiness levels by at least 89%, even with a brief training of 6 hours in advance of their service, in order to be informed about sexual abuse and to be ready for intervention.

For effective and meaningful counselling services, it is important for PCG teachers to repeatedly implement preventive programs throughout the entire school, not just for the LD students, so that the creation and maintenance of safe schools can be achieved fully as their entire goal (Betters-Bubon & Donohue, 2016). In addition, it is necessary to determine the sexual abuse cases they will face and to give them the notifications and the necessary infrastructure to be given in the pre-service period to be able to feel themselves prepared and sufficient. Some of the issues to be overcome through education and interventions so that it is possible to minimize the problems that children are exposed to in order to prevent them from becoming victims as well as the time they are victimized. Thus, it is a great necessity to implement education-focused programs according to children's needs, ages and cultural differences and to implement them in all schools in the context of safe school practices in schools. Moreover, PCG teacher quality like many teachers, coupled with the PCG teacher's capacity to cater for diversity, has the most positive impact on students (Naidoo & D'warte, 2017).

In addition, we are increasingly hopeful that pre-service PCG teachers will improve the quality of the services they will provide when they are considering participating in the research to write culture-appropriate stories for bibliotherapy and planning to create drama content. The encouragement of the pre-service PCG teachers to be creative in this change is also possible with the support of teachers' organizations to be willing and motivated towards research and development. Regarding the achievement of this aim, it can be predicted that action research has a quality that should be emphasized as part of the pre-service training of the PCG department. Future research should

evaluate differences among professional counselors' preparation for counseling the CSA (child sexual abuse) population with different disabilities. It would be beneficial to assess how increased counselor preparation impacts counselor readiness. If so, this information could lead to further development of graduate programs and continuing education. In addition, future research that explores the experiences of supervisors who supervise counselors working in the CSA and special education field can potentially enhance training, continuing education, and resources for supervisors.

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Annex 1.
Enriched Course Content
a. What is sexual abuse? Types of sexual abuse and interdisciplinary approach to and child abuse (Kara, 2004).
b. Age-related reactions of children who have experiences of sexual abuse (Nurcombe, 2000).
c. Preventive measures "Self-protection programs; Let's Protect Our Body "(Kenny, Capri, Kolar and Runyon, 2008).
d. Overall content of self-protection programs (Rural, 2013).
e. Intervention to trauma after sexual abuse (Handbook of Counselling Measures Practices, 2015).
f. Learning the effects of the experienced cases (Handbook of Counselling Measures Practices, 2015).
g. Establishing safe relationships and empowering self-awareness (Handbook of Counselling Measures Practices, 2015).
h. Understanding the history (Kara, 2004).
i. Parental Education (Handbook of Counselling Measures Practices, 2015; Kara, 2004).
j. Case reports (Günay and Esiyok, 2000, Sozen, Elmas, Karakus, Fincancı, 2000).