TRADITIONAL AND CYBER BULLYING AMONG THE STUDENTS WITH
SPECIAL EDUCATION NEEDS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

HALİL ASLAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

SEPTEMBER 2016

Approval of the Graduate School of Social Sciences

_____
Prof. Dr. Meliha Altunışık

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

_____
Prof. Dr. Cennet Engin-Demir
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

_____
Prof. Dr. Özgür Erdur-Baker
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Zeynep Hatipoğlu-Sümer (METU, EDS) ————————————

Prof. Dr. Özgür Erdur-Baker (METU, EDS) ————————————

Assist. Prof. Dr. Aylin Demirli-Yıldız (B.Ü., EDS) ————————————

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Halil ASLAN

Signature　　　　 :

ABSTRACT

TRADITONAL AND CYBER BULLYING AMONG THE STUDENTS WITH SPECIAL EDUCATION NEEDS

Aslan, Halil

MSc, Department of Educatıonal Sciences

Supervisor   : Prof. Dr. Özgür Erdur-Baker

September 2016, 108 pages

The purpose of the study is to examine traditional and cyber bullying among the students with special education needs attending special education schools. Additionally, predictive role of bullying and victimization experience on psycho social adjustment level of students with special education needs were assessed. Sample of the present study consists of 295 students with special education needs (177 gifted, 118 deaf) attending segregated special education schools. Revised Olweus Bully/Victim Questionnaire (Olweus, 1996), Revised Cyber Bullying Inventory-II (Topcu, 2014), Strengths and Difficulties Questionnaire (Goodman, 1997) and demographic data sheet were employed to collect data.

Results of the study indicated that of the total 295 students with special education needs, 28.1% of the students with special education needs were bullies and 39.3% were victims of the traditional bullying. Furthermore, 13.5% of the students with special education needs were identified as cyber bullies and 23.3% of them were found as cyber victims. When gender and grade level were examined in regard to traditional and cyber bullying, significant gender differences were found. Male students with special education needs obtained higher scores for both bullying and victimization than female with special education needs. However, no meaningful

grade level differences were found. Hierarchical regression analyses indicated that traditional bullying, traditional and cyber victimization significantly predicted psycho-social adjustment level of the students with special education students. Results of study were discussed in term of literature.

Keywords: traditional and cyber bullying, students with special education needs, adjustment difficulties

ÖZ

ÖZEL EĞİTİME GEREKSİNİMİ OLAN ÖĞRENCİLER ARASINDA GÖRÜLEN
GELENEKSEL VE SİBER ZORBALIK

Aslan, halil

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi   : Prof.Dr. Özgür Erdur-Baker

Eylül 2016, 108 sayfa

Bu çalışmanın amacı özel eğitim okullarına devam eden özel eğitim gereksinimi olan öğrenciler arasındaki geleneksel ve siber zorbalığı incelemektir. Ek olarak, özel eğitim öğrencilerinin psiko-sosyal uyum düzeylerini yordamada zorbalık ve mağduriyet deneyimlerinin rolü araştırılmıştır. Araştırmaya özel eğitim okullarına devam eden 295 özel eğitim gereksinimi olan öğrenci (177 özel yetenekli, 118 duyma engelli) katılmıştır. Araştırma kapsamında Yenilenmiş Olweus Zorba/Mağdur Ölçeği (Olweus, 1996), Yenilenmiş Siber Zorbalık Envanteri-II (Topcu, 2014) ve Güçler ve Güçlükler Ölçeği (Goodman, 1997) veri toplamak için kullanılmıştır.

Araştırmanın sonuçlarına göre 295 özel eğitim öğrencisinden % 28.1' i geleneksel zorba ve %39.3' ü mağdurdur. Ayrıca, % 13.5'i siber zorba olduğu ve %23.3'ünde siber zorbalık mağduru olduğunu göstermektedir. Geleneksel ve siber zorbalık davranışları ile ilişkili olarak cinsiyet ve sınıf düzeyi değişkenleri incelendiğinde, anlamlı cinsiyet farklılığı tespit edilmiştir. Erkek özel eğitim öğrencilerinin hem zorbalık hem de mağduriyet deneyimlerinde kız özel eğitim öğrencilerinden yüksek puan aldığı bulunmuştur. Fakat sınıf düzeyi açısından istatistiksel olarak anlamlı bir farklılık bulunamamıştır. Hiyerarşik regresyon analizi sonuçları geleneksel zorbalık, mağduriyet ve siber mağduriyet deneyimlerinin özel eğitime gereksinimi olan

öğrencilerinin psiko-sosyal uyum düzeylerini yordamada anlamlı değişkenler olduğunu göstermiştir. Elde edilen sonuçlar alan yazını açından tartışılmıştır.

Anahtar Kelimeler: geleneksel ve siber zorbalık, özel eğitime ihtiyacı olan öğrenciler, uyum problemleri

To my beloved wife, Gül

&

To my daughter, Tuana

ACKNOWLEDGEMENTS

Writing thesis was really stressful and challenging process for me. In this period, I learned too much and many people in my life supported me. Therefore, I would like to express my gratitude to all of them

First of all, I would like to express my sincerest gratitude to my supervisor, Prof. Dr. Özgür Erdur-Baker, for her guidance, encouragement and patience throughout the entire process. I learned many things from her. It was great honor for me to study under her supervision.

I would like to express my thanks to my thesis committee, Assoc. Prof. Dr. Zeynep Hatipoğlu-Sümer and Assist. Prof. Dr. Aylin Demirli-Yıldız. All of them have provided constructive feedback and thoughtful ideas.

I would also like to present my special thanks to my wife, Gül, without whom I never would complete this challenging journey. This would not have been without her support, love and encouragement. I also thanks to my daughter, Tuana for her patience and understanding.

Also, I would like to express special thanks to my dearest friend, İlknar Özkan. I felt his emotional support and encouragement all the time I needed.

Finally, I am grateful to students with special education needs who accepted to attend this study.

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

LIST OF ABBREVIATIONS

SEN   Special Education Needs

ADHD   Attention Deficit Hyperactive Disorders

ED   Emotional Disorders

LD   Learning Disability

They hurt me, talked behind me but I still love all of them

(Note written by one of the participants in the study)

1.1 Background of the Study

Bullying is one of the most urgent and challenging issues that affect all societies in the world. However, prior to the 1970's bullying was not perceived as a problem that needed to be taken into consideration. First systematic research on bullying initiated in the early 1970s by Dan Olweus, Swedish psychologist (Duncan, 2013). following that time, scholars from all over the world, involving the United States, Australia, Japan, Korea, and U.K. have investigated school bullying (Kanetsuna & Smith, 2014; Koo, Kwak & Smith, 2008; Side & Johnson, 2014; Swearer & Doll, 2008). Over the years, substantial amount of literature has been cumulated in terms of nature and severity of bullying and how various variables were related to it. The concerning findings are that bullying destroys school atmospheres, social and psychological well-beings of students are harmed (Vidourek, King & Merianos; Reuland & Mikami, 2014; Houbre, 2006). Such results indicated that bullying needs further attention as a research topics and urgent prevention and intervention programs were needed in schools and school environments.

Despite all these efforts, experiences of students with special education needs remain to be relatively less known, especially in Turkey. Rose, Monda-Amaya and Espelage (2011) carried out literature review regarding bullying and victimization frequencies among the students with special education needs via EBSO database. They found out that there are 32 articles fitting their criteria. Existing research reveals that not only students with special education needs were more likely to be targeted as victims (Hershkowitz, Lamb & Horowitz, 2007; Young, Ne' eman & Gelser, 2011; Sveinsson

& Morris, 2005; Huffman, 2015; Aime, Salvas, Morin & Normand, 2016) but also bullying among the students with special education needs was common (Nabuzoka & Smith, 1993; Baek, 2015; Fink, Deighton, Humphrey & Wolpert, 2015; Swearer, Wang, Siebecker & Frerichs, 2012). A study examining victimization frequency among the students with special education needs and chronic illness in 11 western countries (France, Ireland, Denmark, Germany, Portugal, Poland, Latvia, Netherland, Bulgaria, Wales and Canada) found that despite varying rates of victimization (from 14.3% to 27.1%), bullying exist across countries (Sentenac et al., 2011). Several other studies involving the students with special education needs also indicated that victimization frequency for students with special education needs exceeded more than 50% (Kuhne & Wiener, 2000; Van Cleave & Davis, 2006). Compared to above mentioned countries and international literature, little is known about bullying among the Turkish students with special education needs. Therefore, careful attention must be placed upon bullying dynamic among the students with special education needs.

Bullying studies related to the students with special education needs are generally based on comparison between the students with special education needs and without special education needs. Research findings reported that students with special education needs were generally at greater risk of being bullied compared with the students without special education needs (Bauman & Pero, 2010; Bear, Mantz, Glutting, Yang & Boyer, 2015; Christensen, Fraynt, Neece & Baker, 2012; Dev, College, & York, 2007; T. W. Farmer et al., 2012; Fisher, Moskowitz, & Hodapp, 2012; Nettelbeck & Wilson, 2002; Sentenac et al., 2011). Several characteristics that the students with special education needs have may escalate victimization rates of the students with special education needs. Their poor social competencies to cope with bullying (Nettelbeck & Wilson, 2002), lack of protection skills (Fisher et al., 2012) and language impairment (Conti-Ramsden & Botting, 2004) make them vulnerable to bullying. In this sense, Kiriakidis (2014) noted that the existence of some special needs was related with an increased risk of bullying even when third demographic and health factors such as gender, age etc. were statistically controlled. For instance, Blake and his colleagues' (2012) carried out a study on prevalence of bullying among the students with special education needs across USA revealed that students with special education needs as a group were likely experience bullying more than 1.5 times as compared with the students without special education need.

When specific special education needs are taken into account, the findings revealed that the students with emotional and behavioral problems (Swearer et al., 2012), sight difficulties (Pinquart & Pfeiffer, 2011) intellectual disabilities (Emerson, 2010; Reiter & Lapidot-Lefle, 2007; Glumbic et al., 2010),) autism spectrum (ASD) (Bitsika & Sharpley, 2014; Chen & Schwartz, 2014) learning disabilities (Rose et al., 2011; Dev et al., 2007) expose higher frequencies of bullying than the students without special education needs. Beside to these results, few researchers investigated bullying involvements of the gifted students who are categorized as students with special education needs. The results of few studies cumulated into two main approaches about bullying among the gifted students. One approach argues that gifted students have been victimized as much as non-gifted students' have (Peters & Bain, 2011). Opposite approach regarding gifted students and bullying claims that gifted students are vulnerable to be being bullied by other students due to some characteristics they have. Their unique characteristics such as over excitabilities (Ackerman, 2009; Bailey, 2009), emotional sensitivity (Rinn & Reynolds, 2012) and asynchronous development (Silverman, 1997) make them weaker to bullying. For instance, a study examining bullying and victimization among the gifted students indicated that 11% of the gifted students were repeatedly victimized (Peterson & Ray, 2006b).

Understanding bullying dynamics as both bully and victim among the students with special education needs related to several variables that make them vulnerable to bullying. Rose (2010) argued that special educational placement, severity of the disability, and disability characteristics that may place the students with special education needs at a greater risk for being bullied. Research attempting to explain victimization rate for the students with special education needs in the segregated settings (classroom or school) has been inquired by several researchers. Scholars indicated that students with special education needs in the segregated settings engage in bullying more than the other group of the students in both inclusive and mainstream settings (Morrison, Furlong, & Smith, 1994; Sweeting & West, 2001; Rose, 2010; Hartley, Bauman, Nixon & Davis, 2015).

When types or forms of bullying that the students with special education needs experience are taken into account, they are frequently target of the physical, verbal and relational bullying. For instance, Arulogun, Titiloye, Oyewole, Nwaorgu and

Afolabi (2012) examined type of bullying that deaf student experience in segregated special education schools. According to results, deaf student were subjected to verbal (32.4%) and physical bullying (13.2%). They pointed out that intervention programs are needed to reduce bullying incidents which deaf girls are exposed. Moreover, Carran and Kellner (2009) indicated that types of bullying experienced by the students with special educational needs were verbal bullying (51%) and physical bullying (43%). Considering to the findings, verbal and physical victimization are prevalent among the students with special education needs.

In reality, disability is a broad term and has several definitions in literature. According to Turner and his colleagues (2011) disability can be classified as a) emotional and behavioral disorders, like depression or conduct disorder, b) physical disabilities that create limitations in hearing, sight or mobility c) developmental and learning disabilities such as autism or cognitive disability. Severity of disability is also important variable in predicting bullying among the students with special education needs. Research findings showed that the students with severe disabilities in the segregated special education schools were more likely to be victimized than those in inclusive settings (Farmer, Lane, Lee, Ham & Lambert, 2012). Norwich and Kelly (2004) examined bullying rates among the students with special education needs attending segregated special education and those attending mainstream schools (N=101). They found that the students with special education needs in the segregated special education school were more likely to be bullied than those attending mainstream schools.

In current study, the students with hearing impairments and students diagnosed as a gifted have been selected as the target groups. There are several different types of hearing loss depending on the rate of hearing loss. They use sign language to communicate with people. It should emphasize that the students with hearing impairment attending the present study were deaf and hard of hearing. Deaf students attending segregated special education schools where they spend whole school days with the other deaf students and their lower level of social and communication skills elevate risk of being bullied (Weiner, Day & Galvan 2013). Therefore, deaf and hard of hearing students continuing to the segregated special education schools constituted to the sample of the present study. Moreover, bullying among gifted students is controversial issue among the researchers. One group of researchers argues that

4

gifted students are very sensitive against bullying. Other group claims that gifted students are experience bullying like other mainstream students. Turkish literature is lacking of studies reporting bullying frequencies occurring among the gifted students. Therefore, both of deaf and gifted students who are described as students with special education needs in Turkish education system were selected as a target population for the current study.

Gender appears to be an important variable in understanding and intervening bullying among the students with and without special education needs. Grasping distinctions in manifestation of bullying among the male and female students with special education needs may help us to provide better understanding of the bullying phenomenon. Research findings typically showed that males tend to engage in physical bullying. Besides, females use relational bullying such as exclusion someone from group or talking behind someone more than males (Smith & Gross, 2008; Smith, Polenik, Nakasita & Jones, 2012; Silva, Pereira, Mendonça, Nunes & Oliveria, 2013; Bradsha, Sawyer & O'Brennan, 2007). As gender and students with special education needs are taken into account, inconsistent results were revealed due to method and criteria used in research. For instance, Swearer and her colleagues (2012) used both students with special education needs and without special education needs as a sample in their study. They found no gender difference on bullying and victimization among the students with special education needs. When Conti-Ramsden and Botting (2004) used students who have same type of special education needs as sample in their study with 242 students with language impairment, they reported that male students with special education needs were more engage in school bullying than the female students with special education needs.

Similar to gender, age is important variable in defining and attributing bullying among the students with SEN because frequency and type of bullying is changed with age and developmental level of the students. Traditionally, involvement in bullying and victimization reduced with age (Olweus, 1993; Scheithauer, Hayer, Petermann & Juger, 2006). Bullying and victimization reached at peak point in the middle school years (Oliver, Hoover, and Hazier, 1994). It decreases during the high school years, but relational bullying increases (Solberg & Olweus, 2003). Research show us that students with special education needs have been even bullied in the preschool years. A study conducted by Repo and Sajaniemi (2014), bullying among

the preschool students with special education needs ages between 3 and 6 years old through using teacher reports (*N*:771) have been inquired. Results showed that 18% of bullying happened in the present of students with special education needs.

Although bullying is generally viewed as school based phenomenon, developing technology changed forms of bullying. Internet, smart phones and so on allow bullies to expand their bullying beyond the schoolyard. This new type of bullying called cyber bullying and it has been extensively studying by researchers. Cyber bullying is defined as afflicting the others using technological devices such as e-mail, instant messages, chat rooms, websites (Campbell, 2005). A great deal number of studies has been published on cyber bullying and related variables for the mainstream students in the international literature as well as Turkish literature. There has been small body of research conducted on understanding cyber bullying and victimization experience of the students with special education needs. Heiman, Olenik-Shemesh and Eden (2015) investigated prevalence of cyber bullying among the students with and without special education needs. They found that students with special education needs were more likely to be victim of cyber bullying than students without special education. Further studies would shed into light nature and severity of cyber bullying among the students with special educational needs.

Bullying experience affects adjustment of the students with special education needs. Students who are victim of both physical and emotional bullying are at high risk of behavioral and emotional problems (Yeung & Leabeater, 2010) and this circumstance directly affects adjustment of the students with special education needs (Rueger & Jenkins, 2014). Several studies also showed that bullying and victimization experience of the students with special education needs associate with a range of psychosocial adjustment problems such as internalizing psychological disorders (Heather et al., 2011), anxiety (Saylor & Leach, 2009). Previous studies on bullying and adjustment reported that there is a reciprocal relationship between bullying and adjustment (Davidson & Demaray, 2007; Morin, Bradshaw & Berg, 2015). According to them, bullying causes to maladjustment and students having adjustment problems are more prone to bullying.

Special Education in Turkey can be defined as the training that is performed in an environment which proper for the disabled children through the aid of qualified

professionals and programs (Özsoy, 1985; as cited in Eres, 2010). Turkey currently has more than 1000 segregated special schools in both different educational levels and disability types with 9700 teachers and 240000 students (Ministry of National Education, 2014). The majority of the students are in the elementary schools. Integration of students with SEN which based on principle of lest restricted environment has been increasing and the number of enrollments in special schools has been decreasing. Students with special education needs in segregated special schools spend all school days with the students who have same disability. Students attending to special education schools are usually perceived as the most vulnerable students (Wei, Chang & Chen, 2015). However, bullying literature in Turkey were generally focused on prevalence and types bullying in the different mainstream school levels (Dölek, 2002; Ayas & Pişkin, 2010; Arslan-Özdinçler & Savaşer, 2009; Yurtal & Cenkseven, 2007; Öksüz, Çevik & Kartal, 2012; Pişkin, 2010; Kartal, 2008; Yeşilova, 2015; Kapçı, 2004) and some variables such as school attachment and loneliness (Duy & Yıldız, 2014), the quality of school life (Önder & Sarı, 2012), submissive behavior (Atik, Özmen & Kemer, 2012), students' empathy level (Çiğdem, 2008), school climate (Bayar & Uçanok, 2012; Çalık, Özbay, Özer, Kurt & Kandemir). To date, there is no study encountered in Turkish literature related to bullying and victimization among the Turkish student with special education needs. Therefore, it is necessary to examine frequency of bullying and dynamics affecting bullying and victimization among the Turkish students with special education needs. First way to prevent bullying among the students with special education needs is to understand frequency and nature of bullying and victimization.

Therefore, the major goal of the present study is to investigate bullying (traditional and cyber) and victimization frequency with regard to gender and grade among the students with special education needs attending segregated special education schools (gifted and hearing impairments). Second, the predictive power of bullying involvements (as being victims and bullies both in physical and cyber environment) over and above age and gender in adjustment level of students with special education was tested.

1.2 Purpose of the Study

The main aim of this study is to examine bullying (cyber and traditional) and victimization frequency among student with special education needs attending segregated special educational schools. In addition, bullying, victimization and adjustment level of student with special needs were investigated in respect to gender, grade level.

1.3 Research Questions

1) What is the frequency of traditional bullying and victimization among the students with special education needs in samples of special education students coming from different special school types?

2) What is the frequency of cyber bullying and victimization among the students with special education needs in samples of special education students coming from different special school types?

3) Are there significant gender and grade differences in traditional and cyber *bully* scores among the students with special education needs from different special education school tpes?

4) Are there significant gender and grade differences in traditional and cyber *victimization* scores among the students with special education needs from different special education school types?

5) What is the predictive role of traditional bullying on psycho-social adjustment level of the students' with special education needs after controlling for the effect of gender and grade?

6) What is the predictive role of traditional victimization on psycho-social adjustment level of the students' with special education needs after controlling for the effect of gender and grade?

7) What is the predictive role of cyber bullying on psycho-social adjustment level of the students' with special education needs after controlling for the effect of gender and grade?

8) What is the predictive role of cyber victimization on psycho-social adjustment level of the students' with special education needs after controlling for the effect of gender and grade?

1.4 Definition of Terms

Bullying: A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1993).

Cyber Bullying: cyber bullying is a form of bullying in which the perpetrator chooses to harass his or her victim through a technological devise (Breguet, 2007)

Special Education: Special education is the education which aims to meet the educational needs of individuals who are in need of special education in an environment appropriate for the deficiencies and characteristics of those individuals using the specially developed educational programs and techniques provided by specially trained staff (Cavkaytar, 2006)

1.5 Significance of the Study

Significances of current study arise from two sources: the implications of results on educational and research purpose and contribution to the existing literature regarding students' with disabilities and their teachers' perceptions of bullying.

Bullying is a serious problem for our school system as well as our society. In the recent years, a great number of research findings revealed that bullying has negative consequences for social, emotional and psychological developments of the students. Considering seriousness of the problem, conducting studies to understand bullying and victimization is important to provide safe and secure school environments for our students. In this sense, investigating bullying among the students with special education needs should increase our awareness about bullying occurring among them. However, based on our best knowledge this is the first study examining bullying among the student with special education needs in Turkey. The current

9

study would reflect mirror to selected special education schools regarding how student with special education needs behave each other, because they spend great deal of time all together. Therefore, the present study would be starting point to uncover frequency and severity of bullying in the segregated special education schools (deaf and gifted). Further studies may utilize these findings as a baseline to further understand the nature and severity of bullying and victimization among the Turkish students with special students. Moreover, cyber bullying among mainstream school students was also investigated by many researchers, but less is known about cyber bullying experience of the students with special education needs and their usage of information and communication tools (ICT). This study provided useful information about cyber bullying experience of the gifted and deaf students and used as a baseline for further studies.

Samples of nearly all studies carried out on bullying and victimization among the Turkish students were selected either big cities such as Istanbul, Ankara, Izmir or western region of Turkey (Dölek, 2002; Ayas & Pişkin, 2011; Hakan, 2011; Öz, Kırımoğlu & Temiz, 2011; Çalık, Özbay, Kurt & Kandemir, 2009; Kartal & Bilgin, 2008; Atik, Özmen & Kemer, 2012). This study also provided substantial data on appearances of current frequency and severity of bullying among students with special education needs from eastern region of the Turkey.

This study is not only examined frequency of bullying and victimization among the students with special education needs in selected special educational schools but also investigated gender and grade differences, which are crucial variables in understanding bullying phenomenon. The present study also collects data from different grades ranging from five to 10, which falls on between preadolescent and adolescent years. In this sense, this explanatory study for understanding bullying trends and patterns among students with special education needs provided valuable information to Turkish literature. In this sense, this study would be starting point to delve into scope and extent of bullying problem for students with special education needs attending segregated special education schools.

Enhancing our knowledge on frequency and type of bullying among the students with special education needs attending special schools will provide important clues for professionals in understanding and enhancing awareness about bullying among

the students with special education needs. Findings of this study should also help counselors, school principals and special education teachers working in the special education field recognize the current circumstance in a sample special education schools.

Great deal of research findings indicated that bullying experience has adverse effect on psycho-social adjustment of the students. Few studies investigated relationship bullying and its effect on psycho-social adjustment of the students with special education needs in international literature (Baek, 2015; Hartley et al., 2015; Farmer et. al., 2012). This study would be the first study on understanding how having been bullied/ being bully effect psycho-social adjustment of the students with special education needs in the sample special education schools. Finally, findings of this study would contribute to international comparative studies as dataset.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, literature related to traditional and cyber bullying and victimization among the students with special education needs and related issues were presented. Review of the literature is comprised of three sections. In the first section, literature relevant to frequency of bullying and victimization among the students with special education needs were introduced. In the second section bullying and its effect on psycho social adjustment of the students with special education needs were presented. The third section focused on special education in Turkey and research findings about deaf and gifted students. Research findings presented in literature review chapter on bullying and victimization among the students with special education needs were mixed with the results of studies examining frequency of bullying and victimization among the students without special education needs, due to lack of empirical studies about the students with special education needs. Since gender and age were important variables in understanding bullying, research findings were presented throughout the chapter. These sections were compatible with the context of the study.

2.1. Frequency of Traditional and Cyber Bullying among Students with Special Education Needs

Bullying among school children is no doubt an old phenomenon (Olweus, 1993). Last four decades great deal of study conducted on understanding bullying dynamics among the students. However, few studies have examined bullying dynamics among the students with special education needs. Pioneer studies related to bullying among the students with special education needs conducted in western countries such as USA, England or Australia. For example, one of the earliest studies carried out by Whitney et al., (1994) in England. They found that % 33 of the students with special needs have bullied other students and % 67 of them was victimized.

Existent literature on bullying and victimization frequency among the students with special education needs also provided various results ranging from 0 to 100. It would stem from used sample strategies, data collection procedure and student population researchers utilized. For instance, some studies utilized different special education student population into a single study (Bear et al., 2015; Swearer et al., 2012). Sweeting and West (2001) investigated bullying prevalence among 2586 students with various disabilities (1,339 males and 1,247 females) in 135 primary schools in UK. Self-report measure was employed to examine bullying frequency. 17% of the students with special education needs reported having been bullied. 39% of the students with language impairment and 30% of the students with learning difficulties reported having bullied in weekly. They argued that having disability such as sight, speech difficulties lead to higher risks for victimization.

Another study conducted by Chen, Hamm, Farmer, Lambert and Mehtaji (2015) involving 1861 students with special needs and the gifted students (48.1% male and 51.9% female) in grade six with self-report measure. Researchers found that more than 74% of the students with special education needs involved in bullying dynamics (22.7% bullies, 33.3% victims, 18.2% bully-victims). In contrast, great deal of the gifted students did not engage in bullying (61.4%). They asserted that students with disabilities, but not gifted students, had more constant involvement in bullying over time. They also underlined that students with special education needs have little social support from their influential people, which makes them to be vulnerable and easy target for bullies. It is important to design prevention program that is appropriate needs of the student with special education needs. Mishna (2003) who focused on bullying incidents among the students with special education needs indicated that all of the students with special education needs experience some form of bullying.

Samples used in the bullying studies for the students with special education needs generally comprised of less than 100 participants. For instance, a meta-analysis conducted by Rose (2010) on literature review which was aiming at determining prevalence of bullying among the students with special education needs among 32 studies. He indicated that 24 of 32 studies used sample less than 100 participants and frequency rate changing from less than 1 to 100 %. Kloosterman, Kelley, Craig,

Parker and Javier (2013) conducted a study to investigate bullying among students with special education needs (students with learning disability, autism and attention deficit and hyperactivity disorder (ADHD). The sample comprised of 70 students with special education needs. According to the result of study, 29.2% of the students with special education needs engage in physical bullying, 41.7% of them experience verbal bullying as well. They claimed that students with learning disabilities and autistic spectrum disorder (ASD) were perceived as physically weak and different by their perpetrators and they become easy target.

Research on school bullying among the students with special needs argue that students with special education needs are more likely to be engaged in bullying than mainstream school students (Swearer et al., 2012; Farmer et al., 2012;). For instance, Blake, Lund, Zhou, Kwok and Benz (2012) conducted a study to examine bullying prevalence among the student with special needs attending different school levels with large scale sample in USA (students with learning disability, emotional difficulties, hearing problems, orthopedic impairment, visual impairment, autism, other health impairments). Participants comprising of 11896 students with special education needs were derived from two national samples of the students with special education needs in order to estimate national prevalence of bullying among the students with special education needs. They found that prevalence rates changing from 24.5% in elementary schools to 34.1% in middle schools and 26.6% in high schools as well. When specific disabilities are considered, students with emotional disturbance and students with other health impaired were significantly bullied in elementary school level (40.6% and 36.3%, respectively). Overall, they asserted that the students with special education needs were 1.5 times more likely to experience bullying than students without special education needs. When students with special needs involved in cycle of bullying at once, it is very difficult to disrupt it. They argued that developing intervention programs appropriate for students SEN needs is needed.

In Taiwan, Wei, Chang and Chen (2015) investigated bullying prevalence among the students with special education needs in segregated special education schools. 140 students with special education needs (55 female and 85 male students with disabilities) from 10 different segregated special education schools across the Taiwan

were recruited to the study. They found that 9.1% of the students with special education needs engaged in hitting, hurting other students with special education needs and 25.6 % of them cursed and insulted other students during past year. Overall findings revealed that 26.5% of the students with special education needs involve in physical or verbal bullying. They concluded that bullying is not just occurred in mainstream schools or inclusive classes, but also it happens in segregated special education schools.

In the same vein, Rose, Espelage, Aragon and Elliot (2011) examined bullying prevalence among 1053 students with special education needs in grades six to eight attending inclusive and restrictive school settings. The sample of study comprised of the students with emotional disorders and students with learning disabilities. Students with special education needs filled the self-report questionnaire regarding bullying and victimization experience. The results revealed that 13.7% of the students with special education needs engage in bullying. They claimed that American school children with SEN have experienced higher rates of victimization than children without special education needs. They also highlighted to importance of social skills to reduce bullying involvement among the students with special education needs
Another frequently used method to measure frequency of bullying involvement among the students with SEN relies on parents report. Zeedy, Rodriguez, Tipton, Baker and Blacher (2014) examined to prevalence of bullying in term of perspective of 175 mothers of thestudents with special education needs and without special education needs. They have conducted semi-structured interview with mothers. 45% of mother (79) reported that their students engaged in bullying another. Son, Parish and Peterson (2012) investigated risk and protective factors affecting bullying among children with SEN in age 3 utilizing 1130 parents of students with disabilities' report. Data were collected through national wide pre-school project (PEELS) involving child, parents and school characteristics. Two factors including amount of family earnings and the time students with SEN spend in special education classroom settings were found as risk factors for engaging in bullying dynamic for students with disabilities. Awareness of special education teachers on bullying occurring their classes and implementing prevention programs may help to reduce bullying frequency among student with special education schools.

2.1.1 Frequency of Traditional Victimization among Students with Special Education Needs

Frequency of traditional victimization among students with special education needs reported differently due to different measurement tools used in the research, sample size used in studies and students' characteristics researchers focused on. In general, students with special education needs were perceived as target of bullying victimization. Therefore, each study provides general idea about frequency of traditional victimization among students with special education needs. For instance, Swearer and her colleagues (2012) utilized self-report questionnaire to investigate victimization between students with SEN (students with specific learning disability, speech language impairment, behavioral disorders, other health impaired and gifted) and without SEN. Data were collected from 816 students aging six to 16. Results of study indicated that victimization frequency was 36.1% among students with disability and no gender differences found in term of traditional victimization experience. They asserted that students with special education needs who had visible disabilities (hearing, blind vs.) were exposed to more bullying than students with special education needs who do not have visible disabilities. They concluded that bullying prevention programs should be implemented in special education school, regardless of disability types.

Carran and Kellner (2009) examined traditional victimization frequency among 407 students with special education needs attending segregated special education schools (students with emotional disorders). The results of study which was based on self-report measure showed that 39.8% of students with special education needs were victimized. Most common victimization acts that students with special education needs experienced were called mean names, being a subject of rumors and excluded from groups. She argued that teachers of special education and school administers should be sensitive against bullying. Sense of community in schools and monitoring students with special education needs would be protective factors to reduce bullying in such schools.

In the same vein, Lindsay, Dockrell and Mackie (2008) conducted a study with 99 students with special education needs and 41 students without special education needs. The aim of the study was to examine victimization frequency among students

with and without special education (students with speech and language difficulties). They found that 46 % of students with special needs have been victimized; on the other hands 22% of students without special needs have been victimized more than once during past week. Victimization frequency is at peak when students with special education needs started to secondary schools. They did not find differences between students with special education needs attending segregated schools and students with special education needs continuing inclusive classes in regard to prevalence of victimization.

There were several studies based on parent reports, but they provide valuable information about frequency of victimization among the students with special education needs. For example, Chen and Schwartz (2012) conducted a study with 25 parent of students with special education and 25 their teachers to examine victimization frequency. According to the results of study, 72% of parents reported that their children experienced victimization. In addition, 68% of teachers reported that students with special education involved in victimization. Overall, the results pointed out that victimization frequency is very high among the students with special education needs.

Additionally, Rowley and her colleagues (2012) performed a study as a part of the special needs and autism project (SNAP) with 175 parents of special education students, 153 special education teachers and 180 students with special education needs. Authors found that 33 % of the parents, 11.6 % of the teachers and 41.5% of the students with special education needs reported that traditional victimization have been occurred in special education schools. Physical and verbal bullying were the most common victimization forms parents reported.

In addition, Little (2002) investigated victimization rate the among student with special needs through mailing. Author mailed sent to 728 mothers of students with special needs coming from middle class. 509 of them responded the mail. 94 % of mother of students with SEN reported their children have been bullied over the past year. Most common forms of victimization were being hit (73%) by peers, exposed to gang attack (10%) and emotional victimization (75%). Furthermore, results of studies regarding traditional victimization among students with SEN showed that

students with SEN were frequently target of bullies and it is perceived as a problem by scholars, even data were obtained from different informants such as parents or teachers as well as peer nomination.

To sum up measures researchers used were not specifically developed to measure bullying and victimization among the student with SEN. For instance, some researchers were used one dichotomous question to assess victimization. On the other side, another group of researchers prepare a list of victimization items and ask students to rate them, then established total score. Other issue time frame researchers utilized to determine victimization frequency. Some of them use last weeks as a time frame, another group used last education years as well. Therefore, different research results emerged since different measurement tools and time frame used. In the present study, two measurement techniques (global question and multiple questions) were utilized to assess bullying among the students with SEN.

2.1.2 Frequency of Cyber Bullying among the Students with Special Education Needs

Developing technology make it easier for people to communicate with each other. However, the widespread usage of new technology created new type of bullying. Cyber bullying includes written-verbal behaviors, visual behaviors and impersonation (Nocentini, Camaestra, Schultze-Krumbholz, Ortega, & Menesini, 2010). Although cyber bullying has been important research topic among the scholars in last decade, measurement of cyber bullying frequency among the students with special education students is scarce in international literature until now (Barringer-Brown, 2015; Kowalski, Morgan, Drake-Lavelle & Allison, 2016). In addition to this, existent measurement tools were not designed for assessing cyber bullying experience of the students with special education needs and sample size used in these studies is small. Frequencies have been reported in these studies were varied. For example, Bauman and Pero (2010) examined deaf and hard hearing students' experience of cyber bullying and its relation with traditional bullying. 30 deaf and HOH students attended this study from seventh to 12 grades. Deaf and HOH students responded to self-report survey composed of questions on cyber bullying and traditional bullying. Results pointed out that 10% of deaf and HOH

students involved in cyber bullying and 27% of them involved in traditional bullying. Researcher also pointed out positive association between traditional bullying and cyber bullying.

Heiman, Olenik-Shemesh and Eden (2015) carried out a study to compare cyber bullying involvement of the students with special education needs (140 students with ADHD and learning disabilities) and without education needs (N=332) aging between 12 to 16 years old. Findings based on self- report indicated that 14.4% of the all students were victimized and 12.6 % of them were found as cyber bullies during the current semester. Students with special education need attending special education schools (students with learning disabilities and attention deficit and hyperactive disorder (ADHD)) reported higher level of cyber perpetration and cyber victimization than students without special education needs. Girls were more likely to be cyber victims than boys. In addition, result showed that students with special education needs who were victimized have higher level of loneliness and lower level of self-efficacy than non-victims.

In another study carried out by Didden and his colleagues (2009) in order to explore cyber bullying 114 among the students with special education needs attending special education school. Findings revealed that prevalence of cyber bullying among the students with special education needs ranging 4 % to 9%. In addition, 4% of the students with special education needs were victimized by cell phone; on the other hand 7% of them were victimized by internet. The most prevalent form of cyber bullying stated by the students with special education needs was ignoring-phone calls (23%). Name calling via internet (27%) was the second most prevalent kind of cyber bullying. They concluded that no significant differences were found between frequencies of cyber bullying between female and male students with special education needs. Findings revealed association between times spent on computer and cyber bullying. As a consequence, there are few studies targeting to examine cyber bullying among the students with special education needs in the international literature.

Great deal of research findings have been cumulated on cyber bullying experience of the students in mainstream schools and its harmful consequences on students' lives. First study to be conducted on cyber bullying in Turkey revealed that prevalence of

19

cyber bullying among Turkish adolescents ranging 28 % to 35.2% (Erdur-Baker and Kavşut (2007). After their research, publication on cyber bullying and victimization in the Turkish literature escalated. For example, cyber bullying and demographic variables (Özdemir & Akar, 2011), cyber bullying and psychosocial symptoms (Şahin, Aydın & Sarı, 2012), role of social skills and life satisfaction (Hilooglu & Cenkseven-Önder, 2010), predictors of cyber bullying (Arıcak, 2009; Akbaba & Eroğlu, 2013) were investigated by Turkish researchers. In recent study, Peker (2015) investigated cyber bullying with sample of 400 middle school students (196 females and 204 male). He found that 10.5 % of the students are cyber bullies, 17% of them were cyber victims and 35.2 % of them cyber bully-victims. Findings also revealed that social skill deficits, time spend on the internet and unsupervised internet usage were significant factors that affect frequencies of cyber victims and bully/victims. Another study examining cyber bullying experience of high school students was carried out by Temel (2015). Self-report questionnaire was administered to 252 high school students (135 females and 117 males). Of the total sample 6.8% of reported that they involved in cyber bullying more than once and 20.2% of them were victims of cyber bullying. Results also showed that socio economic status (SES) of students was not significant predictor of cyber bullying.

There has been extensive research result about frequency of cyber bullying in the international literature. For instance, Tsitsika and her colleagues (2015) examined prevalence of cyber bullying among the six European countries (Spain, Poland, Holland, Greece, Romany and Iceland). They found that at least 21.4 % of participants were exposed to cyber bullying over the last one year. Other study conducted by Kowalski and Limber (2007) investigated cyber bullying prevalence among 3767 middle school students through grade six to eight. Research findings which were based on self-report revealed that 4% of the students bullied online other students over last couple of months.

Furthermore, there are many research associated between cyber bullying and its consequences. Cyber bullying experience is correlated to depressive feeling, anxiety, escalated stress (Ybarra & Mitchell, 2007; Brown, 2014). Litwiller and Brausch (2013) tested relationships between cyber bullying and suicidal behavior through sample of 4693. Violent behavior, substance use, and unsafe sexual behavior were

utilized as mediators. They found that cyber bullying experience link to substance use, violent behavior, unsafe sexual behavior, and suicidal behavior.

To conclude, cyber bullying is a serious problem for student with special education needs as well. But existent literature does not provide us clear picture on extensive frequency of cyber bullying among the students with SEN and its consequences for their emotional and mental safety. Therefore, there is a need of conducting quantitative and qualitative studies that identify frequency of cyber bullying as well as its harmful consequences for the students with special education needs.

2.1.3 Gender and Bullying

Studies investigating the relationship between bullying and gender have been covering much debate in the current literature due to its contributions to understanding bullying phenomenon. Gender roles were learned during early childhood years. These learned roles influence behavior and role within the bullying framework (Danielle, 2012). In this sense, research findings indicated that boys are inclined to engage in bullying than girls (Olweus, 1993; Borg, 1999; Rueger & Jenkins, 2014; Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001; Rech, Halpern, Tedesco & Santos, 2013). To delve more into differences on bullying between males and females, some scholars have made a distinction in manifestation of bullying. More specifically, indirect bullying involving spreading rumors and social exclusion are used by females (Ostrov & Keating, 2004); direct bullying such as hitting, pushing, kicking or verbal threats are utilized by males (Olafsen & Viemerö, 2000).

When relationship between gender and bullying among the students with special education needs were examined, inconsistence findings were reported in the literature. A group of researchers found no gender difference between male and female students with special education needs regarding amount of bullying they experienced (Swearer at al., 2012; Peters & Bain, 2011; Pelchar, 2011; Sentenac, at al., 2011; Wei, Chang & Chen, 2015); other groups found significant differences amount of bullying among the male and female students with special education needs exposed (Rose, Espelage & Londa-Amaya, 2009; Bourke & Burgman, 2010;

Dilenburger, Keenan, Doherty, Byrne & Gallagher, 2010). Existent findings based on the self-report studies with small and non-random sample. Further empirical research is required to comprehend gender differences on involvement of bullying among the students with special education needs.

In their study Doren, Bullis and Benz (1996) investigated predictors of victimization experience among the adolescent with special education needs (N=422) comprising of students with hearing impairment, orthopedic impairment, visual impairments, speech language impairments. Using the longitudinal research design, they collected data through two waves via telephone interview. They found that female with disabilities in transition were more than 2.0 times experience bullying than male with disabilities in transition. They also argued that student with special education needs who have higher level of personal and academic achievements were less likely to be exposed victimization than the students with special education needs who lower level of personal and academic achievement.

In another study conducted in Greece by Andreou, Didaskalou and Vlachou (2013) to investigate bullying prevalence and its relationship with loneliness among the students with special education needs. 178 students with special educational needs (learning disabilities, developmental disabilities, social-emotional behavioral difficulties) from five and six grades were recruited to the study. Result indicated that male students with special education needs have higher overall bullying score than female student with special education needs, according to analysis of variance $(F(1,176) = 6.376, P < 0.005)$. Significant positive association was found between loneliness and bully/victim incidents. They also argue that students with learning disabilities and emotional difficulties experience higher level of loneliness and this make them vulnerable to bullying.

2.2 Bullying Experience and Psycho-Social Adjustment Difficulties among Students with Special Education Needs

Bullying experience has adverse effects on development and well-being of students. Many researchers pointed out links between bullying-victimization experience and psycho-social adjustment difficulties (Solberg & Olweus, 2003; Gower & Borowsky,2013; Morin et. al., 2015; Davidson & Demeray, 2007; Sesar, Zdravlja,

Sesar & Brijeg, 2013; Dempsey, Sulkowski, Nicholas & Storch, 2009). Studies also showed that psycho social adjustment of students who experience infrequent bullying and victimization were significantly different from students who did not experience bullying and victimization (Solberg & Olweus, 2003). When students with special education needs were taken into consideration, consequences of bullying and victimization might be destructive. For instance, Reiter and Lapidot-lefler (2007) examined relationship between bullying and social adjustment among the students with intellectual disabilities. 186 students with intellectual disabilities aging between 12 and 21 participated study. They found out correlation between being a bullies and being hyperactive. They also pointed out that significant differences on scale of behavioral problems among bullies, victims and not-involved.

Another study carried out by Baek (2015) in order to understand contributing factor relevant to bullying among 112 Korean students with special education needs between ages of 10 and 15. According to the results of the study, anxiety, depression and somatic problems significantly correlated with victimization experience of Korean students with special education needs. Another study conducted by Farmer and his colleagues (2012) involving 145 special education students and 1389 mainstream school students. They examined the school adjustment level and bullying involvement of the students with and without special education needs. They found that special education students have higher rates of victimization than general education students and showed increased risk for emotional and behavioral difficulties than mainstream students. Additionally, White and Loeber (2008) claimed that there is substantial continuity among special education placement, bullying and serious delinquency.

Moreover, Huffman (2015) conducted a qualitative study to determine consequences of bullying victimization among the students with special education needs. Sample consisted of ten students with special education needs who were exposed to bullying. Author concluded that bullying experience has altered their communication style, academic grades. Results of above mentioned studies revealed that bullying experience has deleterious effect on psycho-social adjustment of students with special education needs.

A great number of studies have been published about traditional bullying and its consequences for emotional and mental health of mainstream students. For example, traditional bullying and victimization correlated with psychosomatic difficulties such as sleeplessness, helplessness, fatigue, irritability (Fekkes, Pijpers & Verloove-Vanhorick, 2004; Arslan, Akkas, Hallet & Altınbas Akkas), depression and anxiety (Vassallo, Edwards, Renda & Olsson, 2014; Hawker & Boulton, 2000). Furthermore, a longitudinal study was carried out by Sigurdson, Undheim, Walender, Lysender and Sund (2015) revealed that students who experienced bullying in adolescent, as compared with students who did not experience during adolescent have mental problems in adulthood.

In the same vein, Morin et al. (2015) investigated relationship between bullying and adjustment difficulties. Data were collected from 28104 high school students (48% male and 52% female) as a part of larger project called Maryland Safe and Supportive Schools (MDS3) via self-report tools. Result of study indicated that high level victimization connected to the lower adjustments such as internalizing symptoms, sleep problems and stress, regardless of gender of students who experienced victimization. They argued that parental connectedness and engagements reduce harmful consequences of bullying.

In addition, Reijntjes, Kamphuis, Prinzie & Telch (2010) examined 18 longitudinal researches to identify linkage between bullying and adjustment difficulties. Result revealed that peer victimization significantly related to internalizing problems. Similarly, Romero, Wiggs, Valencia and Bauman (2013) investigated suicide and bullying among 650 Latino girls. They pointed out that bullying victimization experience associated with suicide. Luk, Wang and Simons-Morton (2010) examined relationships among peer victimization, depression and substance use. They reported that both of depression and substance use were positively correlated with bullying.

In Turkey, Kapcı (2004) conducted a study on bullying experience of four and five grade students and its correlation to adjustment problems among the mainstream school students. The sample consisted of 206 students (male: 106, female: 99). The results indicated that 40% of the students have been bullied through physical, verbal and emotional forms. Additionally, she found that exposing the bullying affect students' self-esteem, anxiety and depression levels. Similarly, Çetinkaya, Nur,

Ayvaz, Özdemir and Kavakçı (2009) investigated bullying and its effect on self-esteem and depression levels of the students attending elementary schools with different socio-economic levels. Of the total 512 students, 40% of them reported that they involved in bullying and victimization. Results revealed that students who have been bullied showed low self-esteem and increased depression level, regardless of different socio-economic levels.

Consequently, studies carried out in various countries documented that bullying is prevalent and it has negative effect over emotional, social and mental health of the students (Topçu, 2014; Özdemir & Akar, 2011; Şahin et al., 2012). On the other hand, little is known about bullying and its detrimental effect on the students with special education needs due to lack of quantitative and qualitative research.

2.3 Special Education in Turkey

Compared to the western countries, bullying and victimization experience of the Turkish students with special education needs remain unknown. Extensive research findings on bullying and victimization experience of the students without special education needs were emerged over the last two decades in the Turkish literature. To understand bullying and its harmful consequences for the students with special education needs in segregated special education schools, it is necessary not to recognize bullying dynamic, but also special education system in Turkey. According to report of Ministry of National Education (2014), 259.282 students with special education needs receive special education service including both of the special education and mainstream schools. Special educations for the students with special education needs were classified according to five disability groups: blind students, deaf student, orthopedic impaired students, mentally impaired students (Eres, 2010). Special education in Turkey comprises of gifted children as well.

Guidance and Research centers have special role about education of the students with special education needs. They are responsible for the diagnosis, rehabilitation and screening of these students. They assess and evaluate the students' abilities, needs an interest in tandem with their strength (Şenel, 1998). Number of special education schools, total number of the the students with special education needs and special education school types showed in table 2.1.

Table 2.1

Total Number of Special Segregated Education Schools, Number of Students in Turkey

Type	Number of School	Number of Students		
		Male	Female	Total
Elementary School for Deaf Students	45	555	383	938
Secondary School for Deaf Students	45	1198	867	2065
Special Education Vocational Upper Secondary Schools for Deaf Students	19	1243	823	2066
Elementary schools for Blind Students	16	326	241	567
Secondary School for Blind Students	16	419	282	701
Special Education of Vocational Training Center for Blind Students	2	38	24	14
Training Center of Special Education (I. Grade) for students with intellectual disabilities	247	4721	2668	7389
Training Center of Special Education (II. Grade) for students with intellectual disabilities	244	4210	2194	6404
Training Center of Special Education (III. Grade) for students with intellectual disabilities	207	5329	2724	8053
Elementary School for Orthopedic impairment	3	161	141	302
Secondary School for Orthopedic impairment	3	187	153	340
Special Education Vocational Upper Secondary School for Orthopedic impairment	2	134	87	47
Science and art centers for Gifted Students	89	7714	6779	14493

Once students were placed to the segregated special education schools depend on the severity of disabilities, they often spent entire education years with their peers. Further, these students have frequent interaction with each other at school and stay together after school days because many special education schools offer residential services (Wei at al., 2015). Therefore, special attention should be paid to segregated special education schools where the students with special education needs are taught. This section continues with relationship between special education students (deaf and gifted students) and bullying.

2.3.1. Gifted Students and Bullying

Gifted students have always been regarded as students who have exceptional capacity and aptitude in the various areas. In this regard, education of the gifted students in Turkey has been developing. According to Ministry of National Education (2012) in Turkey giftedness is defined as "performing much better than their peers in intelligence, creativity, arts, sports, leadership capacity or special academic areas". Science and Art centers were opened to satisfy academic demands of the gifted students in the Turkey. The main purpose of science and art center is to develop talents and skills of gifted students attending to the primary, secondary and high schools. In this way they became productive and creative people who can combine scientific thinking and aesthetic pleasure through special education. There are 89 science and art centers in 81 provinces in Turkey (Ministry of National Education, 2014). A step-by step student selection procedure is employed to select students for science and art centers. First step is that classroom teachers filled an observation form including strength and talents of prospective students. Secondly, selected students were entered to the group achievement examination carried out by Ministry of National Education. Students who passed to the group achievement test get in individual intelligence test. Students taking the IQ 130+ points from intelligent test are approved to the science and art center.

Due to general speculation against special education of gifted education is that they can find their own way and perception that they generally do not have adjustment difficulties, few studies have addressed the frequency of bullying among the gifted students. There are two perceptions that dominate literature in relation to prevalence of bullying among the gifted students. One perception argues that gifted students are more vulnerable to victimization than their non-gifted counterparts (Schuler, 2002). The other perception is that gifted students show at least same amount of social competence as their non-gifted peers (Peters & Bain, 2011).

Gifted students may have predisposition to victimization since their specific characteristics such as perfectionism, sensitivities and overexcitability they have (Peterson, 2006a). Over excitability is defined as "*reality is experienced in a*

qualitatively different manner. Not just more of curiosity, sensory enjoyment, imagination, and feeling, but added dimensions of depth, texture acuity and perception (Silverman, 2013, p: 138)". Gifted students may be more sensitive to victimization than children who are not diagnosed as gifted due to these differences they have (Peterson, 2009).

Peterson and Ray (2006a) carried out a study aiming at examining bullying and victimization among the gifted students from 16 schools over 11 states. 432 gifted students ranging from kindergarten to 8th grade participated. They found that sixty-seven percent of gifted students reported to being bullied at a time they spend nine years of school life. Victimization rate was the lowest in kindergarten (27%) and the most common during 6th grade (46%). 16% of the students from 8 grade reported that they were victimized and 16% of them reported that they bullied others. These rates indicated that gifted students suffer from bullying both as victim and bully. The most prevalent type of bullying stated by gifted students was name-calling, the highest being in sixth grade for 35% of the participants. Teasing about their appearance was second most prevalent type of bullying and heightened in sixth grade for 24% of the gifted students.

Another study conducted by Pelchar (2011) with 35 participants ranging four grades to six grades point out that 8.6% of the gifted students reported being victimized on a frequent basis. Findings also indicated that four Grade's T score (*Mean rank* =20.07) is significantly higher than five Grade (*Mean rank* = 8.08). Results also revealed that the victimized gifted students experience high level of distress, compared with the gifted students who are not victimized. She pointed out that transition period of the gifted students from primary schools to secondary schools need to investigate for understanding bullying prevalence and severity among the gifted students.

Peterson and Ray (2006b) utilized survey (N:432) and interview (N:57) techniques to assess personal meaning of victimization among the gifted students in eighth grade. Several subjects were emerged in the students' interview replies. They claimed that external factors stimulate the bullying, although they felt responsible for solving the bullying incidents and also victims felt distressed from bullying. Finally, the gifted students reported that giftedness itself caused a predisposition to being

28

bullied by others. In another qualitative study aiming at investigating bullying experience of eight gifted students revealed that memories of bullying dominated their school experience and they still feel fear and intimidation from those who victimized them (Sayman, 2011).

Another perception regarding bullying incidents among the gifted students argue that there are no significant mean differences between the gifted students and their non-gifted peers on frequencies of bullying they exposed. Peters and Bain (2011) investigated bullying frequency among gifted students and high-achieving high school students (N=90). Self-report measurement techniques were employed to assess participants' experience on bullying during high schools years. Researchers did not find significant differences between the gifted students (M= 50.57, SD = 11.93) and high achieving students (M= 51.16, SD = 11.31) on mean scores of victimization scale. Gifted students have a mean of 47.45 (SD = 7.46) on bullying scale, while high achieving students scored a mean of 49.42 (SD = 9.62), indicating both groups' mean bullying scores fell in the normal range. It was concluded that bullying existed among the gifted students, but it does not support the perception that gifted students were exposed to higher amount of bullying than non-gifted students. It can be seen from past research that there is no consensus on frequency of bullying among the gifted students. Researchers also underscored to develop intervention plan targeting individual gifted students to reduce bullying and victimization. This study would contribute international literature as well as Turkish literature in enhancing awareness regarding bullying among the gifted students.

2.3.2 Deaf Students and Bullying

According to Turkish special education regulation (2000), hearing impairment is defined as impairment is so severe that students is not neither acquired speaking nor used language due to complete or partial hearing lost. Education of the deaf students in Turkey is provided at segregated special education schools categorizing at three levels including kindergarten, primary and secondary schools. Students who have medical report indicating hearing loss outside normal limit (severe and complete deafness) are approved to the segregated special education schools for the deaf students. There are more than 100 segregated special education schools serving to the

deaf students in Turkey. Students who are mild level of hearing loss continue to their education in the mainstream schools. The mainstream education is expected to provide interaction and cooperation between the hearing impaired students and their peers and to reduce isolation and alienation (Sarı, 2005).

Little study has been conducted about bullying and its impact on the deaf students. Existent studies based on comparing deaf students in residential schools with deaf students at public schools revealed that deaf students were exposed to more bullying than students at mainstream schools (Fumes, Oliveria, 2013; Dixon, 2006; Arulogan, Titiloye, Oyewole & Afolabi, 2012). Deaf students may have greater risk for victimization by bullying than other students because they can be perceived as an easy target since their hearing impairments and because some perpetrators may believe that they cannot express what happened (Bauman & Heather, 2010).

Whitney, Smith and Thompson (1994) investigated victimization frequency of special education students in UK. Researchers determined that deaf students obtained the highest rates of victimization by bullying (100%) and of bullying others (50%) among the all special-needs students in the sample (N:93). A recent study conducted by Pinquart and Pfeiffer (2015) with 181 adolescents from German schools for students who are deaf and hard of hearing and 259 hearing students from mainstream schools in order to assess bullying frequencies among students with deaf and without deaf. They found that total victimization, physical victimization, and relational victimization were altered according to hearing status. Deaf students indicated highest levels of physical and relational victimization rates when compared students with hard hearing and with no hearing loss. They concluded that 2% of deaf students and 10% of students with hard hearing disclosed that they have never been exposed any type of bullying.

Weiner, Day and Galvan (2013) investigated deaf and hard of hearing students' perspective about bullying experience. Sample of 812 deaf and hard hearing students (392 females and 420 males) from 11 schools participated to the study. A self-report Olweus bullying questionnaire was utilized and findings of this study showed that 32.5 % of the students with deaf and hard hearing admitted that they have been bullied 2-3 times per months. %29.7 of girls and %35.1 of boys revealed that they have been victimized. When researchers compared findings with previous results

obtained from the national hearing groups, they argued that deaf and hard of hearing students experience bullying 2 times higher than those found by mainstream students. Another study conducted by Arulogun, Oyewole, Nwaorgu and Afolabi (2012) on bullying experience of 167 deaf girl students from special education schools. Deaf girl students reported that %24.7 of them has been bullied. Bullying experience of deaf students may take the forms of teasing about their behavior or calling names (Weiner & Miller, 2006).

Results of the abovementioned studies on bullying vary since different sample size and measurement tools used. However, a shared finding is that bullying is serious concern and it is occurring among students with special education students.

2.4 SUMMARY

This chapter examined bullying and victimization among the students with SEN. While disability is a broad term used to describe, two subcategories of students with SEN were defined regarding study context, it becomes evident that both bullying and students of special education interact with each other. Current literature in the field of bullying among the students with special education needs is in progress. Findings of the above mentioned studies revealed that these students are both victims and perpetrators of bullying. However, several issues arise when exploring the bullying phenomena among the students with special education needs. What extent gender, grade and bullying and victimization experience do predict psychological adjustments of students with special education needs? Moreover, to what extent on frequency and severity of bullying is taken place in selected special education schools? Given the aforementioned gaps in the Turkish literature, this study is designed to explore frequency of traditional and cyber bullying among the students with SEN and its relation to psychological adjustment of these students.

CHAPTER III

METHOD

Methodological procedure followed throughout the study was introduced in this chapter. First, overall design of the study was presented. Later, characteristics of the participants and sampling procedure were presented. Afterwards, data collection instruments and pilot study that was carried out to check validity and reliability of instrument were explained. Subsequently, data collection procedure and data analysis techniques followed in this study were presented. Finally, limitation of this study was explained.

3.1. Overall Design of this study

The main goal of this study was to examine bullying frequencies (traditional and cyber) among the students with special needs attending segregated special education schools (gifted and deaf school). In addition, the role of gender, grade level and bullying experience in predicting psycho-social adjustment level of the students with special needs were investigated. Revised Olweus Bully/Victim Questionnaire (Olweus, 1996), Revised Cyber Bullying Inventory-II (Topcu, 2014), Strengths and Difficulties Questionnaire (Goodman, 1997; Goodman, Meltzer, & Bailey, 1998) and demographic data sheet were administered in order to collect data. Overall design of present study was descriptive/correlational. Correlational research design was employed to investigate association among variables without any manipulation. In accordance with the present study, "A correlational research design also describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient" (Fraenkel, Wallen, & Hyun, 2012, p.332). In this study, descriptive statistics, Pearson Chi-Square Analysis, MANOVA (Multivariate Analysis of Variance) and Hierarchical Regression Analysis were used to analyze data.

3.2 Sampling Procedure

Target population of this study were students with special needs, specifically students attending segregated special education schools involving students with deaf and gifted students from Malatya and Elazığ. Students of this type of schools, particularly geographically located in this part of the country, have been less studied. The participants were selected from five segregated special educational schools in cities of Malatya and Elazığ through convenient sampling procedure

3.2.1. Participants

Deaf and gifted students attending to the segregated special education schools constituted the sample of present study. Deaf students and gifted students were specifically selected because of behavioral characteristics and various educational needs they may have. For instance, the deaf students may be at escalated risk for victimization since their hearing lost and bullies may think that they cannot express what really happened. This study aims to represents populations of these two groups. Although more than 40000 deaf and gifted students have been attending special education schools in Turkish special educational system, little is known about bullying incidents that occur among deaf and gifted students. In the present study, two complementary sample sets (samples for pilot study and main study) were utilized. The first sample was consisted of the 176 students with special education needs (75 females, 101 males) attending segregated special education schools in Elazığ and Malatya. The data set obtained from this sample was utilized to check reliability and validity of the measures. Grade levels and school types were reported table 3.1.

Table 3.1

Grade Levels and School Types of Pilot Study

	Gifted Students n=108		Deaf Students n=68		Total n=176	
Grade Level	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
5	4	6	3	5	7	11
6	17	20	7	6	24	26
7	14	11	6	7	20	18
8	5	4	5	6	10	10
9	7	10	6	5	13	15
10	3	7	4	8	7	15

The accessible sample from which data set was drawn for the main study consisted of 295 students with special needs ranging from 5 to 10 grades. Ages of the students with special needs range from 10 to 16 (M=13.58; SD=2.04; Median=13; Mode=13). Participants' grade levels and school types were shown in table 3.2.

Table 3.2

Grade Levels and School Types of the All Participants

	Gifted Students n=177		Deaf Students n=118		Total n=295	
Grade Level	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
5	11	16	10	11	21	27
6	23	17	13	8	36	25
7	23	11	7	7	30	18
8	19	15	8	11	27	26
9	9	16	15	2	24	18
10	10	7	22	4	32	11

According to the table 3.3., majority of the students with special education needs have self-phone (70.8%) and internet connections at their home (68.1 %). 21.4% of the participants reported that he or she used the Internet and/or computer between 1 and 3 hours; and 23.7 % of them expressed that he or she used them between 4 and 7 hours; 21% indicated that he or she used them between 8 and 14 hours. 26.4 % of the students with special education needs reported that they want help from no one when they were bullied through cyber bullying and 60 % of them they want help from their parents when they bullied through cyber bullying. Computer and internet usage of the students with SEN regarding special education types were shown in table 3.3.

Table 3.3

Computer and Internet Usage Information of Students with Special Education Needs

	Gifted Students		*Deaf Students*		*Total*
	f	*%*	*f*	*%*	
Having self-phone					
Yes	*139*	*78.5*	70	59.3	209
No	*38*	*21.5*	48	40.7	86
Connecting to the Internet via Self-Phone					
Yes	117	66.1	59	50.0	176
No	29	16.4	32	27.1	61
Having internet connection at home					
Yes	146	82.5	55	46.6	201
No	31	17.5	63	53.4	94
Weekly Computer/Internet Usage					
Never	*6*	*3.4*	0	0	6
Less than an hour	9	5.1	23	19.5	42
1-3 hours	20	11.3	43	36.4	63
4-7 hours	48	27.1	22	18.6	70
8-14 hours	49	27.7	13	11.0	62
15-21 hours	20	11.3	7	5.9	27
21-28 hours	19	10.7	10	8.5	29
40 hours or more	6	3.4	0	0	6

3.3 Instruments

In this section, instruments used to obtain data were introduced. Revised Olweus Bully/Victim Questionnaire (Olweus, 1996) was employed to measure bullying and victimization experience of the students with special education needs. Revised Cyber Bullying Inventory II (Topçu, 2014) was utilized to yield cyber bullying and victimization experience of the students with SEN. Strengths and Difficulties Questionnaire (Goodman, 1997) was used to measure adaptation level of the students with special needs and demographic data sheet was utilized in order to collect demographic information regarding participants.

3.3.1 The Revised Olweus Bully/Victim Questionnaire (ROBVQ)

The Revised Olweus Bully/Victim Questionnaire (ROBVQ) was developed by Olweus (1996) to measure bullying and victimization experience among students. ROBVQ comprised of 40 items with a 5 point Likert scale. (*1 = never, 2 = once or two times, 3 = twice or three times in a month, 4 = Once in a week, 5= several times a week*) to assess frequency and types of bullying acts, locations where bullying happens in the school, how often students tell bullying to teachers and their parents, and intervention strategies that teachers use to stop bullying, if they witness. In order to identify victims and bullies, method suggested by suggested by Solberg and Olweus (2003) was utilized. Turkish adaptation of the questionnaire was performed from Dölek (2002). This revised questionnaire was frequently utilized by Turkish scholars (Atik, 2009; Kapcı, 2004; Duy & Yıldız, 2014). A study conducted by Atik (2006) reported the internal consistency coefficient as .75 for traditional victimization and .71 for traditional bullying for this questionnaire In the present study, only items that assess frequency of traditional bullying and victimization during the last educational year were utilized. One sample item from bullying section is "I spread false rumors about him/her and tried to make others dislike him/her" and one sample item from victimization section is "Other students left me out of things, excluded me from their group of friends, or ignored me."

3.3.1.1. The Validity and Reliability of ROBVQ

Validity of the ROBVQ was computed by the explanatory factor analysis. The analyses were carried out with the pilot data. After checking assumption of EFA, Exploratory factor analysis (EFA) was conducted. Results of principle components with varimax revealed two factors explaining 41% of total variance. The factor loadings of the items changed between .29 and .72 (Table 3.4). Item with factor loading of .29 was not excluded because it was closer to .30 and theoretically appropriate. Cronbach alpha coefficient was checked to assess reliability of ROBVQ. Internal consistency of coefficient for victimization and bullying were found as .75 and .70.

Table 3.4

The Factor Loadings of ROBVQ

	Bullying	Victimization
being called mean names		.69
being isolated from group by someone		.62
being hit, kicked by someone.		.72
being spread untrue rumors about me		.56
being taken my money from someone by force		.48
being teased about my appearance or speech		.59
being bullied in another ways		.40
to call mean names to others	.58	
to isolate someone from group	.29	
To hit, kick someone	.42	
to spread untrue rumors about someone	.72	
to take money from someone by force	.50	
to tease someone' appearance or speech	.69	
to bully in another ways	.68	

3.3.2 Revised Cyber Bullying Inventory (RCBI) II

Revised Cyber Bullying Inventory (RCB II) was developed to measure frequency and forms of cyber bullying and victimization by Topcu (2014). The RCBI II comprised of two forms; one for cyber bullying and one for cyber victimization.

Form related to the cyber bullying has 10 items. Similarly, form for cyber victimization consisted of 10 items. students filled item on a 4-point Likert type rating scale, changing from 1= It has never happened to me to 4 = It happened more than five times. Score that participant would take changes between 10 to 40 points. Higher scores indicate that participant have experience higher cyber bullying and victimization. One item from cyber bullying section is "I set up web pages for embarrassing, slandering someone" and sample item from cyber victimization section is "Someone sent me embarrassing, hurtful SMSs". In the reliability study, Topcu (2014) assessed Cronbach alpha coefficients. Results revealed that reported Cronbach alpha coefficients were found .69 for cyber bullying and .84 for cyber victimization.

3.3.2.1. The Validity and Reliability of Revised Cyber Bullying Inventory (RCBI) II

Exploratory factor analysis (EFA) was computed to assess validity of RCBI. Before performing exploratory factor analysis, assumptions of EFA were controlled. Results of maximum likelihood with varimax rotation showed two factors explaining 33% of total variance. The factor loadings of the items changed between .75 and .07 (Table3.5). Three items from cyber victimization inventory had factor loadings which were lower than .30 (.5, .7 and .23). According to Hair, Anderson, Tatham, & Black (1998) items with factor loadings of lower than .30 should be excluded. Cronbach alpha coefficient was employed to assess reliability of the RCBI II. Internal consistency found as .75 for cyber bullying and as .81 for cyber victimization.

Table 3.5

The Factor Loadings of RCBI

	Cyber victimization	Cyber Bullying
To reach account of someone	.75	.31
To humiliate someone's account without approval of them	.55	.30
To threaten someone.	.39	.44
To insult someone	.5	.67
To share a photo or video with others that makes owner feel uncomfortable	.55	.55
to spread a secret to others without permission of owner	.64	.61
To gossip	.33	.72
To create profile on behalf of someone without taking permission	.41	.54
To set up web pages for embarrassing, slandering someone.	.7	.68

3.3.3 Strengths and Difficulties Questionnaire (SDQ)

SDQ was developed to describe adolescents' adaptation levels. it is a widely used measure of adolescence adjustment aged between 4-16 years old (Goodman, 1997; Goodman, Meltzer, & Bailey, 1998).The SDQ consists of five subscales which are emotional symptoms, conduct problems, hyperactivity-inattention, peer problems for difficulties, and prosocial behavior for strength. Items are scored on a 3-point scale with 0=not true, 1=somewhat true, and 2=certainly true. SDQ was adapted into Turkish by Güvenir, Baykara, Arkar, Şentürk and İncekaş (2008). Sample item from Questionnaire is "I get on better with adults than with people my own age". Higher points students take from scale indicate that students have more psycho social difficulties. Total points method to assess general psycho social difficulties was used in present study. Questionnaire was administered to 514 adolescents in order to validate psychometrical properties of questionnaire by Güvenir et al. (2008). The Cronbach alpha coefficients were reported for emotional symptoms as .70, for

conduct problems as .50, for hyperactivity as .70, for peer problems as .22 and for prosocial behavior as .54 (Appendix F).

3.3.3.1. The Validity and Reliability of Strengths and Difficulties Questionnaire (SDQ)

Exploratory factor analysis (EFA) was performed to compute validity of SDQ. Results of the maximum likelihood analysis with oblique rotation computed five factors explaining 45.7 % of the total variance. Factor loadings of items varied between .71 and .31 (Table 3.6). Seven items (1, 7, 11, 19, 21, 23, 25) moved to different factors. Therefore, those seven items were eliminated from further analysis. Internal consistency of coefficient for this study was found as 64.5.

Table 3.6

The Factor Loadings of SDQ

	SDQ
I am restless, I cannot stay still for long	.52
I get a lot of headaches, stomach-aches or sickness	.67
I usually share with others (food, games, pens)	.54
I get very angry and often lose my temper	.64
I am usually on my own. I generally play alone or keep to myself	.51
I worry a lot	.70
I am helpful if someone is hurt, upset or feeling ill	.67
I have one good friend or more	.32
I fight a lot. I can make other people do what I want	.60
I am often unhappy, down-hearted or tearful	.63
Other people my age generally like me	.45
I am nervous in new situations. I easily lose confidence	.31
I am kind to younger children	.48

Table 3.6 cont.

I am often accused of lying or cheating	.71
I often volunteer to help others (parents, teachers, children)	.55
I take things that are not mine from home, school or elsewhere	.57
I have many fears. I am easily scared	.39
I finish the work I'm doing. My attention is good	.46

3.3.4. Demographic Data Sheet

Demographic Data Sheet was developed by researcher to ask participants' gender, age, special education school type. In addition, questions regarding participants whether the participants had a self-phone or internet at home (*1= yes, 2= no*), which device they use to connect internet (1=*Desk computer, 2=Laptop, 3= Tablet 4=Smart Phone, 5=Others)* were employed (see Appendix C).

3.4. Data Collection Procedure

Data were collected during the spring of 2015-1016 academic year. Approval of the Middle East Technical University Ethics Committee was obtained in the fall of 2015. Later, selected special education schools through convenient sampling methods were contacted by researchers via e-mail and phone. Purpose and significance of the study was explained to school principals. School principals informed teachers in staff meeting. Consent form (Appendix D) indicating purpose and procedures for the study was sent to parents in students' backpacks. Teachers of the students with special education needs told that participation for his study is voluntary and if they want, they could give up responding at any time during the survey or skip any questions they do not want to respond. Afterward, the self-report questionnaires were implemented in classrooms of 10 to 12 students during the school days. Special education teachers had facilitator and translator roles because of characteristics of the students with SEN have. 40 minutes was given to the students with SEN for completion of questionnaires. If any students want more times, it was allotted by the teachers.

41

3.5. Description of Variables

Cyber Bullying: The total scores measured by Revised Cyber Bullying Inventory (RCBI) II

Traditional Bullying: The total scores measured by The Revised Olweus Bully/Victim Questionnaire (ROBVQ)

Cyber Victimization: The total scores measured by Revised Cyber Bullying Inventory (RCBI) II

Traditional Victimization: The total scores measured by The Revised Olweus Bully/Victim Questionnaire (ROBVQ)

Psycho- Social Adjustment: The total scores measured by Strengths and Difficulties Questionnaire (SDQ)

Grade: A variable that was asked by a question on the personal information form

3.6. Data Analyses Procedure

The data analyzes of the study took place in several steps. The first step of data analyses procedure was to conduct descriptive statistics. Traditional and cyber victimization frequencies were measured twice due to ongoing debate for the measurement of victimization in the literature. After presenting results obtained from global questions, frequencies acquired from ROBVQ (for traditional bullying and victimization sections) and RCBI-II (for cyber bullying and victimization) were reported. Pearson Chi-Square analyses were performed to find significant differences on type of bullying and victimization acts that the deaf and gifted students demonstrated. Second, grade and gender mean differences on traditional bullying, cyber bullying, traditional victimization and cyber victimization were tested by MANOVA.

Finally, in order to assess the role of the grade, gender and bullying experience in predicting psycho-social adjustment of the student with special education needs, four separate hierarchical regression analyses were carried out.

Before main analysis, assumptions of MANOVA and Hierarchical regression analysis were checked. Main assumptions of MANOVA were independence of observations, normality and homogeneity of population. All assumptions were controlled according to criteria suggested by Graetter and Wallnau (2013). Firstly, obtained scores of participants on the variables were independent of the each other and independence of observation assumption was ensured. Secondly, normality was tested through skewness and kurtosis values, Kolmogorov-Smirnov and Shapiro-Wilk values, histogram.Q-Q Plots values were checked. Skewnees and kurtosis values are satisfied in term of assumption of MANOVA because skewness and kurtosis values are between -3 and +3.

Main assumptions of Hierarchical regression analysis were controlled according to criteria suggested by (Field, 2009). These are independent observations, normality of residuals, no perfect multicollinearity, influential observation, homoscedasticity. As a criterion for the statistical significance; alpha level was chosen as.05. All the analyses were run by SPSS 23.0 package.

3.7. Limitation of Study

Although the results of the present study significantly foster Turkish bullying literature, it has several limitations. First of all, the sample of this study just consisted of students with special education needs chosen from Elazığ and Malatya and numbers of the students with SEN was not disproportionate. Future studies would collect data from different special education school types including schools for students with physical impairment, schools for students with learning disabilities or blind students.

Second, the current study was relied on the self-report of the students with SEN. Interpretation of the students with special education needs about questions was important in the self-report studies. Therefore, for the future research, it is necessary

to obtain data from multi-informant sources such as parents of students with special education needs and their teachers.

Third limitation of the study is related to generalization of the findings. Since data have been obtained from the five segregated special education schools, it is not appropriate to make generalization about other segregated special education schools located in the different parts of Turkey.

Finally, correlational methods were employed in analyzing data. Therefore the results do not ensure direct causal relationship among variables. Once again, limitations mentioned above could be taken into consideration before evaluation of present study.

CHAPTER IV

RESULTS

Analyses and findings of the current study were reported in this chapter. In the first section, frequency and acts of bullying (traditional and cyber) and victimization among the students with SEN were reported. In the second section, grade and gender mean group differences in bullying and victimization (traditional and cyber) scores were tested. In the last section, results of hierarchic regression were reported.

4.1 Frequency of Traditional Bullying and Victimization

Based on findings from ROVQ, 28.1% of the students with special education needs were identified as bullies. Similarly, 39.3 % of the students with special education needs were determined as victims of traditional bullying. Table 4.1 shows frequency of traditional bullying and victimization.

Regarding gender differences, findings indicated that 29.4% of the male students with special education needs and 18.4% of the female students with special education were found as bullies of traditional bullying. Moreover, 40% of the male students with special education needs and 38.4% of the female students with special education needs were identified as victims of traditional bullying.

Table 4.1

Frequency of Traditional Bullying and Victimization

	Gifted Students		Deaf Students		Total	
	f	*%*	*f*	*%*	*f*	*%*
Traditional Bullies	*21*	*7*	*62*	*21*	*83*	*28.1*
Traditional Victims	*52*	*17.6*	*64*	*21*	*116*	*39.3*

Based on findings from ROVQ, the most common ways of traditional bullying act among the students with special education needs were: exclusion someone from

group (29.8%, n=88) calling mean names (25.8%, n=76), was made fun of, or teasing in a hurtful way (25.7%, n=76), hitting, kicking and pushing (18.9%, n=56). As special education students were categorized as gifted and deaf students, most common bullying act among the deaf students were: calling mean names (35.6%, n=42) and exclusion from groups (44%, n=52). In addition, the most common traditional bullying act among gifted students was excluded someone from group (20.4%, n=36). Table 4.2 shows the frequency of acts of traditional bullying in term of categories of special education students. Pearson Chi-Square analyses were carried out to find out differences on traditional bullying acts between deaf and gifted students. The analyses were found out significant differences between the gifted and deaf students regarding acts of traditional bullying, except item seventh (I bullied in another way). Results of Pearson Chi-Square analyses were shown in Table 4.2.

Table 4.2.

Frequency of the Traditional Bullying Acts in term of Special Education Students Categories

	Gifted Students n=177		Deaf Students n=118		Total n=295		
	f	%	f	%	f	%	P
to call mean names to others	34	19.2	42	35.6	76	25.8	.08*
to isolate someone from group	36	20.4	52	44	88	29.8	.00*
to hit, kick someone	18	10.1	38	32.2	56	18.9	.00*
to spread untrue rumors about someone	6	3.4	41	34.7	47	15.9	.00*
to take money from someone by force	5	2.8	28	23.7	33	11.2	.00*
to tease someone' appearance or speech	28	15.9	48	40.6	76	25.8	.00*
to bully in another ways	3	1.7	6	5.1	9	3.1	.23

p<.05

The most common ways of traditional victimization among the students with special education needs were calling mean names (38.3%, n=113), spreading false rumors (27.5, n=81) and being bullied about my speaking (33.2%, n= 98). As special

education students were categorized as the gifted and deaf students, the most common bullying victimization among the deaf students were: calling mean names (40.6%, n=46) and spreading rumors (39%, n=46). In addition, the most common traditional victimization among the gifted students were: calling mean names (36.8%, n=65), teasing about appearance (31.6%, n=56). Traditional victimization Table 4.3 shows the frequency of acts of traditional victimization in term of categories of special education students. Pearson Chi-Square analyses were performed to determine differences traditional victimization acts between deaf and gifted students. The analyses indicated significant difference between the gifted and deaf students in term of acts of traditional victimization, except items 1, 6 and 7. Results of Pearson Chi-Square analyses were shown in Table 4.3.

Table 4.3

Frequency of the Traditional Victimization Acts in term of Special Education Students Categories

	Gifted Students n=177		Deaf Students n=118		Total n=295		
	f	*%*	*f*	*%*	*f*	*%*	*P*
being called mean names	65	36.8	48	40.6	113	38.3	.25
being isolated from group by someone	29	16.5	47	39.8	76	25.8	.00*
being hit, kicked by someone.	11	6.4	39	32.7	50	17	.00*
being spread untrue rumors about me	35	19.8	46	39	81	27.5	.01*
being taken my money from someone by force	16	9.1	35	30.5	51	17.2	.00*
being teased about my appearance or speech	56	31.6	42	36.5	98	33.2	.67
being bullied in another ways	10	5.7	10	4.8	20	6.7	.14

*p<.05

Frequencies of traditional victimization for the global question indicated that of the total 295 the students with special education needs, 27% of them (82) were victims of traditional bullying during the current educational year. 26% of the students with

special education needs expressed that they want help from no one when they were bullied and 60 % of them they want help from their parents when they bullied. Table 4.4 presented frequencies of traditional victimization based on global question.

Table 4.4.

Frequencies of the Traditional Victimization based on Global Question

	f	%
Have you ever been bullied	82	27
Whom did you consult help after you were being victim of cyber bullying?		
No one	78	26
Parents	146	49
Brother and/or sisters	8	2
My Friend(s)	28	9
School Counselor	1	.3

4.2. Frequency of Cyber Bullying and Victimization

Of the whole sample, 13.5% of the students with special education needs (40) were identified as cyber bully. On the other hand, 23.3% of them (69) were found as victims of cyber bullying. Table 4.5 shows frequency of the cyber bullying and victimization. The findings indicated that 12% of the female students with special education needs (15) and 14.7% of the male with special education needs (25) were found as cyber bullies. Furthermore, 21.6% of the female students with special education needs (27) and 24% of the male students with special education needs (42) were identified as cyber victims.

Table 4.5

Frequency of Cyber Bullying and Victimization

	Gifted Students		Deaf Students		Total	
	f	*%*	*f*	*%*	*f*	*%*
Cyber Bullies	*19*	*6.4*	*21*	*7.1*	*40*	*13.5*
Cyber Victims	*40*	*13.5*	*29*	*9.8*	*69*	*23.3*

Based on findings from RCBI-II, the most common ways of cyber bullying among the students with special education needs were: insulting (20.4%, n=60), threatening (14.8%, n=44), and gossiping (12.6%, n=37). When types of special education students were examined, the most common cyber bullying acts among deaf students were: insulting (25.4%, n=30) and threatening (18.7%, n=22). In addition, the most common cyber bullying acts among gifted students were: insulting (17%, n=30) and sending embarrassing SMS (13.6%, n=24). Pearson Chi-Square for cyber bullying act of the students with special education needs was not computed due to insufficient cell number. Table 4.6 shows the frequency of cyber bullying acts in term of special education student categories.

Table 4.6

Frequency of Cyber Bullying Acts in term of Special Education Students Categories

	Gifted Students n=177		Deaf Students n=118		Total n=295	
	f	*%*	*f*	*%*	*f*	*%*
To reach account of someone	15	8.4	8	6.8	23	7.8
To humiliate someone's account without approval of them	6	3.4	9	7.6	15	5
To threaten someone	22	12.3	22	18.7	44	14.8
To insult someone	30	17	30	25.4	60	20.4
To send embarrassing, hurtful SMSs	24	13.6	11	9.3	35	11.8
To share a photo or video with others that makes owner feel uncomfortable	7	4	7	5.9	14	4.7
To spread a secret to others without permission	9	5.1	6	5.1	15	5

Table 4.6 cont.

To gossip	21	11.9	16	13.6	37	12.6
To create profile on behalf of someone without taking permission	7	4	9	7.6	16	5.2
To set up web pages for embarrassing, slandering someone.	2	1.2	1	.8	3	1

Of the total 295 students with special education needs, the most common ways of cyber victimization among the students with special education needs were: being gossiped (21.7%, n=64) and being insulted by someone (16.6%, n=49). When students were categorized, the most common cyber victimization acts among the deaf students were: being insulted by someone (29.6%, n=35) and being gossiped (18.6%, n=22). In addition, the most common cyber victimization acts among the gifted students were: being gossiped (23.8%, n=42) having their secrets spread without their permission by someone (11.3%, n=20). Table 4.7 shows the frequency of cyber victimization in term of special education students' categories.

Table 4.7

Frequency of the Cyber Victimization Acts in term of Special Education Students Categories

	Gifted Students n=177		Deaf Students n=118		Total n=295	
	f	*%*	*f*	*%*	*f*	*%*
1-My account was reached by someone	20	11.3	8	6.8	28	9.5
2-To humiliate someone's account without approval of them	8	4.6	11	9.3	19	6.4
3-I was insulted by someone	14	7.9	35	29.6	49	16.6
6-My photo or video was shared with others that makes me feel uncomfortable	11	6.4	8	6.8	19	6.4
7-My secrets were spread without my permission	20	11.3	10	8.5	30	10.1

Table 4.7 cont.

8-I was gossiped	42	23.8	22	18.6	64	21.7
9-Profile was created on behalf of me without taking my permission	9	5.1	11	9.3	20	6.7

When single question measurement technique was employed to measure frequency of cyber bullying, 9% of the students with special education students revealed that they engaged in cyber bullying.

4.3 Gender and Grade Differences in Traditional Bullying and Victimization

A two-way multivariate analysis of variance (MANOVA) was performed to examine effect of six levels of grades (five through 10) and gender on two dependent variables (traditional bullying and traditional victimization). Mean and standard deviation of the traditional bullying and victimization relating to the grade and gender were showed in Table 4.

The results of 2X6 MANOVA revealed that there is significant interaction between gender and grade on the traditional bullying and victimization score (Wilks's $\lambda = .93$, $F (2, 292) = 1.94$, $p=.037$, $\eta2= .3$, small effect). However, there has not been found significant main effect for the gender (Wilks's $\lambda = .98$, $F (2, 292) = 2.18$, $p=.73$) and main effect for the grade (Wilks's $\lambda = .96$, $F (2, 292) = 1.96$, $p=.31$).

Since interaction effect was found significant, the analyses of simple main effect for each dependent variable (traditional bullying and victimization) were carried out as follow up tests. Benferroni adjustment for multiple comparison was used in order to control Type-I error. Table 4.9 present the results of multiple comparison of traditional bullying and victimization across the gender and grade levels. Multiple comparisons revealed that differences on traditional bullying and victimization were not consistent between the male and female students with special education needs. Results of the comparisons by gender across grade level showed that within some grade levels of traditional bullying experience there were statistically significant gender differences in being a traditional bullying. Male students with special education needs' scores on traditional bullying have been found higher than the female students with special education needs.

51

Table 4.8

Means and Standard Deviations for Traditional Bullying and Victimization

		Traditional Bullying			Traditional Victimization		
		M	SD	N	M	SD	N
Female	Grade						
	5	7.59	1.05	27	9.52	3.66	27
	6	9.2	1.91	25	9.76	3.07	25
	7	8.67	2.3	18	8.56	1.50	18
	8	8.38	1.92	26	9.73	2.79	26
	9	8.17	1.58	18	8.94	3.47	18
	10	8.09	1.58	11	9.09	3.61	11
	Total	8.36	1.8	125	9.35	3.07	125
Male	Grade						
	5	8.19	2.32	21	8.24	2.07	21
	6	8.5	2.34	36	9.22	1.76	36
	7	8.9	2.58	30	9.53	2.42	30
	8	8.67	2.25	27	8.52	2.05	27
	9	9.46	1.84	24	10.13	2.89	24
	10	9.69	1.84	32	9.31	1.62	32
	Total	8.92	2.24	170	9.19	2.18	170
Total	Grade						
	5	7.85	1.73	48	8.96	3.1	48
	6	8.79	2.18	61	9.44	2.38	61
	7	8.81	2.46	48	9.17	2.16	48
	8	8.53	2.08	53	9.11	2.49	53
	9	8.90	1.83	42	9.62	3.17	42
	10	9.28	1.89	43	9.26	2.25	43
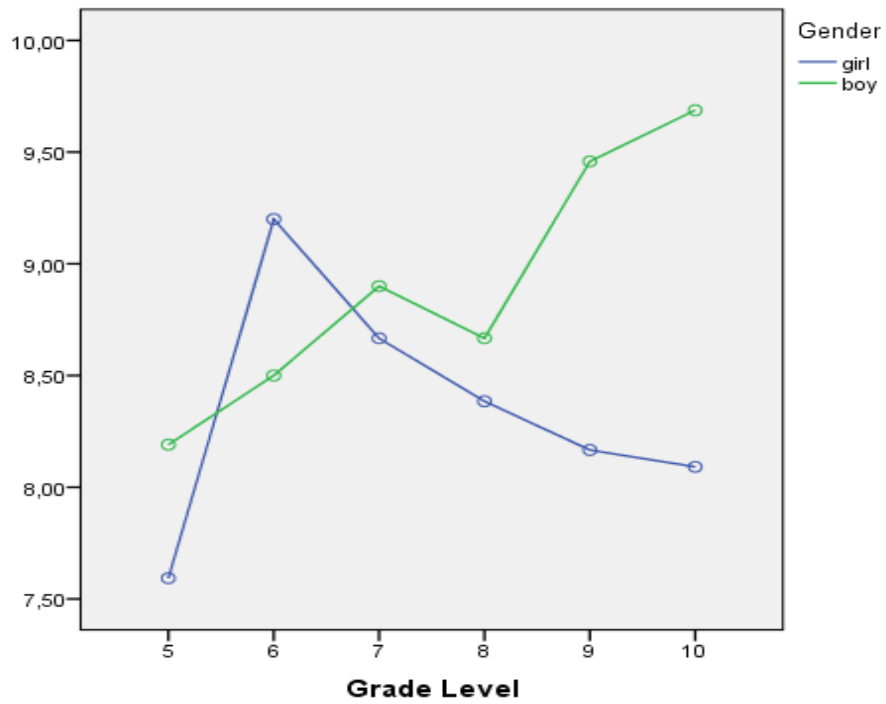
Figure 4.1 Means for traditional bullying for each gender across grade
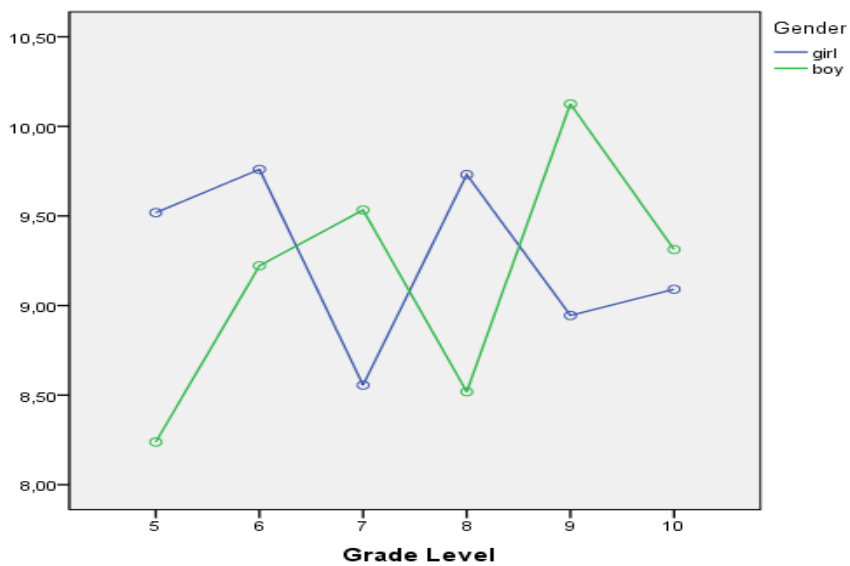
Figure 4.2 Means for traditional victimization for each gender across grade

Comparison (CB)	Traditional Bullying			Traditional Victimization		
	Mean Differences	s.e.	95% CI	Mean Differences	s.e.	95% CI
Gender						
Female students with special education needs vs. Male	-0.6*	0.24	-1.039,-0.61	0.10	0.32	-0.52, 0.73
Grade Levels						
5 Female vs. male	-0.6	-0.59	-1.76, 0.56	1.28	0.75	-0.2, 2.76
6 Female vs. male	0.70	0.53	-0.34, 1.74	0.53	0.67	-0.7, 1.86
7 Female vs. male	-0.3	0.6	-1.42, 0.96	-0.97	0.77	- 2.49, 0.5
8 Female vs. male	0.28	0.55	-1.38, 0.81	1.12	0.71	-0.1, 2.61
9 Female vs. male	-1.29*	0.63	-2.54, -0.43	-1.18	0.8	-0.4, 2.76
10 Female vs. male	-1.59*	0.71	-2.99, -0.19	-0.2	0.9	-2, 1.55

Table 4.9   *Multiple Comparison of Traditional Bullying and Victimization across Gender and Grade Levels*

4.4 Gender and Grade Differences in Cyber Bullying and Cyber Victimization

A 2 (Gender) X 6 (grades) between-subjects multivariate analysis of variance (MANOVA) was computed for dependent variables: cyber bullying and cyber bullying victimization scores. The results of 2X6 MANOVA showed that there is significant interaction between gender and grade on cyber bullying and cyber victimization (Wilks's $\lambda = .94$, $F (10, 564) = 1.85$, $p=.05$, $\eta2= .3$, small effect). Results also found out that significant main effect for the grade (Wilks's $\lambda = .93$, F $(10, 564) = 2.18$, p$= .017$, $\eta2= .3$, small effect). However, there has not been found significant main effect for the gender (Wilks's $\lambda = .98$, $F (2, 282) = 2.64$, $p=.45$). Mean and standard deviation of the cyber bullying and cyber victimization relating to the grade and gender were showed in Table 4.10.

Since interaction effect found significant, analyses of simple main effect for each dependent variable were performed as follow up test. Bonferroni adjustment for multiple comparison of simple main effect was executed to control Type-I error. Multiple comparison results indicated that differences in cyber bullying and cyber victimization experience among the different grade levels are not consistent between the male and female students with special education needs. Findings of the comparison in term of gender differences indicated no significant differences found between male and female students with special education needs regarding cyber bullying and victimization.

Table 4.10

Means and Standard Deviations for Cyber Bullying and Victimization

		Traditional Bullying			Traditional Victimization		
		M	SD	N	M	SD	N
Female	Grade						
	5	10.37	1.08	27	10.78	1.62	27
	6	11.44	1.5	25	12.12	2.26	25
	7	11.94	2.65	18	12.06	2.41	18
	8	10.35	1.41	26	10.96	1.82	26
	9	11.17	1.76	18	11.56	1.92	18
	10	10.81	.75	11	12.36	2.5	11
	Total	10.96	1.69	125	11.52	2.09	125
Male	Grade						
	5	10.76	1.48	21	10.52	.87	21
	6	10.52	.81	36	10.83	1.81	36
	7	11.57	2.21	30	11.93	2.29	30
	8	11.33	2.32	27	11.96	2.47	27
	9	11	.98	24	11.58	2.04	24
	10	11.71	1.55	32	12.0	2.0	32
	Total	11.16	1.68	170	11.49	2.06	170
Total	Grade						
	5	10.54	1.27	48	10.67	1.34	48
	6	10.9	1.22	61	11.36	2.09	61
	7	11.7	2.36	48	11.98	2.31	48
	8	10.85	1.97	53	11.47	2.21	53
	9	11.07	1.35	42	11.57	1.96	42
	10	11.49	1.44	43	12.09	2.11	43
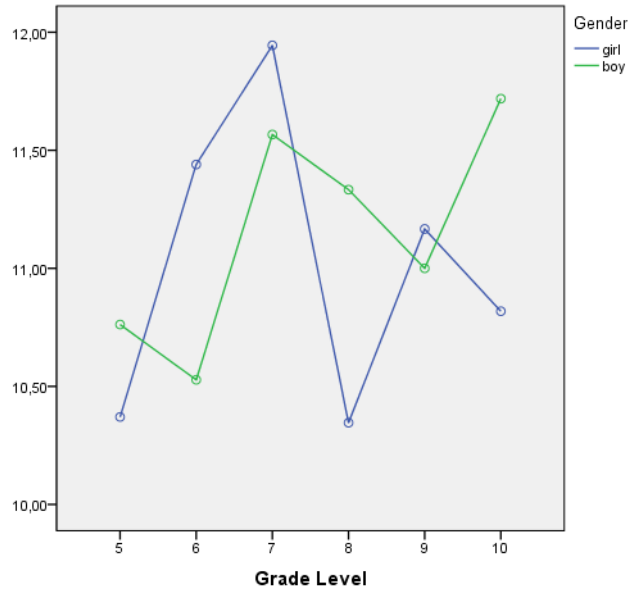
Figure 4.3 Means for cyber bullying for each gender across grade
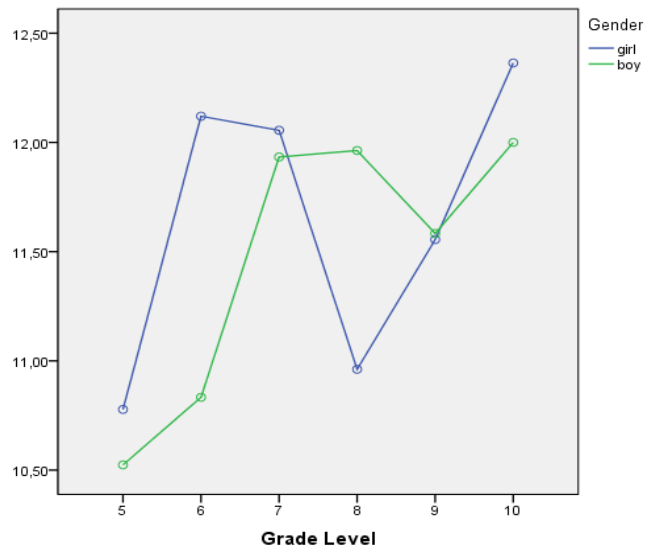
Figure 4.4 Means for cyber victimization for each gender across grade

Comparison (CB)		Cyber Bullying			Cyber Victimization		
		Mean Differences	s.e.	95% CI	Mean Differences	s.e.	95% CI
Gender							
Female students with special education needs vs. Male		-0.13	0.19	-0.5, 0.25	0.16	0.24	-0.3, 0.65
Grade Levels							
5	Female vs. male	-0.39	0.47	-1.32, 0.54	0.25	0.58	-0.9, 1.41
6	Female vs. male	0.91*	0.42	0.75, 1.75	1.28*	0.52	0.25, 2.32
7	Female vs. male	0.37	0.48	-0.58, 1.33	0.12	0.6	-1.06, 1.31
8	Female vs. male	-0.98*	0.44	-1.87, -0.1	-1.01	0.56	-2.09, 0.93
9	Female vs. male	0.16	0.51	-0.8, 1.17	-0.28	0.63	-1.27, 1.21
10	Female vs. male	-0.9	0.57	-2.02, 0.2	0.36	0.7	-1.02, 1.75

Table 4.11   *Multiple Comparison of Cyber Bullying and Victimization across Gender and Grade Levels*

4.5 Predicting Role of Bullying Experience on Psycho Social Adjustment of the Students with SEN

Four separate hierarchical multiple regression analyses were carried out to test role of gender, grade and bullying experiences (as traditional bullying, traditional victimization**,** cyber bullying and cyber victimization) in predicting psycho social adjustment level of the students with special education needs. Independent variables in this analysis were gender, grade and scores of bullying (traditional and cyber) and victimization (traditional and cyber). In order to examine pure contribution of bullying experiences to the psycho-social adjustment level of the participants, variance coming from gender and grade were controlled for. Correlation among variables was shown in the table 4.12.

Table 4.12

Correlation among the Variables

Variables	1	2	3	4	5	6
1. Grade level	1.00					
2. Cyber Victimization	.07					
3. Cyber Bullying	.06	.45**				
4. Traditional Bullying	.15**	.21**	.14*			
5. Traditional Victimization	.37	.25**	.13*	.32**		
6. Adjustment Level	.07	.16**	.12*	.28**	.27**	

 *p<.05, **p<.01

4.5.1 Predicting Role of Traditional Bullying on Psycho Social Adjustment of the Students with SEN

First hierarchical regression analysis was performed to examine gender, grade and traditional bullying in predicting psycho-social adjustment of the students with special education needs. In hierarchical regression analysis, gender and grade were

constituted the first step. Results of hierarchical regression analysis results were presented in Table 4.13.

Table 4.13

Results of the Hierarchical Regression Analysis: Predicting Role of Traditional Bullying to Gender, Grade Psycho-Social Adjustment

	B	SE	β	t
Step 1				
Constant	12.07	1.17		10.35
Gender	.50	.64	.5	.78
Grade	.20	.19	.6	1.04
Step 2				
Constant	8.7	1.32		6.53
Gender	.24	.62	.02	.39
Grade	.07	.19	.2	.37
Traditional Bullying	3.4	.7	.28	4.82***

Note. R^2 = .07 for Step 1; R^2 = .81 for Step 2 ***p<.005.

According to result, .07 % of the variance in psycho social adjustment level of the students with SEN was explained by step 1. The results of F-test for step one indicated a non-significant F value, $F(2, 287) = .96$, $p=.38$. As it can be seen from the Table 4.7, first step predictors (gender and grade) did not predict psycho social adjustment level of students with special education needs significantly. Traditional Bullying was entered the as second step. Traditional Bullying predicted psycho social adjustment significantly ($R^2 = .08$, $F (3,289) = 8.43$, $p =.000$). 8% of variance was explained by adding the predictor of traditional bullying. These findings showed that students with special education needs who experience bullying also reported to have lower levels of psycho-social adjustment.

4.5.2 Predicting Role of Traditional Victimization on Psycho Social Adjustment of the Students with SEN

For the sixth research question, second hierarchical regression analysis was conducted to examine gender, grade and traditional victimization in predicting

psycho-social adjustment score of the students with special education needs. In the first step, gender and grade were entered to analysis in order to examine their effect on psycho social adjustment level of the students with special education needs. Results were presented in Table 4.14. The results of F-test for first model (gender, grade and) yielded non-significant F value (F (2, 287) = 96, $p=.38$. Later, traditional victimization was entered as second step. Traditional victimization predicted psycho social adjustment level of the students with special education needs significantly (R^2 = .75, F (3,286) = 7.71, $p=.00$). In order to determine explained variance in each step, R Square values were utilized. 7.5% of variance was explained by adding the predictor of traditional victimization.

Table 4.14

Results of the Hierarchical Regression Analysis: Predicting Role of Traditional Victimization, Gender, Grade to Psycho-Social Adjustment

	B	SE	β	t
Step 1				
Constant	12.07	1.17		10.35
Gender	.50	.64	.5	.78
Grade	.20	.19	.6	1.04
Step 2				
Constant	8.5	1.4		6.18
Gender	.32	.62	.03	.51
Grade	.17	.18	.05	.94
Traditional Victimization	2.92	.64	.26	4.6***

Note. R^2 = .07 for Step 1; R^2 = .75 for Step 2 ***$p<.005$

4.5.3 Predicting Role of Cyber Bullying on Psycho Social Adjustment of the Students with SEN

As stated in the seventh research questions, predictive role of cyber bullying on psycho-social adjustment level of the students' with special education needs after controlling for the effect of gender and grade were examined. In the third hierarchical regression analysis, gender and grade were entered to model in the first

step as independent variables. Cyber bullying constituted second step. The results of F-test indicated a non-significant F value, $F(2, 287) = .96$, $p=.38$. Also, as it is seen from the Table 4.15, model 1 predictors (gender and grade) did not predict psycho social adjustment level of students with special education needs significantly. After explaining the first model predictors, cyber bullying was entered to the model in the second step. The results of F-test for second model (gender, grade and Cyber bullying total score) was not yielded significant F value ($F (3, 286) = 2.07$, $p=.10$). %2.1 of variance was explained by adding the predictor of cyber bullying.

Table 4.15

Results of the Hierarchical Regression Analysis: Predicting Role of Cyber Bullying, Gender, Grade to Psycho-Social Adjustment

	B	SE	β	t
Step 1				
Constant	12.07	1.17		10.35
Gender	.50	.64	.5	.78
Grade	.20	.19	.6	1.04
Step 2				
Constant	10.04	1.52		6.59
Gender	.52	.64	.5	.81
Grade	.17	.19	.5	.89
Cyber Bullying Experience	1.84	.89	.12	2.07

Note. $R^2 = .07$ for Step 1; $R^2 = .21$ for Step 2

4.5.4 Predicting Role of Cyber Victimization on Psycho Social Adjustment of the Students with SEN

In the fourth regression analysis, gender and grade were entered to model as a first step and cyber victimization was added as a second step. According to results, .07 % of the variance in psycho social adjustment level of students with special education needs was explained by the first step. The results of F-test indicated a non-significant

F value, $F(2, 287) = .96$, $p=.38$. Also, as it was shown in the Table 4.16, predictors of the first step (gender and grade) did not predict psycho social adjustment level of students with special education needs significantly.

After explaining the first step predictors, cyber victimization was added in the second step. Cyber victimization predicted psycho social adjustment level of students with special education needs significantly ($R^2 = .31$, $F (3,286) = 3.03$, $p=.03$). 3.1% of variance was explained by adding the predictor of cyber victimization.

Table 4.16

Results of the Regression Analysis: Predicting role of cyber victimization, gender, grade to psycho-social adjustment

	B	SE	β	t
Step 1				
Constant	12.07	1.17		10.35
Gender	.50	.64	.5	.78
Grade	.20	.18	.6	1.04
Step 2				
Constant	9.73	1.45		6.7
Gender	.24	.63	.2	.39
Grade	.7	.19	.2	.37
Cyber Victimization	3.36	.74	.28	4.82***

Note. $R^2 = .07$ for Step 1; $R^2 = .31$ for Step 2 ***$p<.005$.

Results of the analyses were reported in this chapter of the study. First frequency of bullying and victimization were reported. Frequency of traditional and cyber bullying were measured for the present sample. The traditional bullying frequency and most common acts among student with special needs (6.8%) were found higher than the cyber bullying frequency (%3.7). The most common traditional and cyber victimization acts and frequencies were also calculated. Students with special education needs experienced higher frequency of traditional victimization of bullying (%27.8) than cyber victimization (%9.2). It seems that students with special education needs had tendency to report their victimization experience rather than their traditional and cyber bullying behavior. Later, grade and gender mean differences in traditional and cyber bullying experiences (as both bully and

victimization) were examined by MANOVA. Interaction between gender and grade was found to be significantly related to traditional and cyber bullying. Results of grade and gender mean differences in cyber bullying and cyber victimization were revealed significant interaction between gender and grade. According to hierarchical regression analysis it was found that traditional bullying experience, traditional victimization experience and cyber bullying experience significantly predicted psycho-social adjustment of students with special education needs over and above gender and grade.

CHAPTER V

DISCUSSION

This chapter discussed and interpreted findings of the current study. Afterwards, implications about the findings of the study were reported. Lastly, recommendations for further studies were reported.

5.1 Discussion of the Findings

Purpose of this explanatory study was to examine traditional and cyber bullying experiences of the students with SEN attending segregated special education schools. Although great deal number of research findings has been documented on bullying among the mainstream students and its detrimental consequences for them in the international literature and Turkish literature as well, few research findings have been found on bullying among students with special education needs.

First discussion is on measurement techniques (global question vs. multiple questions) that were employed to measure victimization frequencies among students with special education need. Frequencies of victimization were substantially changed when bullying frequency measured through one global question (Have you ever been bullied during this education year). Frequency of the traditional victimization was found as 27.8% (82), when victimization frequencies were measured employing a global question. However, victimization frequency was inflated to 39.3% (116) when multiple items were used to measure victimization frequency. This finding was parallel with Bear et al. (2015) who used both single question and multiple items to assess bullying and victimization frequencies. They found out that frequencies of traditional bullying and victimization based on single question were lower than frequencies based on multiple items. Only employing a global question to measure bullying would be problematic. Students with special education needs may not recall

bullying incidents or separate characteristics of bullying (intentionality, repetition vs.). However, using multiple items help the students with special education needs to better understand meaning of bullying incidents. In current study, findings derived from multiple items were used to identify bullies and victims.

Second, the findings of the descriptive analyses showed that % 28.1 of the students with special education needs (83) was identified as bullies. Moreover, 39.3% of the student with special education need reported being bullied during this education year. These findings are parallel with the other studies conducted in the international literature. For instance, Wei, Chang and Chen' (2015) findings indicated that frequency of traditional bullying among the students with special education needs attending segregated special education schools was around 27%. Moreover, Carran and Kellner (2009) indicated that 39.6% of the students with special education needs were victimized during education year. All research findings revealed that traditional bullying experience is a serious issue among the students with special education needs. If nearly one third of the students with special education students reported to engage in traditional bullying and there are other students who witnessed to these incidents, majority of the students in special education schools suffer from impact of bullying. Therefore, researchers, educators of the special education students need to expand their awareness about bullying phenomenon and carried out further studies to shed into light nature and severity of bullying among the students with SEN.

Data of the present study collected from the students with special education needs attending segregated special education schools. Therefore, we do not compare frequency of bullying between Turkish students with special education and without special education. Previous studies on bullying prevalence among the Turkish mainstream school students reported bullying frequency between 12% and 30.2%, based on education level of sample (Pişkin, 2010; Topçu, 2014). Findings of current study exceeded above-mentioned ranges. Therefore, these findings revealed that bullying is a serious concern for the student with special education needs.

Regarding frequency differences between deaf and gifted students, findings revealed that deaf students were more likely to be both victims and bullies than gifted students. Findings revealed that 21.1% of the deaf students were bullies, 21.7% were

victims of traditional bullying. 7% of the gifted students were found as bullies, on the other hand, 21.7% of them were found as victims of traditional bullying in the current study. These findings are parallel with international literature. A group of researchers argued that students having observable or visible disability may increase being the target of bullying victimization (Carter & Spencer, 2006; Swearer, et al., 2012; Weiner & Miller, 2006). When students with special education needs take revenge, they were labeled as bullies. Deaf students would be easy target of bullying because they do not speak when they were victimized. Another perspective that gifted students are less likely involve in bullying, compared to other student populations. Peters and Bain (2011) indicated that 4.3 of gifted students were identified as bullies. Therefore, gifted students in the present study were less likely to involve in bullying incidents than deaf students because of their own characteristics. When acts of bullying and victimization among the students with SEN investigated, students with special education needs experience a various type of bullying and victimization involving physical, verbal and relational bullying (Andreou at al., 2013; Chen at al., 2015; Kloosterman, at al., 2013). Our findings were congruent with the previous results. The most common acts were relational bullying (excluding someone from group) in the present study. But a group of researchers found that most common bullying forms among students with special education needs were verbal and physical bullying (Braun, 2001; Fumes & Oliveria, 2013; Vessey & O'neill, 2011). Verbal bullying is also frequent form of bullying found in Turkish studies on bullying among the mainstream students (Atik, 2006; Pişkin, 2010). To date, there is no Turkish publication to be encountered on bullying among students with special education needs to compare findings of the present study. These differences may stem from different sample groups (students with learning disabilities, autistic, blind vs.) and measurement tools used to assess bullying. Moreover, it is not surprising to find that the most common acts among deaf students were relational bullying. They do not speak due to their disability. In addition, results of Pearson Chi-Square analyses revealed that there are significant differences in the form of bullying act between gifted and deaf students in this sample population.

When gender differences were taken into consideration, male students with special education needs reported higher frequency of traditional bullying (29.4%) and

traditional victimization (40%) than female students with special education needs (18.4% and 38.4%, respectively). Gender differences are in agreement with other findings derived from other research. Male students with special education needs were more likely to engage in traditional bullying either as a bullies or victims than female with special education needs. The current study did not aim at providing explanation why gender differences exist between male and female students with special education students. This study is descriptive/correlational. Despite this, differences may stem from difficulties girls with special education needs face in social interaction with peers (Andreou, Botsoglou & Vlachou, 2013) such as low self-esteem or instilled gender roles. It would be hard for students with special education students to establish and maintain mutual friendship with peers than male students with special education needs. Culturally, girls in Turkey were raised under closer supervision and aggressive behaviors demonstrated by boys were more likely to be tolerated (Erdur-Baker, 2010). Gender of students with special education needs should be considered when examining frequencies of bullying. Further research is needed to justify why gender differences exist between male and females on bullying involvement. Although in the international literature grade differences about traditional bullying was not investigated in depth. Swearer et al. (2012) found that there is no significant grade difference among students with special education needs. Earlier studies conducted on victimization revealed that the students with special needs were more victimized than students without special education needs (Sentenac, at al., 2011; Braun, 2001; Estell, Farmer, Irvin, Crowther, Akos & Boudah, 2009; Zeedy et al., 2014; Norwich and Kelly, 2004; Hershkowitz et al., 2007; Rose et al., 2009; Nabuzoka, 2003; Rowley, Chandler, Baird, Simonoff, Pickles, Loucas & Charmanb, 2012).

Present study revealed that nearly 40% of the students with special needs were victims of traditional bullying. Results of frequency regarding traditional victimization are relatively higher than some studies conducted in the other. Blake et al. (2012) found victimization rates between 24.5% and 34.1% for the students with special needs in national representative sample. In Chen and Schwartz (2012) study, %28 of the students with special education needs reported being bullied during current school year. Moreover, van Roekel, Scholte and Didden (2010) findings based on teachers report revealed that %30 of the students with SEN in special

education schools were victimized weekly. Factors that lead to increased rate of victimization for the students with special education needs are communication difficulties, lack of social skills, behavior problems, psychological distress or low self-esteem (Nettelbeck & Wilson, 2002; Fisher et al., 2012; Conti-Ramsden & Botting, 2004; Rose, et al., 2009).

Present study revealed that in term of main effet for the gender and grade, there was not significant difference found on either traditional bullying or victimization. Significant interaction were determined between the gender and grade level of the students with special education needs. Multiple comparison revealed that the male students with speial eduation needs involved in traditional bullying more than the female students with special education needs. This finding is in accordance with other studies reported that male with special education needs are more like to be bullies than female with special education needs in bullying incidents (Glumbic & Zunic-Pavlovic, 2010; Reither & Lapidot-Lefler, 2007). Results of the present study do not generate answers why gender differences exist on gender differences. Yet speculations could be made. Bullies tend to be socially dominant, are perceived to be popular (Farmer et al., 2012). Girls who view themselves as the ladylike may sneer at other females who seem more masculine (Skillman, 2014). In this respect, culturally male students expected to be extraverted assertive in the Turkish culture.

Furthermore, one of the important purposes of the current study is to examine cyber bullying and victimization among the students with SEN. Overall, cyber bullying and victimization among those students with special education needs were found as 13.5% and 23.3%, respectively. A few studies were examined cyber bullying among the students with SEN in the international literature. Frequencies in international literature on cyber bullying were reported between 12.6% (Heiman at al., 2015) and 19.6% (Baek, 2015). Findings of current study was close the above mentioned ranges. As far as is known, this is the first study to investigate cyber bullying among Turkish students with special education needs. A great deal of research findings have been published about cyber bullying among the mainstream school students in Turkish literature. For instance, Akar and Özdemir (2011) reported that cyber bullying frequency for 336 high school students was found as 10%. Another study conducted by Arıcak (2009) revealed that 19.7% of mainstream students (N=695)

engaged in cyber bullying. Results of the present study are parallel with other studies conducted in Turkey. Therefore, cyber bullying is important concern for the students with special education needs in the sample special education schools. Further research is needed to assess nature and severity of cyber bullying among the students with SEN.

One of the important issues revealed in the findings of the present study that deaf students reported more frequent cyber bullying and victimization than gifted students. Current study did not provide cause and effect relationship. Technological developments such as text messaging or instant messaging aided deaf students to communicate with others easily. Findings of the current study reported that 60% of deaf students have self-phone and 50% of them connected internet by self-phone. Beside benefits of technological advance for deaf students, this availability of technological devise sometimes leaded to cyber bullying. Result of the present study supported to the findings of Bauman and Pero (2010) who argued that deaf students were more likely to be bullied than hearing students.

The results of this study revealed that male students with special education needs involved in cyber bullying and victimization than female students with special education needs. Cyber bulling involvement between male and female students with special education needs peaked at nine and ten grades. Reaching at internet and self-phone at that grade level would be easier than previous grade levels. Male students with special education needs spend higher times on the internet than female with special education need. Research on gender differences and cyber bullying among students with special education needs showed inconsistent results in the international literature. For instance, Didden at al. (2009) reported no significant relationship between gender and cyber bullying among students with special education needs. However, Heiman et al. (2015) found out that female student with special education needs were more likely to be cyber victims than male students with special education needs. These differences might be related to role socializations such as girls show higher level of empathy than boys (Topçu, Erdur- Baker, 2012).
 Findings of present study pointed out that deaf students reported higher frequency of traditional and cyber victim than gifted students. This study does not have data why these differences exist between deaf and gifted students. Some speculation can be

made. Deaf students may not be aware of risk of communication tools (Bauman & Pero, 2010). Informing deaf students about safe usage of internet may reduce cyber bullying involvement among deaf students. Special education schools may provide parent training about parental monitoring for deaf students. Majority of deaf students engaged in traditional bullying (21.1), as compared to the cyber bullying (7.1%). Our findings may be parallel with previous studies conducted other countries (Slonje & Smith, 2008; Bauman & Pero, 2010). However, this circumstance was not case with gifted students.

Hierarchical regression analyes were performed to examine predictive role of bullying and victimization (traditional and cyber) on psycho-social adaptation of the students with special education needs. Results indicated that bullying and victimization experience significantly influenced psycho-social adaptation of students with SEN. Existed limited literature reported associations between bullying and psycho-social difficulties (Reiter & Lapidot-lefler, 2007; Baek, 2015). For example, a recent study conducted by Wei, Chang and Chen (2015) on bullying among Taiwan segregated special education schools. They found that there is a positive relationship among victimization, bullying and delinquency. They also claimed that majority of the students with SEN afflicted by victimization attempted suicide. Researchers in education and psychology area need to carry out further studies to shed into light detrimental effect of bullying and victimization among the students with SEN.

5.2 Implications of the Findings

Findings of the current study suggest several implications for understanding traditional and cyber bullying among the students with special education needs. Findings of the present study revealed that bullying and victimization among the students with SEN at segregated special education schools have been frequently occurred. Relying on these findings, educators working at segregated special education schools may increase their awareness toward bullying incidents taking place their school. These findings may help educators of special education, school counselor and researchers step up preparing bullying prevention program for the

students with special education needs and findings can be used as a dataset for the comparative studies.

One of the main purpose of this study was to investigate cyber bullying and victimization involvement of the students with SEN. Developing technology facilitate students with SEN to communicate to other people via text messages, internet. However, hundreds of the articles and several books were published on cyber bullying among the typically developing students, few study focused on cyber bullying among the students with SEN. It also shed into light that cyber bullying is serious problem for the students with SEN. This study would be starting point for further Turkish research about cyber bullying and related variables such as loneliness, depressive feelings etc. Parent education and counseling are strategies for preventing cyber bullying. Training of parents of the students with special education needs about internet usage and cyber bullying would help students with special education needs reduce amount of the cyber bullying they experienced and improve their psychological development.

According to our results, nearly 20% of students with special education students spend between 15 and 28 hours the internet. We do not have data about whether they use parent protection programs or something like that. Training students with SEN about how to use internet safely would be protective factor for them. As a part of increasing awareness and preventing cyber bullying, school personnel including school administrators, teachers of special education and school counselors would be educated about basic concepts of cyber bullying or online behavior, after teaching them, they may teach their students with SEN.

Results also showed that traditional bullying, victimization and cyber victimization experience were significantly predicted psycho-social adjustment of student with special education needs. More specifically, student with SEN has already behavioral and social difficulties because of their existent physical or emotional characteristics; bullying and victimization obstruct their adjustments. One of the important protective factors that decrease bullying among the students with SEN is social support (Rose, 2010; Flores, 2013; Bourke & Burgman, 2010; Humphrey & Symes, 2010). Increasing Teachers', peers' and family support may alleviate bullying incidents,

before they happen. Implementing social and cultural activities across in-school or out of school are important to integrate them into society.

School counselors could be special place for both intervening and preventing cyber bullying among the students with SEN. School counselors can increase awareness about cyber bullying for school personnel, parents and students. They can also implement cyber bullying interventions at special education schools. Possible intervention strategies for school counselors is to teach students with SEN how they can define cyber bullying and report it. However, according to results, only small proportion of students with special education needs consulted for counseling services in the school, when they were victimized. Establishing websites is a strategy for cyber bullying prevention. For instance, Ministry of National Education might create websites where parents, students may find useful information about internet, prevention of cyber bullying in this sense public awareness increase. The websites enable teachers, parents and educators to reach practical information relevant cyber bullying prevention.

5.3. Recommendations for Future Research

Present study contributed to Turkish bullying literature. Findings from the present study revealed that further studies are needed to investigate bullying and victimization at segregated special education schools as well as inclusive school settings. Future research on protective and risk factors such as social support, peer relations or coping skills for bullying among the students with SEN might provide valuable information in order to understand bullying dynamic in segregated special education schools.

Present study revealed that bullying and victimization experience affect psycho-social adjustment of the students with special education needs. Further research need to focus on prevention program which based on research finding. Equipping the students with special education needs with coping skills against bullying might reduce victimization frequency of bullying taking place in the special education schools.

The fact that the results from five segregated special education schools yielded limited generalization. Future research would include more segregated special schools from different parts of Turkey. The best way to reduce bullying is to understand current circumstances at segregated special education schools. It provides more representative results.

This study relied on students' self-report. Some students with special education students may tend to hide their real experience about bullying due to sensitive nature of incidents. Further study would obtain information from multi-informants such as their parents, teachers as well as peer nomination. Establishing qualitative research may help researchers to understand suffer and pains which students with special education needs felt after being bullied.

Finally, conducting longitudinal research related to bullying involvements of the students with SEN might help researchers determine changing bullying pattern among the students with special education needs over time, if it happens.

REFERENCES

Akbaba, S. & Eroğlu, Y. (2013). The predictors of cyber bullying and victimization in elementary school students. *Journal of Faculty of Educational Science,* 26 (1), 105-121. Retrieved from http://kutuphane.uludag.edu.tr/Univder/uufader.htm

Akduman, G. (2012). Okul öncesi dönemde akran zorbalığının incelenmesi. *Toplum ve Sosyal Hizmet*, 23(1), 121-138. Retrieved from http:// www.tsh.hacettepe.edu.tr

Andreou, E., Didaskalou, E. & Vlachou, A. (2013). Bully/victim problems among Greek pupils with special education needs: association with loneliness and self-efficacy for peer interactions. *Journal of Researh in Special Educational Needs,* 15 (4), 235-246. doi: 10.1111/1471-3802.12028

Arıcak, O. T. (2009). Psychiatric symptomatology as a predictor of cyber bullying among university students. *Eurasian Journal of Educational Research*, 34, 167-184. Retrieved from www.ejer.com.tr

Arslan-Özdinçler, S. & Savaşer, S. (2009). Okulda zorbalık. *Milli Eğitim*. 184, 218-227. Retrieved from http://talimterbiye.meb.net

Arulogun, O. S., Titiloye, M. A., Oyewole, E. O., Nwaorgu, G.B., & Afolabi, N.B. (2012). Experience of violence among deaf girls in ibadan metropolis, Nigeria. International *Journal of Colloborative Research on Internal Medicine & Public Health*, 4 (8), 1488-1496. Retrieved from http://www.iomcworld.com/

Atik, G. (2006). *The role of locus of control, self-esteem, parenting style,loneliness and academic achievement in predicting bullying among middle school students* (Unpublished masters' thesis). Middle East Technical University, Ankara, Turkey.

Atik, G., Özmen, O. & Kemer, G. (2012). Bullying and submissive behavior. .*Journal of Faculty of Educational Science*, 45 (1), 191-208. Retrieved from http:// dergiler.ankara.edu.tr

Ayas, T., & Deniz, M. (2014). Depresyon, anksiyete ve cinsiyet değişkenlerine göre sanal zorbalığa maruz kalma düzeylerinin yordanması. *Online Journal of Technology Addiction & Cyberbullying,* 1, 1-17. doi: 10.1016/j.sbspro.2014.01.1048

Ayas, T., & Pişkin, M. (2011). Investigation of bullying among high school students with regard to sex, grade level and school type. *Elementary Education online,* 10 (2), 550-568. Retrieved from http://ilkogretim-online.org.tr

Baek, J. E. (2015). *Traditional bullying and cyber bullying in Korean children and youth with emotional and behavioral disabilities: Examination of contributing factors*. (Unpublished doctoral thesis). University of North Texas

Barringer-Brown, C. (2015). Cyber bullying among students with serious emotional and specific learning disabilities. *Journal of Education and Human Development*, 4 (2), 50-56. doi: 10.15640/jehd.v4n2_1a4

Bauman, S., & Pero, H. (2010). Bullying and Cyberbullying among deaf students and their hearing peers : An exploratory study. *Journal of Deaf Studies and Deaf Education*, 16, 236-253. doi: 10.1093/deafed/enq043

Bayar, Y., & Uçanok, Z. (2012). Okul sosyal iklimi ile geleneksel ve sanal zorbalık arasındaki ilişkiler: Genellenmiş akran algısının aracı rolü. *Türk Psikoloji Dergisi,* 27 (70), 101-114. Retrieved from http:// www.turkpsikolojidergisi.com

Bear, G. G., Mantz, L. S., Glutting, J. J., Yang, C., & Boyer, D. E. (2015). Differences in Bullying Victimization Between Students With and Without Disabilities. *School Psychology Review*, 44 (1), 98–116. doi: 10.17105/SPR44-1.98-116

Bibou-Nakou, I., Asimopoulos, Ch., Hatzipemou, Th., Soumaki, E., & Tsiantis, J. (2013). Bullying in Greek secondary schools: prevalence and profile of bullying practices. *International Journal of Mental Health Promotion,* 16, (1) 3-18. doi: 10.1080/14623730.2013.85782.

Bitsika,V., & Sharpley,(2014). Understanding, experiences and reactions to bullying experiences in boys with an Autism spectrum disorders. *Journal of Developmental and Physical Disabilities*, 26, 747-761. doi: 10.1007/s10882-014-9393-1

Blake, J. J., Lund, E. M., Zhou, Q., Kwok, O. & Benz, M. R. (2012). National Prevalence rates of bully victimization among students with in the United State. *School Psychology Quarterly,* 127, (4) 210-222. doi: 10.1037/spq000000008

Borg, M.G. (2006). The extent and nature of bullying among primary and secondary schoolchildren. *Journal of Educational Research,* 41, (2) 137-153. doi: 10.1080/0013188990410202

Bourke, S., & Burgman, I. (2010). Coping with bullying in Australian schools: how children with disabilities experience support from friends, parents and teachers. *Disability & Society*, 25(3), 359–371. doi:10.1080/09687591003701264

Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2007). Bullying and Peer Victimization at School: Perceptual Differences Between Students and School Staff. *School Psychology Review*, *36*(3), 361–382. Retrieved from http://naspjournals.org

Braun, K. L. (2001). *Bullying in special education*. (Unpublished master thesis). University of Houston Clear Lake

Breguet, T. (2007). *Cyber Bullying (Teen Life).* NewYork, Rosen Publishing

Brown, F. C. (2014). *High school cyber bullying and cyber victimization: Measurement, grade, and gender differences, overlap with traditional bullying and victimization and social emotional consequences.* (Unpublished doctorate thesis). Northern Illinois University

Bullock, J. (2002). Bullying among children. C*hildhood Education,* Vol 78, (3) 130-133. doi:10.1080/00094056.2002.10522721

Campbell, M. A. (2005). Cyber bullying: An old problem in a new guise? *Australian Journal of Guidance and Counseling*, 15, 68-76. Retrieved from http://www.australianacademicpress.com.au/Publication/Journals/Guaidance&Counseling/guidecounsel.htm

Carbone-Lopez, K., Espensen F. A., & Brick B.T. (2010). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. *Youth Violence and Juvenile Justice,* 8 (4), 332-350. doi: 10.1177/1541204010362954

Carran, D. T. & Kellner, M. H. (2009). Characteristics of bullies and victims among students with emotional disturbance attending approved private special education schools. *Behavioral Disorders* 3, (34), 151-163

Carter, B. B. & Spencer, V. G. (2006). The fear factor: Bullying and students with disabilities. *International Journal of Special Education,* 21 (1), 11-23

Cavkaytar, A. (2006). Teacher training on special education in Turkey. *The Turkish Online Journal of Educational Technology*, 5 (3), 41-46. Retrieved from www.tojet.net

Chatzitheochari, S., Parsons, S., & Platt, L. (2014). Bullying experience among disabled children and young people in England: Evidence from two longitudinal studies. *Department of Social Science* 14-11. Retrieved from http://repec.ioe.ac.uk

Chen, P. & Schwartz, I. S. (2012). Bullying and victimization experiences of students with autism spectrum disorders in elementary schools. *Focus on Autism and Other Developmental Disorders,* 27 (4), 200-212. doi: 10.1177/1088357612459556

Chen, C., Hamm, J. V., Farmer, T., Lambert, K., & Mehtaji, M. (2015). Exceptionality and peer victimization involvement in late childhood: Subtypes, stability, and social marginalization. *Remedial and Special Education*, 36 (5), 312-32. doi: 10.1177/0741932515579242

Christensen, L. L., Fraynt, R. J., Neece, C. L., & Baker, B. L. (2012). Bullying Adolescents With Intellectual Disability. *Journal of Mental Health Research in Intellectual Disabilities*, *5*(1), 49–65. doi: 10.1080/19315864.2011.637660

Conti-Ramsden, G. & Botting, N. (2004). Social difficulties and victimization in children with SLI at 11 years of age. *Journal of Speech, Language, and Hearing Research,* 47 (1), 145-161. doi: 10.1044/1092-4388

Çalık, T., Özbay, Y., Özer, A., Kurt, T., & Kandemir, M. (2009). İlköğretim öğrencilerinin zorbalık statülerinin okul iklimi, prososyal davranışlar, temel ihtiyaçlar ve cinsiyet değişkenlerine göre incelenmesi. *Educational Administration: Theory and Practice*, 555 (576). Retrieved from http://kuey.net

Çetinkaya, S., Nur, N., Ayvaz, A., Özdemir, D., & Kavakçı, Ö. (2009). The relationship between school bullying, depression, and self-esteem levels among the students of three primary schools with different socioeconomic levels in Sivas province. *Anatolian Psychiatry Journal*, 10 (2), 151-158

Danielle, T. (2015). *Influence of gender, empathy, group norms, and prosocial affiliation in bullying roles.* (Unpublished doctoral thesis). University of New York

Davidson, L. M. & Demaray, M. K. (2007). Social Support as a Moderator Between Victimization and Intemalizing-Externalizing Distress From Bullying. *School Psychology Review*, *36*(3), 383–405. Retrieved from http://www.questia.com/library/Journal/1G1-1693114119

Dempsey, A. G., Sulkowski, M. L., Nicholas, R., & Stroch, E. A. (2009). Differences between peer victimization in cyber and physical settings and associated psychosocial adjustment in early adolescence. *Psychology in the School,* 46 (10), 962-972. doi: 10.1002/pits.20437

Dev, P. & Burdulis, S. (2007). Bullying among female elementary students with and without learning disabilities: An exploration. *International Journal of Learning*, 14 (9), 215-217

Didden, R., Scholte, R.H.J., Korzilus, H., Demoor, J. M. H., Vermeulen, A., O'reilly, M., Lang, R. & Lancioni, G.E. (2009). Cyberbullying among student with intellectual and developmental disability in special education setting. *Developmental Neurorehabilitation*, 12 (3), 146-151. doi: 10.1080/17518420902971356

Dilenburger, K., Keenan, M., Doherty, T. B., Byrne, T., & Gallagher, S. (2010). Living with children diagnosed with autistic spectrum disorder: parental and professional view. *British Journal of Special Education,* 37 (1), 13-23. doi: 10.1111/j.1467-8578.2010.00455.x

Dixon, R. (2006). A framework for managing bullying that involves students who are deaf or hearing impaired. *Deafness & Education International,* 8(1), 11-32. doi:10.1179/1464315 06790560238

Dorren, B., Bullis, M., & Benz, M. R. (1996). Predicting the arrest status of adolescents with diabilities in transition. *The Journal of Special Education*, 29(4), 263-380. doi:10.1177/002246699602900401

Dölek, N. (2002). *İlk ve orta öğretim okullarındaki öğrenciler arasında zorbaca davranışların incelenmesi ve "zorbalığı önleme tutumu geliştirilmesi programının etkisinin araştırılması.* Yayınlanmamış Doktora Tezi. Marmara Üniversitesi, İstanbul.

Duncan, N. (2013). Using disability models to rethink bullying in schools.

Education, Citizenship and Social Justice, 8 (3), 254-262. doi:

10.1177/1746197913486250 x

Duy, B. & Yıldız, M.A. (2014). Farklı zorbalık konumunda olmak empatik eğilim ve yaşam doyumu bağlamında bir fark yaratır mı? *Mersin University Journal of Educational Science* 10 (3), 31-47. Retrieved from http:// mersin.edu.tr/edergi.php

Emerson, E. (2010). Self-reported exposure to disablism is associated with poorer self-reported health and well-being among adults with intellectual disabilities in England: A cross-sectional survey. *Journal of Public Health*, 124 (12), 682-689. doi:10.1016/j.puhe.2010.08

Erdur-Baker, Ö. & Kavşut, F. (2007). A new face of peer bullying: Cyber bullying. *Journal of Euroasian Educational Research,* 27, 31-42. Retrieved from http:// www.ejer.com.tr/

Erdur-Baker., Ö. (2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky internet usage of internet-mediated communication tools. *New Media & Society*, 12 (1), 109-125. doi:10.1177/1461444809341260

Eres, F. (2010). Special education in Turkey. *US- China Education Review*, 7 (4), 94. Retrieved from http:// www.davidpublishing.org

Estell, D.B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with exceptionalities and the peer group context of bullying and victimization in the late elementary school. *Journal of Child & Family Studies,* 18, 136-150. doi:10.1007/s 10826-008-9214-1

Farmer, T. W., Petrin, R., Brooks, D. S., Hamm, J. V, Lambert, K., & Gravelle, M. (2012). Bullying involvement and the school adjustment of rural students with and without disabilities. *Journal of Emotional and Behavioral Disorders*, 20 (1) , 19-37. doi: 10.1177/1063426610392039

Fekkes, M., Pijpers, F., & Verloove-Vanhorick, S.P. (2004). Bullying behavior and associations with psychosomatic complaints and depression in victims. *The Journal of Pediatrics,* 144 (1), 17-22. doi:10.1016/j.jpeds.2003.09.025

Field, A. (2009). *Discovering Statistics Using SPSS (3rd ed.).* London: Sage Publications

Fink, E., Deighton, J., Humphrey, N., & Wolpert, M. (2015). Assessing the bullying and victimization experiences of children with special educational needs in mainstream schools: development and validation of the bullying behavior and experience Scale. *Research in Developmental Disabilities,* 36, 611-619. doi:10.1016/j.ridd.2014.10.048

Fisher, M. H., Moskowitz, A. L., & Hodapp, R. M. (2012). Vulnerability and experiences related to social victimization among individuals with intellectual and developmental disabilities. *Journal of Mental Health Research in Intellectual Disabilities*, 5(1), 32–48. doi: 10.1080/19315864.2011.592239

Fumes, N. & Oliveria, M. (2013). Bullying, deaf students and physical education classes. *Hacettepe Journal of Sport Sciences*, 24 (4), 255-259. Retrieved from http:// haccettepedergipark.gov.tr/sbd/issue/16375/171333

Fraenkel, J., Wallen, N., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.).* Boston: McGraw Hill

Gibson, A.(2003). *Elementary and middle school teachers' perceptions of bullying* (Unpublished doctoral thesis). The Georgia State University, Georgia, USA

Glumbić, N., & Žunić-Pavlović, V. (2010). Bullying behavior in children with intellectual disability. *Procedia-Social and Behavioral Sciences*, *2*(2), 2784–2788. doi: 10.1016/j.sbspro.2010.03.415

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, *38,* 581-586. doi: 10.1111/j.1469-7610.1997.tb01545.x

Goodman, R., Meltzer, H., & Bailey, V. (1998). The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version. *European Child and Adolescent Psychiatry,* 7, 125-130. Retrieved from http://link.springer.com/journal/787

Gower, A. L. & Borowsky, I. (2013). Associations between frequency of bullying involvement and adjustment in adolescence. *Academic Pediatrics*, 13 (3), 214-221. doi:10.1016/j. acap.2013.02.004

Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the behavioral sciences.* Belmont, Wardsworth Cengage Learning

Gropper, N., & Froschl, M. (1999). The role of gender in young children's teasing and bullying behavior. *Equity & Excellence in Education*, 33(1), 48-56. doi: 10.1080/1066568000330108

Güvenir, T., Özbek, A., Baykara, B., Arkar, H., Şentürk, B., & İncekaş, S. (2008). Güçler ve Güçlükler Anketi'nin (GGA) Türkçe Uyarlamasının Psikometrik Özellikleri [The psychometric properties of The Strengths and Difficulties Questionnaire]. *Çocuk ve Gençlik Ruh Sağlığı Dergisi, 15*(2), 65-74. Retrieved from http://www.cogepder.org.tr/index.php/tr/

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis (5th edition). New Jersey:* Prentice-Hall Inc.

Hakan, S. (2011). (1999). İlköğretim öğrencilerinin farklı zorbalık türleri ile karşı karşıya kalma sıklığının ve boyun eğme davranışı ile durumluk-sürekli öfke ile ilişkisinin karşılaştırılması. *Milli Eğitim*, 190, 54-71. Retrieved from http://talimterbiye.meb.net

Hartley, M. T, Bauman, S., Nixon, C. L., & Davis, S. (2013). Comparative study of bullying victimization among students in general and special education. *Journal of Exceptional Children* 81 (2), 176-193. doi: 10.1177/0014402914551741

Haltigan, J.,D. & Vaillancourt, T. (2014). Joint trajectories of bullying and victimization across elementary and middle school and association with

sypmtoms of psychopatology. *Journal of Developmental Psychology*, Vol 50 (11), 2426-2436. doi: 10.1037/a0038030

Hawker, S. J. D. & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry,* 41 (4), 441-455. doi:10.1017/s0021963099005545

Heiman, T., Olenik-Shemesh, D., & Eden, S. (2015). Cyber bullying involvement among students ith ADHD: relation to loneliness, self-efficacy and social support. *European Journal of Special Needs Education*, 30 (1), 15-29. doi: 10.1080/08856257.2014.943562

Hershkowitz, I., Lamb, M., & Horowitz, D. (2007). Victimization of children with disabilities. *The American Journal of Orthopsychiatry,* 77 (4), 629-635. doi: 10.1037/0002-9432.77.4.629

Hesapçıoğlu, S. T. & Yeşilova, H. (2015). Lise öğrencilerinin zorbalığa ve zorbalara ilişkin duyguları, düşünceleri ve tutumları. *Anadolu Psikiyatri Dergisi,* 16 (4), 284-293. Retrieved from http://www.scopemed.org/fulltextpdf.php?mno=155780.s

Hilooğlu, S. & Cenksever-Önder, F. (2010). The role of social skills and life satisfaction in predicting bullying among middle school students. *Elementary Education Online,* 9 (3), 1159-1173. Retrieved from http://ilkogretim-online.org.tr

Honig, A., & Zdunowski-Sjoblom, N. (2014). Bullied children: parent and school supports. *Early Child Development and Care,* 184, 1378-1402. doi:10.1080/03004430.2014.90101

Houbre, B., Tarquinio, C., & Thuiller, I. (2006). Bullying among students and its consequences on health. *Journal of Psycology of Education,* 11, 183-208. doi:10.1007/BF03173576

Huffman, A. (2015). *Emotional consequences of learning disabled students who have been bullied at the middle school level.* (Unpublished doctoral thesis). Capella University, Minneapolis

Isolan, L., Salum, G. A., Osowski, A.T., Zottis, G. H., & Manfro, G.G. (2013). Victims and bully-victims but not bullies are groups associated with anxiety sypmtomatology Brazilian children and adolescents. *European Child Adolescent Psychiatry*, 22(10), 641-8. doi: 10.1007/s00787-013-0412-z

Jansen, P. W., Verlinden, M., Dommisse-van Berkel, A., Mieloo, C., van der Ende, J., Veenstra, R., & Tiemeier, H. (2012). Prevalence of bullying and victimization among children in elemantary schools: Do family and school neighbourhood socioeconomic status matter? *BMC Public Health*, 12. doi:10.1186/1471-2458-12-494

Kapçı, E., G. (2004). İlköğretim Öğrencilerinin Zorbalığa Maruz Kalma Türünün ve

Sıklığının Depresyon, Kaygı ve Benlik Saygısıyla İlişkisi. *Ankara University, Journal of Faculty of Educational Sciences,* 37 (1), 1-13. doi:10.1501/egifak_0000000087

Kartal, H., & Bilgin, A. (2008). Öğrenci, veli ve öğretmen gözüyle ilköğretim okullarında yaşanan zorbalık. *İlköğretim Online*, 7, 485-495. Retrieved from http://ilkogretim-online.org.tr

Kartal, H., & Bilgin, A. (2009). Bullying and school climate from the aspects of the students and teachers. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 36, 209-226

Kiriakidis, S. P. (2014). *Bullying among youth: Issues, Interventions and Theory.* New York, Nova Science Publishing

Kloosterman, P. H., Kelley, E. A., & Craig, W. M. (2013). Types and experience of bullying in adolescents with an autism spectrum disorder. *Research in Autism Spectrum Disorders,* 7 (7), 824-832. doi: 10.1016/j.rasd.2013.02.013

Koo, H., Kwak, K., & Smith, P. K. (2008). Victimization in Korean Schools: The Nature, Incidence, and Distinctive Features of Korean Bullying or Wang-Ta. *Journal of School Violence*, *7*(4), 119–139. doi: 10.1080/15388220801974084

Kowalski, R. M., & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health, 41*(6), 22-30. doi: 10.1016/j.jadohealth.2007.08.017

Kowalski, R. M., Morgan, C., Drake-Laavella, K., & Allison, B. (2016). Cyber bullying among college students with disabilities. *Computer in Human Behavior,* 57, 416-427. doi: 10.1016/j.chb.2015.12.044

Kuhne, M. & Wiener, J. (2000). Stability of social status of children with and without learning disabilities, *Learning Disability Quarterly,* 213, 64-75. doi: 10.2307/1511100

Li, Q. (2010). Cyber bullying in high schools: A study of students' behaviors and beliefs about this new phenomenon. *Journal of Aggression, Maltreatment, & Trauma, 19*, 372-392. doi: 10.1080/10926771003788979

Lindsay, G., Dockrell, J. & Mackie, C. (2008). Vulnerability to bullying and impaired social relationships in children with specific speech and language difficulties. *European Journal of Special Needs Education,* 23, 1-16. doi: 10.1080/08856250701791203

Little, L. (2002). Middle-class mothers' perceptions of peer and sibling victimization among children with Asperger's Syndrome and nonverbal learning disorders. *Issues in Comprehensive Pediatric Nursing,* 25, 43–57. doi:10.1097/00005721-200211000-00010

Litwiller, B. J. & Brausch, A. M. (2013). Cyber bullying and physical bullying in adolescent suicide: The role of violent behavior and substance use. *Journal of Youth Adolescence*, 24, 675-684. doi: 10.1007/s10964-013-9925-5

Luk, J. W., Wang, J., & Simons-Morton, B.G. (2010). Bullying victimization and substance use among U.S. adolescents: mediation by depression. *Prevention Science*, 11 (4), 355-359. doi: 10.1007/s11121-010-0179-0

Malecki, C. K., Demaray, M. K., Coyle, S., Geosling, R., Rueger, S. Y., & Becker, L. D.(2014). Frequency, power differential, and intentionality and the relationship to aniety, depression and self-esteem for victims of bullying. *Child and Youth Care Forum, Volume 44, Issue 1 , pp 115-131*

Metin-Aslan, Ö., & Tuğrul, B. (2013). Okul öncesi dönemdeki çocukların oyunlarında ortya çıkan zorbalık ve mağdur olma davranışların içerik analizi. *Kuramsal Eğitimbilim Dergisi*, 7(1), 60-67. doi:10.5578/keg.6205

Ministry of National Education (2014). National education statistics. Retrieved from www.sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2014_2015.pdf

Ministry of National Education (2012). Regulation of special education services. Retrieved from orgm.meb.gov.tr/meb_iys_dosyalar/2012_10/10111226

Mishna, F. (2003). Learning disability and bullying: Double jeopardy. *Journal of Learning Disability*, 36, 336-347, http://dx.doi.org/10.1177/00222194030360040501

Morin, H., Bradshaw, C., & Berg, J. (2015). Examining the Link Between Peer Victimization and Adjustment Problems in Adolescents: The Role of Connectedness and Parent Engagement. *Psychol. Violence*, 5(4), 422–432. doi: 10.1037/a0039798

Morrison, G. M., Furlong, M. J., & Smith, G. (1994). Factors associated with the experience of school violence among general education, leadership class, opportunity class and special day class pupils. *Education & Treatment of Children*, 17, 571-588

Nabuzoka, D. (2003). Teacher ratings and peer nominations of bullying and other behavior of children with and without learning difficulties. *Journal of Child Psychology,* 34, 1435-1448. doi: 10.1080 /0144341032000060147

Nansel, R. T., Overpeck, M., Pilla, S. R., Ruan, J. W., Simon-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevelance and association with psychosocial adjustment. *Journal of the American Medicl Association*, 185 (16), 2094-2100. doi: 10.1001/jama.285.16.2094

Nettelbeck, T., & Wilson, C. (2002). Personal vulnerability to victimization of people with mental retardation. *Trauma, Violence & Abuse*, 3(4), 289-306. doi: 10.1177/152483802237331

Newgent, R., Lounsbery, K. L., Keller, E., Baker, C. R., Cavell, T. & Boughfman, E. M. (2009). Differential Perceptions of Bullying in the Schools: A Comparison of Student, Parent, Teacher, School Counselor, and Principal Reports. *Journal of School Counseling*, 7(38), 1–3

Nocentini, A., Calmaestra, J., Schultze-Krumbholz, A., Scheithauer, H., Ortega, R.,

& Menesini, E. (2010). Cyberbullying: Labels, Behaviours and definition in three European countries. *Journal of Psychologists and Counsellors in Schools,* 20 (2), 129-142. doi: 10.1375/ajgc.20.2.129

Norwich, B. & Kelly, N. (2004). Pupils' view on inclusion: Moderate learning difficulties and bullying in mainstream and special schools. *British Education Research Journal,* 30, 43-65. http://dx.doi.org/10.1080/01411920310001629965

Olafsen, R. N. & Viemerö, V. (2000). Bully/victim problems and coping with stress in school among 10 to 12 year old pupils in Aland, Finland. *Aggressive Behavior*, 26 (1), 57-65. doi: 10.1002/(sici)1098-2337(2000)26:1<57::aid-ab5>3.3.co;2-9

Olenik-Shemesh, D., Heiman, T., & Eden, S. (2012). Cyberbullying victimization in adolescence: The relationships with loneliness and depressive mood. *Emotional Behavioral Difficulties Journal, 17* (3-4), 361-374. doi: 10.1080/13632752.2012.704227

Oliver, R., Hoover, J. H., & Hazler, R. (1994). The perceived role of bullying in small town Midwestern schools. *Journal of Counseling and Development,* 72 (4), 416-420. doi: 10.1002/j.1556-6676.1994.tb00960.x

Olweus, D. (1993). *Bullying at School: What we Know and What we Can Do.* Cambridge, Blackwell.

Olweus, D. (1996). *The Revised Olweus Bully / Victim Questionnaire.* Bergen, Norway: Research Center for Health Promotion, University of Bergen

Öksüz, Y., Çevik, C., & Kartal, A. (2012). İlköğretim 4. Ve 5. sınıf öğrencileri arasındaki zorbalık olaylarının çeşitli değişkenlere gore incelenmesi (Rize ili örneği). *International Periodical for the Languages, Literature and History of Turkish or Turkic,* 7/3, 1911-1934

Önder, F. C. & Sarı, M. (2012). Bullying and quality of school life among elementary school student. *Elementary Education Online,* 11 (4), 897-914. Retrieved from htpp://ilkogretim-online.org

Özdemir, M. & Akar, F. (2011). Examination of high school students' opinions on cyber bullying in term of various variables. *Educational Administration: Theory and Practice*, 17 (4), 605-626. Retrieved from

Ostrow, J. M. & Keating, C. F. (204). Gender differences in preschool aggression during free play and structured interaction: Observational study. *Social Development*, 13 (2), 255-277. doi: 10.1111/j.1467-9507.2004.000266.x

Öz, A. Ş., Kırımoğlu, H. & Temiz, A (2011). İlköğretim ikini kademe öğrencilerinin spor yapma durumlarına göre zorbalık eğilimleri ve zorbalıkla baş etme tarzlarının spor ve özel eğitim açısından incelenmesi. *Selcuk University Journal of Physical Education and Sport Science,* 13 (2), 237-245

Patchin, J. W. & Hinduja, S. (2010). Cyber bullying and self-esteem. *Journal of*

School Health, 80, 614-621 doi: 10.1111/j.1746-1561.2010.00548.x

Pelchar, T. K. (2011). *Bullying, Victimization, associated distress & transition among intellectually gifted children.* (Unpublished doctoral thesis). University of Tennessee

Peker, A. (2015). Analyzing the risk factors predicting the cyber bullying status of secondary school students. *Eğitim ve Bilim*, 181 (40), 57-75. doi:10.15390/EB.2015.4412

Peters, M. P. & Bain, K. B. (2011). Bullying and victimization rates among gifted and high-achieving students and self-esteem. *Journal for education of the gifted,* 34 (4),624-643. doi: 10.1177/0162353214552566

Peterson, J. S. & Ray, K. (2006a). Bullying among the gifted: Victims, perpetrators, prevalence and effects. *Gifted Child Quarterly,* 50, 148-168. doi: 10.1177/001698620605000206

Peterson, J. S. & Ray, K. (2006b). Bullying among the gifted: The subjective experience. *Gifted Child Quarterly,* 50, 252-268. doi:10.1177/001698620605000305

Peterson, J. S. (2009). Myth 17: Gifted and talented individuals do not have unique social and emotional needs. *Gifted Child Quarterly*, 53(4), 280-282. doi:10.1177/0016986209346946

Pinquart, M. & Pfeiffer, J. P. (2011). Bullying in German adolescents: attending special school for students with visual impairment. *British Journal of Visual Impairment*, *29*(3), 163–176. doi: 10.1177/0264619611415332

Pişkin, M. (2010). Examination of peer bullying among primary and middle school children in Ankara. *Education and Science, 35 (156)*, 175-189. Retrieved from htpp:// egitimvebilim.ted.org.tr//ındex.phb/EB

Rech, R. R., Halpern, R., Tedesco, A., & Santos, D. F. (2013). Prevalence and characteristics of victims and perpetrators of bullying. *Journal de Pediatria,* 89 (2), 164-170. doi: 10.1016/j.jed.2013.03.006

Reijntjes, A., Kamphuis, J. H., Prinzie, P. & Telch, M. J. (2010). Peer victimization and internalizing problems in children: A meta-analysis of longitudinal studies. *Child Abuse & Neglect, 34,* 244-252. doi: 10.1016/j.chiabu.2009.07.009

Reiter, S. & Lapidot-lefler, N. (2007). Bullying among special education students with intellectual disabilities: Differences in social adjustment and social skills. *Intellectual and Developmental Disabilities,*45 (3), 174-181. doi: 10.1352/1934-9556(2007)45[174BASES W]2.0.C0;2

Repo, L. & Sajaniemi, N. (2014). Bystanders' roles and children with special education needs in bullying situations among preschool-aged children. *Early Years: An International Research* Journal 35 (1), 5-21. doi: 10.1080/09575146.2014.953917

Rinn, A. N. & Reynolds, M. J. (2012). Overexcitabilities and ADHD in the gifted: An examination. *Roeper Review*, 34 (1), 28-45. doi: 10.1080/02783193.2012.627551

Romero, A.J., Wiggs, C. B., Valencia, C., & Bauman, S. (2013). Latina teen suicide and bullying. *Hispanic Journal of Behavioral Sciences,* 35(2), 159-173. doi: 10.1177/0739986312474237

Rose, C. A., Espelage, D. L., & Monda-Amaya, L. E. (2009). Bullying and victimization among students in general and special education: A comparative analysis. *Educational Psychology*, 29, 761-776. doi: 10,1080 /01443410903254864

Rose, C. A. (2010). *Social-ecological factors related to the involvement of students with learning disabilities in bullying dynamic.* (Unpublished doctoral thesis). University of Illinois

Rose, C. A., Espelage, D. L., Aragon, S. R., & Elliott, J. (2011). Bullying and victimization among students in special education and general education curriculum. *Exceptionality Educational International*, 21 (3), 2-14

Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011). Bullying perpetration and victimization: A review of the literature. *Exceptionality Educational International,* 32 (2), 2-14. doi: 10.1177/0741932510361247

Rowley, E., Chandler, S., Baird, G., Simonoff, E., Pickles, A., Loucas, T., & Charmanb, T. (2012). The experience of friendship, victimization and bullying in children with an autism spectrum disorder: Association with child characteristics and school placement. *Research in Autism Spectrum Disorders*, 6 (3), 1126-1134. doi:10.1016/j.rasd.2012.03.004

Rueger, Y., S. & Jenksin, N., L. (2014). Effects of peer victimization on psychological and academic adjustment in early adolescence. *School Psychology Quarterly*, Vol: 29,(1), 77-88. doi: 10.1037/spq0000036

Rumrill, P.D., Cook, B.G.,& Wiley, A.L. (2011). *Research in special education: Design, methods and application* (2nd ed.) Springfield, Illinois: Charles Thomas Publishers

Şahin, M., Aydın, B., & Sarı, S. V. (2012). Cyber bullying, cyber victimization and psychological symptoms: A study in adolescents. *Çukurova University Faulty of Education Journal*, 41 (1), 53-59

Sarı, H. (2005). Reflections of deaf students and their experiences in the mainstreamed Turkish high schools. International Special Education Conference Inclusion: Celebrating Diversity? Glasgow, Scotland. Retrieved from http://www.isec2005.org.uk/isec/

Saylor & Leach (2009). Perceived bullying and social support in students accessing special inclusion programming. *Journal of Developmental and Physical Disabilities*, 21, 69-80. doi: 10.1007/s10882-008-9126-4

Sayman, D. (2011). Fractured voices: School experiences of students with exceptionalities and bullying. *Journal of intergroup Relations*, 35, (1), 61-78

Scheithauer, H., Hayer, T., Petermann, F. & Juger, G. (2006). Physical, verbal and relational forms of bullying among German students: Age trends, gender differences and correlates. *Aggressive Behavior*,32, 261-275. doi:10.1002/ab.20128

Sentenac, M., Gavin, A., Arnaud, C., Molcho, M., Godeau, E., & Gabhainn, S. N. (2011). Victims of bullying among students with a disability or chronic illness and their peers: A cross-national study between Ireland and France. *Journal of Adolescent Health*, *48*(5),

Sesar, K., Zdravlja, D., Sesar, D., & Brijeg, S. (2013). Bullying behavior in relation to psychosocial difficulties: Prospective Research. *Drustvena Istrazivanja*, 22 (1), 79-100. doi: 10.5559/di.22.1.05

Şenel, G. H. (1998). Special education in Turkey. *European Journal of Special Needs Education*, 13 (3), 254-261. doi:10.1080/0885625980130304

Side, J. & Johnson, K. (2014). Bullying in schools: why it happens, how it makes young people feel and what we can do about it. *Educational Psychology in Practice*, *30*(3), 217–231. doi: 10.1080/02667363.2014.915209

Silva, M. A., Pereira, B., Mendonça, D., Nunes, B. & Oliveria, A.(2013). The involvement of girls and boys with bullying: an analysis of gender differences. *International Journal of Environmental Research and public health*, 10 (12),6820-2830.doi :10.3390/ijerph10126820

Silverman K. L. (1997). The construct of asynchronous development. *Peabody Journal of Education*, 72 (3), 36-58. doi: 10.1080/0161956x.1997.9681865

Silverman K. L. (2013). *Giftedness 101*. New York, Springer Publishing

Shur, A. K. (2006). *Teacher responses to children's verbal bullying and social exclusion* (Unpublished doctoral thesis). The Pennsylvania State University, Pennsylvania, USA

Shujja, S., Atta, M., & Shujjat, J. M., (2014). Prevalence of bullying and victimization among sixth graders with reference to gender, socio-economic status and type of schools. *Journal of Social Science,* 38 (2), 159-165. Retrieved from http://www.krepublishers.com

Skilman, J. N. (2014). *Like shadow under a door: Bullying from the perspectives of students with disabilities.* (Unpublished doctoral thesis). Ball State University, Indiana

Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another main type of bullying? *Journal of Psychology,* 49, 147–154. doi:10.1111/j.1467-9450.2007.00611.x

Smith, G. R. & Gross, A. M. (2008). Bullying : Prevalence and the effect of age and gender. *Journal of Child and Family Therapy*, Vol 28 (4), 37-41. doi: 10.1300/J019v28n04

Smith, H., Polenik, K., Nakasita, S. & Jones, A., P. (2012). Profiling social, emotional and behavioral difficulties of children involved in direct and indirect bullying behavior. *Emotional & Behavioral Difficulties,* 17, 243-257. doi: 10.1080/13632752.2012.704315

Solberg, M. E. & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus bully/victim Questionnaire. *Journal of Aggressive Behavior,* 29, 239-268.doi: 10.1002/ab.10047

Son, E., Parish L. S., & Peterson, N. A. (2012). National prevalence of peer victimization among young children with disabilities in the United States. *Children and Youth Service Review,* 34, 1540-1545. doi: 10.1016/j.childyouth.2012.04.014

Stockdale, M. S. Hangaduambo, S., Duys, D., Larson, K., & Sarvela, P. D. (2002). Rural elementary students', parents', and teachers' perceptions of bullying. *American Journal of Health Behavior,* 26 (4), 266-277. doi:10.5993/AJHB.26.4.3

Sveinsson, A. V. & Morris, R. J. (2005). School bullying and victimization of children with disabilities. In Disability Research and Policy: Current Perspectives. (pp. 187-202). Lawrence Erlbaum Associates. doi: 10.4324/9781410615763

Sigurdson, J. F. Undheim, A. M., Wallander, J. L., Lydersen, S., & Sund, A.M. (2015). The long-term effects of being bullied or a bully in adolescence on externalizing and internalizing mental health problems in adulthood. *Child and Adolescent Psychiatry and Mental Health*, Vol. 9, 42. doi: 10.1186/s13034-015-0075-2

Swearer, S. M., & Doll, B. (2001). Bullying in Schools. *Journal of Emotional Abuse*. 2 (2/3), 7-23. doi: 10.1300/J135v02n02

Swearer, S., M., Wang, C., Maag, J., Siebecker, A., & Frerichs, L.,J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology,* 50, 503-520. doi: 10.1016/j.jsp.2012.04.001

Sweeting, H. & West, P. (2001). Being different: Correlates of the experience of teasing and bullying at age 11. *Research Papers in Education*, *16*, 225-246. Retrieved from http://eprints.gla.ac.uk/archive/00002724/

Temel, Y. (2015). *Cyber bullying and victimization among high school students and awareness levels of high school teachers' and school principals'.* (Unpublished Master thesis). Afyon Kocatepe University

Topçu, Ç., (2008). *The relationship of cyber bullying to empathy, gender, traditional bullying, internet use and adult monitoring.* (Unpublished Master thesis). Middle East Technical University, Ankara, Turkey

Topcu, Ç. (2014). *Modeling the relationships among coping strategies, emotional regulation, rumination, and perceived social support in victims of cyber and traditional bullying* (Unpublished doctoral thesis). Middle East Technical University, Ankara, Turkey

Tsitsika, A., Mari, J., Szymon, W., Katarzyna, M., Eleni, T., Chara, T., Donal, G., Joav, M., & Richardson, C. (2015). Cyberbullying victimization prevalence and associations with internalizing and externalizing problems among adolescents in six European countries. *Computers in Human Behavior*, Vol. 51, p1-7. doi: 10.1016/j.chb.2015.04.048

Turner, H., Vanderminden, J., Finkelhor, D., Hamby, S., & Shattuck, A. (2011). Disability and Victimization in a National Sample of Children and Youth. *Child Maltreatment*, *16*(4), 275–286. doi: 10.1177/1077559511427178

Van Cleave, J. & Davis, M. M. (2006). Bullying and peer victimization among children with special health care needs. *Pediatrics*, 118, 1212- 1219. doi:10.1542/peds.2005-3034

Van Roekel, E., Scholte, R. H. J., & Didden, R. (2010). Bullying among adolescents with autism spectrum disorders: Prevalence and perception. *Journal of Autism and Developmental Disorders*, 40 (1), 63-73. doi: 10.1007/s10803-009-0832-2

Vassallo, S., Edwards, B., Renda, J., & Olsson, C. A. (2014). Bullying in early adolescence and antisocial behavior and depression six years later: what are the protective factors? *Journal of School Violence,* 13 (1), 100-124. doi:10.1080/15388220.2013.840643

Vessey, A. J. & O'neill, M. K. (2011). Helping students with disabilities better address teasing and bullying situation: A MASNRN study. *Journal of School Nursing*, 27 (2), 139-148. doi: 10.1177/1059840510386490

Vlachou, M. K., Botsoglou, K., & Andreou, E. (2013). Assessing bully/victim problems in preschool Children: A multimethod approach. *Journal of Criminology*, Artical ID 301658, 8 pages. doi: 10.1155/2013/301658

Wang, W., Vaillancourt, T., Brittain, H.L., McDougall, P., Krygsman, A., Smith, D., Haltigan, J.D., Cunningham, E. C., & Hymel, S. (2014). School climate, peer victimization, and academic achievement: Results from a multi-informant study. *School Psychology Quarterly,* 29 (3), 360-377. doi: 10.1037/spq0000084

Wei, H. S., Chang, H. H., & Chen, J. K., (2015). Bullying and victimization among Taiwanese students in special schools. *International Journal of Disability, Development and Education*, 63 (2), 246-259. doi:10.1080/1034912x.2015.1092505

Weiner, M. T. & Miller, M. (2006). Deaf children and bullying: Directions for future research. *American Annals of the Deaf,* 151 (1), 61-70. doi:10.1353/aad.2006.0021

Weiner, M. T., Day, S. J., & Galvan, D. (2013). Deaf and hard of hearing students' perspectives on bullying and school climate. *American Annals of the Deaf,* 158 (3), 334-343. doi: 10.1353/aad.2013.0029

Werth, J. M., Nickerson, A. B., Aloe, A. M., & Swearer, S. M. (2015). Bullying victimization and the social and emotional maladjustment of bystanders: A propensity score analysis. *Journal of School Psychology*, 53, 295-308. doi: 10.1016/j.jsp.2015.05.004

White, N. A. & Loeber, R. (2008). Bullying and special education as predictors of serious delinquency. *Journal of Research in Crime and Delinquency,* 45 (4), 380-397. doi: 10.1170/0022427808322612

Whitney, I., Smith, P., & Thompson, D,. C. (1994). Bullying of children with special needs in mainstream schools. *Support for Learning,* 9 (3), 103-106. doi:10.1111/j.1467-9604.1994.tb00168.x

Yaman, E. & Peker, A. (2012). Ergenlerin siber zorbalık ve siber mağduriyete ilişkin algıları. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi, 11*(3), 819-833. Retrieved from http://sbe.gantep.edu.tr

Yang, A. & Salmivalli, C. (2013). Different forms of bullying and victimization: Bully-victims versus bullies and victims. *European Journal of Developmental Psychology,* Vol:10, (6), 723-738. doi: 10.1080/17405629.2013.793596

Ybarra, M. and Mitchell, K. (2007). Prevalence & frequency of internet harassment instigation: Implications for adolescent health. *Journal of Adolescent Health,* 41(2), 189-195. doi: 10.1016/j.jadohealth.2007.03.005

Young, J., Ne'eman, A. & Gelser, S. A. (2012). Bullying and students with disabilities. A briefing paper from the national council on disability. Retrieved from http:// www.ned.gov/publications/2011/March92011

Zeedy, J. M., Rodriguez, G.,Tipton, L.A., Baker, B.L., & Blacher, J. (2014). Bullying of youth with autism spectrum, intellectual disability or typical development: Victim and parent perspectives. *Research in Autism Spectrum Disorders*, 8 (2014) 1173-1183. doi: 10.1016/j.rasd.2014.06.001

APPENDICES

APPENDIX A Approval Letter from Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816/53

09 ŞUBAT 2016

Gönderilen: Prof.Dr. Özgür ERDUR BAKER

Eğitim Fakültesi

Gönderen: Prof. Dr. Canan SÜMER

İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onayı

Sayın Prof.Dr. Özgür ERDUR BAKER'in danışmanlığını yaptığı yüksek lisans öğrencisi Halil ASLAN'ın "Özel eğitim öğrencileri arasında zorbalık (Geleneksel ve Siber) ile uyum düzeyleri, demokrafik değişkenlerle ilişkisi ve öğretmen ve öğrenci görüşlerinin karşılaştırılması" başlıklı araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay **2016-EGT-010** protokol numarası ile **20.02.2016-20.03.2016** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

Uygulamalı Etik Araştırma Merkezi

İnsan Araştırmaları Komisyonu Başkanı

Prof. Dr. Meliha ALTUNIŞIK

İnsan Araştırmaları Komisyonu

Üyesi

(İZİNLİ)

Prof. Dr. Aydan BALAMİR

İnsan Araştırmaları Komisyonu

Üyesi

Prof. Dr. Mehmet UTKU

İnsan Araştırmaları Komisyonu

Üyesi

Prof. Dr. Ayhan SOL

İnsan Araştırmaları Komisyonu

Üyesi

APPENDIX B PARENT CONSENT FORM

Çalışmanın Adı: özel eğitim okullarına devam eden öğrenciler arasında geleneksel ve siber zorbalığı araştırmak

Amaç:

Değerli velilerimiz, Çocuğunuzu, özel eğitim okullarında eğitim gören öğrenciler arasındaki zorbalık davranışını anlamada eğitimcilere yardımcı olacak bir araştırmaya davet etmekteyiz. Bu çalışmanın amacı özel eğitim öğrencisinin zorbalıktan ne kadar etkilendiğini, ne çeşit zorbalığa maruz kaldığını ve uyum düzeylerini anlamaktır. Elde ettiğimiz kişisel bilgiler okul içerisinde ve dışarısında herhangi biriyle paylaşılmayacaktır. Umut ediyoruz ki bu çalışmanın sonuçları özel eğitim okullarında zorbalık konusunda öğretmenlere ve idarecilere faydalı olacaktır.

Prosedür:

Çocuğunuza zorbalıkla ve uyum düzeyleriyle ilgili 3 tane ölçeğin doldurulması istenecektir. Ölçek öğrencinizin bulunduğu sınıfta gerçekleştirilecek olup yaklaşık 40 dakika sürecektir. Çocuğunuz ölçeği doldururken sınıf öğretmenleri onlara yardımcı olacaktır.

Riskler

Bu çalışmaya katılmak çocuğunuz için herhangi bir risk içermez. Zorbalığa maruz kalmış bir çocuk, bazen anketi doldururken öfkelenebilir veya üzülebilirler. Bu durum okul rehberlik öğretmenleri onlara yardımcı olacaklardır.

Bu çalışmayla ilgili herhangi bir sorunuz olursa çalışmanın yürütücüsü Halil ASLAN tarafından cevaplanacaktır. Kendisine halil295@yahoo.com e-mail adresinden ulaşabilirsiniz.

Çocuğun Adı:

Ebeveyn(Anne veya Baba):

APPENDIX C DEMOGRAFIC FORM

Hakkımda

Okulunuzun adı: _____ __

_____

Sınıfınız: 5   6   7   8   9   10   11   12

Kız mı erkek misiniz :   Kız   Erkek

Kaç yaşındaınız   *10   11   12   13   14 15 16 17 18*

1. Cep telefonunuz var mı? (Cevabınız hayır ise 4. soruya geçiniz).
  ☐ Evet ☐ Hayır
2. Cep telefonunuz ile internete bağlanıyor musunuz?
  ☐ Evet ☐ Hayır
3. Evinizde internet bağlantısı var mı?
  ☐ Evet ☐ Hayır
4. İnternete hangi cihazlarla bağlanıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz).
  ☐ Masaüstü bilgisayar
  ☐ Dizüstü bilgisayar
  ☐ Tablet bilgisayar
  ☐ Akıllı telefon
5. Haftada ortalama ne kadar süre internet kullanırsınız?
  ☐ Hiç kullanmam
  ☐ 1 saatten az
  ☐ 1-3 saat
  ☐ 4-7 saat
  ☐ 8-14 saat
  ☐ 15-21 saat
  ☐ 21-28 saat
  ☐ 40 saat ve/veya üstü
6. Size siber zorbalık yapıldı mı?
  ☐ Evet ☐ Hayır
7. Size siber zorbalık yapan kişiyi tanıyor muydunuz?
  ☐ Evet ☐ Hayır
8. Siber zorbalığa maruz kaldıysanız bu durumla ilgili kimden yardım istediniz? (Birden fazla seçenek işaretleyebilirsiniz).
  ☐ Hiç kimseden
  ☐ Annem veya babamdan
  ☐ Kardeşim/ablam/ağabeyimden
  ☐ Arkadaşımdan
  ☐ Rehber öğretmenimden
  ☐ Diğer öğretmenlerimden
  ☐ Akrabalarımdan
  ☐ Diğer (lütfen kim olduğunu belirtiniz) _____

APPENDIX D Sample Items from Revised Olweus Bully/Victim Questionnaire

1. Bana kötü isimler takıldı, kırıcı şekilde alay ettiler

2. Beni itip kalktılar, bana vurdular ve tehdit ettiler

3. Görünüşüm ve konuşmamla alay ettiler.

4. Başka biçimde zorbalığa maruz kaldım

APPENDIX E Sample Items from Revised Cyber Bullying Inventory-II

Internet aracılığıyla,

1.birine ait hesap şifresini ele geçirmek

2.başkasının hesabını izinsiz kullanarak onu küçük düşürecek paylaşımlar yapmak

3.birini tehdit etmek

4.birine hakaret etmek

5.utandırıcı veya kırıcı mesajlar göndermek

APPENDIX F Sample Items from the Strengths and Difficulties Questionnaire

1. Çok fazla baş ağrım, karın ağrım ya da bulantım olur

2. Çok endişelenirim

3. En az bir yakın arkadaşım var

4. Yaşıtlarım genelde beni sever

5. Genellikle bana söyleneni yaparım

TURKISH SUMMARY

GİRİŞ

Zorbalık dünyadaki tüm toplumları etkileyen önemli ve acil çözümlenmesi gereken konulardan biridir. Bununla beraber 1970'lere kadar problem olarak algılanıp yeteri kadar üzerinde durulmamıştır. Zorbalıkla ilgili ilk sistematik araştırma 1970'li yılların başında İsveçli psikolog Dan Olweus tarafından başlatılmıştır. O tarihten günümüze yaklaşık 45 yıldan beri Aralarında ABD, Avuturalya, Japonya, Kore ve İngiltere'nin de bulunduğu birçok ülkeden araştırmacılar okul zorbalığını araştırmışlardır (Kanetsuna ve Smith, 2014; Koo, Kwak ve Smith, 2008; Side & Johnson, 2014; Swearer ve Doll, 2008). Yıllalardır zorbalığın doğası, görülme sıklığı ve birçok değişkenle ilişkili ile ilgili olarak önemli miktarda alın yazını elde edilmiştir. Zorbalığın okul atmosferini yok ettiği ve öğrencilerin sosyal ve psikolojik iyi olma hallerine zarar verdiği zorbalıkla ilişkili bulgular arasındadır (Vidourek, King ve Merianos; Reuland ve Mikami, 2014; Houbre, 2006. Bu sonuçlar, bir araştırma konusu olarak zorbalığın daha fazla üzerinde durulması gerektiğini ve okullarda, okul çevrelerinde ivedi olarak önleme ve müdahale programlarına ihtiyaç duyulduğunu göstermektedir.

Tüm çabalara rağmen, özel eğitime ihtiyacı olan öğrencilerin zorbalık deneyimleri özellikle Türkiye'de göreceli olarak az bilinmektedir. Rose, Monda-Amaya ve Espelage (2011) özel eğitim öğrencilerinin zorbalık ve mağduriyet deneyimleriyle ilgili olarak EBSCO veri tabanını kullanarak alan yazını taraması gerçekleştirmişlerdir. Arama kriterlerine uygun olarak sadece 32 makale tespit etmişlerdir. Alan yazını özel eğitime gereksinimi olan çocukların sadece mağdur olmadıklarını (Hershkowitz, Lamb ve Horowitz, 2007; Young, Ne' eman ve Gelser, 2011; Sveinsson ve Morris, 2005; Huffman, 2015; Aime, Salvas, Morin ve Normand, 2016) aynı zamanda zorbalık davranışı yapmalarının da (Nabuzoka ve Smith, 1993;

Baek, 2015; Fink, Deighton, Humphrey ve Wolpert, 2015; Swearer, Wang, Siebecker ve Frerichs, 2012) oldukça yaygın olduğunu bildirmektedir. 11 batı ülkesindeki (Fransa, İzlanda, Danimarka, Almanya, Portekiz, Polonya, Litvanya, Hollanda, Bulgaristan, İskoçya ve Kanada) özel eğitime gereksinimi ve kronik rahatsızlığı bulunan çocuklar arasında akran mağduriyetini inceleyen bir araştırmada, ülkeler arasında farklı zorbalık mağduriyeti oranları bulunsa da % 14.3 ile % 27.1 arasında), çocuklar arasında zorbalığında yaşandığı bulunmuştur. Özel eğitime gereksinimi olan çocukları içeren başka çalışmalarda özel eğittim öğrencilerinin yaşadığı zorbalık mağduriyet oranın %50'nin üzerinde olduğu tespit edilmiştir (Kuhne ve Wiener, 2000; Van Cleave ve Davis, 2006). Yukarda bahsedilen ülkeler ve uluslararası alan yazını karşılaştırıldığında, Türkiye'deki özel eğitim öğrencileri arasında yaşanan zorbalık davranışlarıyla ilgili çok az şey bilinmektedir. Bundan dolayı, özel eğitime gereksinimi olan öğrenciler arasındaki zorbalık davranışları üzerinde önemle durulması gerekmektedir.

Özel eğitime gereksinimi olan öğrenciler ilgili zorbalık araştırmaları genel olarak özel eğitimi gereksinimi olan öğrencilerle olmayan öğrencilerin karşılaştırmasına dayanmaktadır. Araştırma bulguları özel eğitime gereksinimi olan öğrencilerin zorbalığa maruz kalma riskinin özel eğitme gereksinin duymayan öğrencilerden daha fazla olduğunu bildirmektedir (Bauman ve Pero, 2010; Bear, Mantz, Glutting, Yang ve Boyer, 2015; Christensen, Fraynt, Neece ve Baker, 2012; Dev, College ve York, 2007; T. W. Farmer ark., 2012; Fisher, Moskowitz ve Hodapp, 2012; Nettelbeck ve Wilson, 2002; Sentenac ark., 2011). Örneğin Blake ve arkadaşlarının (2012) yapmış olduğu bir çalışmada özel eğitimi gereksinimi olan öğrencilerin özel eğitime gereksinimi olmayan öğrencilere göre bir buçuk kat daha fazla zorbalığa maruz kaldığını ortaya çıkarmışlardır.

Özel eğitime gereksinimi olan öğrencilerin maruz kaldıkları zorbalık türleri göz önüne alındığında, genelde fiziksel, sözel ve ilişkisel zorbalığın hedefi olmaktadırlar. Örneğin, Arulogun, Titiloye, Oyewole, Nwaorgu ve Afolabi (2012) özel eğitim okuluna devam eden duyma engelli öğrenciler arasındaki zorbalığı araştırmışlardır. Araştırma sonuçlarına göre, duyma engelli öğrencilerin % 32.4' ü sözel ve %13.2' si fiziksel zorbalığa maruz kalmıştır.

Bu çalışmada, işitme engelli öğrenciler ve özel yetenekli olarak tanımlanan öğrenciler hedef gruplar olarak seçilmiştir. İşitme kaybı oranına bağlı olarak farklı türde işitme yetersizliği öğrenciler bulunmaktadır. İnsanlarla iletişim kurmak için işaret dili kullanırlar. Bu çalışmaya katılan işitme yetersizliği olan öğrenciler tamamen sağırdır veya ağır derecede işitme kaybı vardır. Özel eğitim okullarına devam eden işitme engelli öğrencilerin tüm günlerini diğer işitme engelli öğrencilerle geçirmeleri ve iletişim becerilerindeki eksiklikleri zorbalığa maruz kalma risklerini arttırmaktadır (Weiner, Day & Galvan 2013). Bu yüzden, özel eğitim okullarına devam eden işitme engelli öğrenciler bu çalışmanın örneklemini oluşturmaktadır. Ayrıca özel yetenekli öğrenciler arasındaki zorbalık konusu da araştırmacılar arasında oldukça tartışmalı bir konudur. Bir grup araştırmacı özel yetenekli öğrencilerin zorbalığa karşı oldukça hassas olduklarını iddia etmektedir. Diğer bir grup ise özel yetenekli öğrencilerin zorbalığı diğer öğrenciler gibi deneyimlediklerini bildirmişlerdir. Türk alan yazında özel yetenekliler arasında yaşanan zorbalık davranışları ile ilgili herhangi bir çalışmaya rastlanmamıştır. Bu yüzden Türk eğitim sisteminde özel eğitime gereksinim duyan öğrenciler olarak tanımlanan işitme engelli ve özel yetenekli öğrenciler bu çalışmanın hedef kitlesini oluşturmuşlardır.

Zorbalık genelde okul temelli bir yapı olarak görülse de, gelişen teknolojiyle birlikte zorbalığın biçimi de değiştirmiştir. İnternet, akıllı telefonlar gibi teknolojik yenilikler zorbalara zorbalık davranışlarını okul alanının ötesine genişletmelerini sağlamıştır. siber zorbalık denilen yeni bir tür zorbalıktır ve araştırmacılar tarafından yaygın bir şekilde araştırılmıştır. Siber zorbalık, e-mail, anlık mesajlaşma, sohbet odaları veya internet sayfaları gibi teknolojik araçları kullanarak başkalarını incitmek olarak tanımlanabilir. Hem Türk da hem de uluslararası alan yazında normal okullara devam eden öğrenciler arasında meydana gelen siber zorbalık ve ilişkili değişkenlerle ilgili olarak oldukça fazla çalışma yayınlanmıştır. Özel eğitim gereksinimi olan öğrenciler arasında siber zorbalıkla ilgili çok az çalışma yapılmıştır. Örneğin, Heiman, Olenik-Shemesh ve Eden (2015) özel eğitime gereksinimi olan ve olmayan öğrenciler arasında siber zorbalığın görülme sıklığını incelemişlerdir. Özel eğitime gereksinim duyan öğrencilerin duymayan öğrencilere göre daha fazla siber zorbalık mağduriyeti yaşadıklarını bulmuşlardır.

Zorbalık deneyimi özel eğitme gereksinim duyan öğrencilerin uyum düzeylerini etkilemektedir. Fiziksel ve duygusal zorbalığa maruz kalmış öğrenciler davranışsal

ve duygusal problem (Yeung ve Leabeater, 2010) gösterme riski altındadırlar ve bu durum uyum düzeylerini doğrudan etkiler (Rueger ve Jenkins, 2014). Bazı çalışmalar özel eğitim öğrencilerinin mağduriyet ve zorbalık deneyimlerinin kaygı (Saylor ve Leach, 2009), içe vurum bozukluları (Heather ark., 2011) gibi birçok psiko-sosyal uyum problemleriyle ilişkili olduğunu göstermiştir. Önceki araştırmalar ayrıca zorbalık ile uyum arasında karşılıklı bir ilişki olduğunu belirtmişlerdir (Davidson ve Demaray, 2007; Morin, Bradshaw ve Berg, 2015). Onlara göre, akran zorbalığı uyum güçlüğüne neden olmakta ve uyum güçlüğü olan öğrenciler zorbalığa daha yatkın olmaktadırlar.

Araştırmanın Amacı: Bu çalışmanın ana amacı özel eğitim okullarına devam eden özel eğitim öğrencileri arasındaki zorbalık ve mağduriyetin görülme sıklığının araştırılmasıdır. Ek olarak, zorbalık, mağduriyet ve özel eğitim öğrencilerinin uyum düzeyleri cinsiyet ve sınıf düzeyleri açısından incelenmiştir.

Araştırmanın Önemi: zorbalık hem toplumumuz hem de okul sistemimiz için ciddi bir problemdir. Son yıllarda, birçok araştırma bulgusu akran zorbalığın öğrencilerin psikolojik, duygusal ve sosyal gelişimi üzerinde olumsuz etkisi olduğunu ortaya çıkarmıştır. Problemin ciddiyetini göz önüne alarak, akran zorbalığını ve mağduriyetini anlamak için çalışmalar yapmak öğrencilerimize güvenli ve huzurlu bir okul ortamı sağlamak için önemlidir. Bu anlamda, özel eğitim öğrencileri arasındaki akran zorbalığını incelemek onlar arasında meydana gelen akran zorbalığıyla ilgili bizim farkındalığımızı arttırır. Bununla beraber bildiğimiz kadarıyla bu çalışma özel eğitim öğrencileri arasındaki akran zorbalığını inceleyen ilk çalışmadır. Bu çalışma, özel eğitim öğrencilerinin zamanlarının büyük bir kısmını beraber geçirdikleri için örneklem olarak seçilen okullardaki özel eğitim öğrencilerinin birbirlerine nasıl davrandıklarıyla ilgili ayna tutacaktır. Bu yüzden, bu araştırma özel eğitim okullarındaki (işitme engelliler ve özel yetenekliler) akran zorbalığının doğası ve görülme sıklığını ortaya çıkarması açısından bir başlangıç noktası olacaktır. İlerdeki çalışmalar Türkiye'deki özel eğitim öğrencileri arasındaki akran zorbalığını ve mağduriyeti anlamak için dayanak olarak kullanabilir. Bunun yanında siber zorbalık birçok araştırmacı tarafından incelenmesine rağmen, özel eğitim öğrencileri arasındaki siber zorbalıkla ve bilgi iletişim araçlarını kullanmalarıyla ilgili çok az şey bilinmektedir. Bu çalışma ayrıca özel yetenekli ve işitme engelli öğrencilerin siber zorbalık deneyimleriyle ilgili yararlı bilgiler

sağlamakta ve ileriki çalışmalar için dayanak noktası olarak kullanılabilir. Özel eğitim okullarına devam eden özel eğitim öğrencileri arasında görülen zorbalık türleri ve sıklığıyla ilgili bilgimizi arttırmamız özel eğitim öğrencileri arasındaki akran zorbalığını anlamak ve farkındalıklarını arttırmak için uzmanlara önemli ipuçları sağlayacaktır. Bu çalışmaların bulguları ayrıca örneklem olarak seçilen okullardaki okul psikolojik danışmanlarına, özel eğitim öğretmenlerine ve okul yöneticilerine okullarındaki güncel durumları fark etmelerine yardımcı olacaktır.

YÖNTEM

Örneklem: bu çalışmanın hedef kitlesi Malatya ve Elazığ'daki özel eğitim okullarına devam eden işitme engelli ve özel yetenekli öğrencilerdir. Bu araştırmada iki tamamlayıcı örneklem seti kullanılmıştır (pilot çalışma ve ana çalışma). Birinci örneklem seti Malatya ve Elazığ'daki özel eğitim okullarına devam eden 176 özel eğitim öğrencisinden oluşmuştur. Ana çalışmaya beş ile onuncu sınıflar arasında olan 295 özel eğitim öğrencisi katılmıştır. Örneklemdeki katılımcıların yaşları 10 ile 16 yaş arasındadır ve yaş ortalaması 14,5'dir (SS=2.04).

Katılımcıların cep telefonu ve internet kullanımı ile ilgili alışkanlıklarına bakıldığında, %70'inin cep telefonu olduğunun, %68'inin evde internet bağlantısının olduğu görülmektedir. Bunun yanında %21,4'ünün haftada1 ila 3 saat, %23,7'sinin 4 ile 7 saat arası ve %21'inin 8 ile 14 saat arası internet kullandıklarını belirtmişlerdir.

Veri Toplama Araçları: bu çalışmada veri toplamak içinVeri toplamak için Revize Edilmiş Siber Zorbalık Envanteri II, Revize edilmiş Olweus Zorba/ Kurban Belirleme Anketi, Güçler ve Güçlükler Anketi ve demografik formdan yararlanılmıştır.

Revize edilmiş Olweus Zorba/Kurban Belirleme Anketi: Anket Dan Olweus tarafından geliştirilmiştir. Ergenlerin yaşadıkları zorbalık ve magduriyetleri ölçmeyi amaçlayan anket 40 sorudan oluşmaktadır. Anketin Türkçeye adaptasyonu Dölek (2002) tarafından gerçekleştirilmiştir. Ergenlerin zorbalıkla en çok nerede

karşılaştıkları, ne tür zorbalığa maruz kaldıkları, zorbalığa maruz kaldıklarında kimlere söylediklerini ölçmeyi amaçlamaktadır. Ölçek zorbalık ve mağduriyet çalışmalarında yaygın olarak kullanılmaktadır. Bir çalışmada anketin iç tutarlılık katsayıları zorbalık için .71 ve mağduriyet için .75 bulunmuştur (Atik, 2006).

Revize Edilmiş Siber Zorbalık Envanteri II: Topcu (2014), tarafından geliştirilmiştir. Revize edilmiş siber zorbalık II envanteri 10 soru ve iki paralel formdan oluşmaktadır. Bunlardan bir tanesi Ergenlerin siber zorbalığını, diğeri de ergenleri siber zorbalık mağduriyetlerini ölçmeyi amaçlamaktadır. Katılımcılara 4'lü likert tipi ölçekte son altı ay içerisinde zorbalık yapma ve mağdur olma açılarından kendilerini değerlendirmeleri istenmektedir. Geçerlilik ve güvenirlilik çalışmasında Topcu (2014), toplam 853 ergenin katıldığı çalışmasında, testin iç tutarlılık katsayıları siber zorbalık için .69 ve Siber Mağduriyet için .84 bulmuşlardır.

3 Güçler ve Güçlükler Anketi: Ergenlerin uyum düzeylerini değerlendirmek için geliştirilmiştir. Literatürde oldukça yaygın olarak kullanılmaktadır. Ölçek Goodman (1997) tarafından geliştirilmiştir. Güçler ve Güçlükler anketi 4 tane olumsuz ve 1 tane olumlu alt ölçekten oluşmaktadır. Bunlar duygusal sorunlar, davranışsal sorular, akran sorunları, Aşırı Hareketlilik/dikkat eksikliği ve sosyal davranıştır. Üçlü puanlamaya göre değerleniridir.0 doğru değil, 1 kısmen doğru ve 2 tamamen doğru. Anketin Türkçe adaptasyonu Güvenir (2008) tarafından gerçekleştirilmiştir. Ölçeğin güvenirliliği ve geçerliliğinin ölçülmesi için 514 ergene uygulanmıştır ve ölçeğin iç tutarlılık katsayıları. 22 ile. 70 arasında değişmektedir.

4 Demografik Bilgi Formu: Araştırmacı tarafından hazırlanmış katılımcının yaşı, cinsiyeti, internet kullanımı, cep telefonu olup olmadığı, sınıf düzeyi ve okulu gibi bilgileri almaya yönelik olan, bir formdur.

İşlem: Veriler 2015-2016 eğitim öğretim yılında toplanmıştır. Orta Doğu Teknik Üniversitesi etik kurulundan izin alınmıştır. Daha sonra çalışmaya katılacak özel eğitim okulları ile irtibata geçilmiştir. Okul müdürlerine çalışmanın amacı ve önemi anlatılmıştır. Özel eğitim öğrencilerinin velilerinden ebeveyn izin formu alınmıştır. Uygulama sırasında özel eğitim öğrencilerine çalışmaya katılmanın gönüllü olduğunu ve istedikleri zaman cevaplamayı bırakabilecekleri söylenmiştir. Uygulama yaklaşık 40 dakika sürmüştür.

Verilerin Analizi: Çalışmanın veri analizleri çeşitli basamaklarda gerçekleşmiştir. İlk basamakta betimsel analizler gerçekleştirilmiştir. İşitme engelli ve özel yetenekli öğrenciler arasında zorbalık ve mağduriyet türleri arasındaki farkı tespit etmek için Pearson ki kare testi gerçekleştirilmiştir. İkinci olarak, geleneksel zorbalık, siber zorbalık, geleneksel mağduriyet ve siber mağduriyetlerinin sınıf düzeyi ve cinsiyete göre anlamlı farklılık gösterip göstermediği MANOVA yoluyla test edilmiştir. Son olarak özel eğitim öğrencilerinin psiko sosyal uyum düzeylerini yordamada cinsiyet, sınıf düzeyi ve zorbalık deneyiminin rolünü sınamak için dört farklı hiyerarşik regresyon analizi gerçekleştirilmiştir.

BULGULAR

Revize edilmiş Olweus Zorba/ Kurban Belirleme Anketi bulgularına göre özel eğitim öğrencilerinin %28.1'i zorba olarak bulunmuştur. Aynı zamanda özel eğitim öğrencilerinin %39.3'ü mağdur olarak belirlenmiştir (Tablo 4.1). Araştırma bulguları cinsiyet farkı açısından erkeklerin %29.4'ünün ve kızların %18.4'ü zorba olduğunu ortaya çıkarmıştır. Ayrıca erkeklerin %40'ı ve kızların %38.4'ü zorbalık mağduru olduklarını belirlenmiştir. Özel etim öğrencileri arasında en yaygın zorbalık türü birisini gruptan dışlamak (29.8%, n=88) ve kaba sözler söylemek olduğu (25.8%, n=76) bulunmuştur. Pearson Ki Kare testi işitme engelli öğrencilerle özel yetenekli öğrenciler arasında gösterdikleri zorbalık türleri açısından anlamlı farklılık olduğunu ortaya çıkarmıştır. Özel eğitim öğrencileri arasında en fazla yaşanan mağduriyet türleri incelendiğinde, en sık karşılaşılan mağduriyet türleri kaba ve kötü sözlere maruz kalmak (38.3%, n=113) ve kendileriyle ilgili dedikodu yapılması (27.5, n=81) olduğu ortaya çıkmıştır (Tablo 4.3). Geleneksel mağduriyet oran tek bir soru olarak sorulduğunda, 295 özel eğitim öğrencisinin %27'sinin geleneksel mağduriyet deneyimini yaşadıklarını bildirmişlerdir. Özel eğitim öğrencilerinin %26'sı zorbalığa maruz kaldıklarında kimseden yardım istemediklerini ve %60'ıın ise ailelerinde yarım istediklerini belirtmişlerdir.

Tüm Örneklemin, %13.5'inin siber zorbalık yaptığı belirlenmiştir. Diğer taraftan özel eğitim öğrencilerinin %23.3'ü siber zorbalık mağduru olduğu bulunmuştur (Tablo 4.5). Bulgular cinsiyet açısından incelendiğinde kızların %12'si ve erkelerin %14.7'si siber zorba olarak tespit edilmiştir. Bunun yanında kızların %21.6'sı ve

erkeklerin %24'ü siber zorbalık mağduru olduğu bulunmuştur. Özel eğitim öğrencileri arasında en sık siber zorbalık türleri hakaret etmek (20.4%, n=60) ve tehdit etmektir (12.6%, n=37). Özel eğitim öğrencileri arasında değerlendirildiğinde, özel yetenekli öğrenciler arasında en yaygın siber zorbalık türü hakaret etmek (17%, n=30) ve küçük düşürücü SMS göndermek (13.6%, n=24).; işitme engelli öğrenciler arasında ise hakaret etmek (25.4%, n=30) ve tehdit etmek (18.7%, n=22) olarak bulunmuştur (Tablo 4.6). Ayrıca özel eğitim öğrencileri arasında en yaygın siber mağduriyet şekilleri dedikodu (21.7%, n=64) ve hakarete maruz kalmak (16.6%, n=49) olarak bulunmuştur (Tablo 4.7).

Özel eğitim öğrencilerinin geleneksel zorbalık ve mağduriyet deneyimlerinin cinsiyet ve sınıf düzeyi değişkenlerine göre farklılık gösterip göstermediğine ilişkin MANOVA yapılmıştır. MANOVA sonuçları geleneksel zorbalık ve mağduriyet puanları açısından cinsiyet ve sınıf düzeyi arasında anlamlı bir etkileşim olduğu bulunmuştur (Wilks's λ = .93, F (2, 292) = 1.94, p=.037, η2= .3, small effect). Etkileşim anlamlı bulunduğundan, tip I hatasını kontrol etmek için Benferroni düzeltmesi kullanılmıştır (Tablo 4.9). Çoklu karşılaştırma sonuçları geleneksel zorbalık ve mağduriyet açısından farklılığın kez ve erkek öğrenciler arasında tutarlı olmadığını ortaya çıkarmıştır.

Özel eğitim öğrencilerinin siber zorbalık ve mağduriyet deneyimlerinin cinsiyet ve sınıf düzeyi değişkenlerine göre farklılık gösterip göstermediğine ilişkin MANOVA yapılmıştır. MANOVA sonuçları siber zorbalık ve mağduriyet puanları açısından cinsiyet ve sınıf düzeyi arasında anlamlı bir etkileşim olduğu bulunmuştur (Wilks's λ = .94, F (10, 564) = 1.85, p=.05, η2= .3, small effect). Benferroni düzeltmesi sonuçlarına göre siber zorbalık ve mağduriyet açısından farklılığın kez ve erkek öğrenciler arasında tutarlı olmadığını ortaya çıkarmıştır.

Zorbalık deneyiminin (geleneksel zorbalık, mağduriyet, siber zorbalık ve mağduriyet), sınıf düzeyinin ve cinsiyetin özel eğitim öğrencilerinin psiko-sosyal uyum düzeyleri üzerindeki rolünü yordamak için dört farklı hiyerarşik regresyon yapılmıştır. İlk hiyerarşik regrseyon olarak geleneksel zorbalık deneyimi özel eğitim öğrencilerinin psiko sosyal uyum düzeylerini anlamlı olarak yordadığı bulunmuştur (R^2 = .08, F (3,289) = 8.43, p =.00). Geleneksel zorbalık deneyimi özel eğitim öğrencilerinin uyum düzeylerinin toplam varyansın %8'ini açıklamaktadır. İkinci hiyerarşik regresyon olarak geleneksel mağduriyet deneyiminin özel eğitim öğrencilerinin psiko sosyal uyum düzeylerini anlamlı olarak yordadığı bulunmuştur

$(R^2 = .75, F (3,286) = 7.71, p=.00)$. Geleneksel mağduriyet deneyimi özel eğitim öğrencilerinin uyum düzeylerinin toplam varyansın %7.5'ini açıklamaktadır. Üçüncü hiyerarşik regresyon olarak siber zorbalığın deneyiminin özel eğitim öğrencilerinin psiko sosyal uyum düzeylerini yordamadığı bulunmuştur $(F (3, 286) = 2.07, p=.10)$. Dördüncü ve son hiyerarşik regresyon olarak siber mağduriyet deneyiminin özel eğitim öğrencilerinin psiko-sosyal uyum düzeylerini anlamlı olarak yordadığı bulunmuştur $(R^2 = .31, F (3,286) = 3.03, p=.03)$. Siber mağduriyet deneyimi özel eğitim öğrencilerinin uyum düzeylerinin toplam varyansın %3.1'ini açıklamaktadır.

4. TARTIŞMA

Bu çalışmanın ana amacı özel eğitim okullarına devam eden özel eğitim öğrencileri arasındaki geleneksel ve siber zorbalık sıklığının araştırılmasıdır.

Araştırma sonuçları uluslararası alan yazınında gerçekleştirilen araştırma sonuçlarıyla tutarlıdır. Örneğin, Wei, Chang ve Chen (2015) araştırma bulgularına göre özel eğitim öğrencileri arasındaki geleneksel zorbalık oranını % 27 olarak bulmuşlardır. Ayrıca Carran ve Kellner (2009) özel eğitim öğrencilerinin %39.6'sının akran zorbalığı mağduriyet yaşadığını tespit etmişlerdir. Bu çalışmaların ortak noktası zorbalığın özel eğitim öğrencileri arasında önemli bir konu olduğudur. Eğer yaklaşık olarak özel eğitim öğrencilerinin üçte biri akran zorbalığı içerisinde yer alıyorsa ve diğer öğrenciler de buna şahit oluyorsa, birçok özel eğitim öğrencisi zorbalıktan dolayı acı çekiyordur. Zorbalık görülme sıklığı açısından incelendiğinde, işitme engelli öğrencilerin özel yetenekli öğrencilerinden daha fazla hem zorba hem de mağdur oldukları ortaya çıkmıştır. Bu bulgular uluslararası çalışmalarla paraleldir (Carter & Spencer, 2006; Swearer, et al., 2012; Weiner & Miller, 2006). Bunun bir açıklaması işitme engelli öğrencilerin zorbalık için kolay bir hedef olarak algılanmalarıdır. Diğer bir perspektif ise özel yetenekli öğrencilerin zorbalık davranışları içerisinde daha az yer alma eğilimlerinin olmasıdır (Peters ve Bain, 2011).

Ayrıca bu çalışmanın diğer bir amacı özel eğitim öğrencileri arasındaki siber zorbalık ve mağduriyet sıklığını incelemiştir. Siber zorbalık ve mağduriyet oranları %13.5 ile %23.3 arasında bulunmuştur. Uluslararası alan yazında siber zorbalık görülme sıklığı

%13.5 ile %23.3 arasındadır (Heiman ark., 2015; Baek, 2015). Bu araştırmanın bulgular yukarda bahsedilen sonuçlardan biraz yüksektir.

Uygulamaya Yönelik Öneriler: bu çalışmanın bulguları özel eğitim öğrencileri arasındaki geleneksel ve siber zorbalığı anlamada araştırmacılara, ailelere, okul psikolojik danışmanlarına ve yöneticilerine birçok öneri sunmaktadır. Bu çalışma zorbalık ve mağduriyetin özel eğitim öğrencileri arasında sıklıkla meydana geldiğini ortaya çıkarmıştır. Bu bulgulara dayanarak, özel eğitim okullarında çalışan eğitimciler okullarında meydana gelen zorbalık olayları ile ilgili farkındalıklarını arttırabilirler. Bu bulgular ayrıca özel eğitm öğretmenlerine, okul psikolojik danışmanlarına ve araştırmacılara zorbalığı önlemeye yönelik müdahale programı hazırlamaları için adım atmalarına yardımcı olabilir ve karşılaştırmalı çalışmalarda veri seti olarak kullanılabilir. Gelişen teknoloji özel eğitim öğrencilerinin diğer insanlarla mesaj, internet gibi araçlarla daha kolay iletişim kurmalarına yardımcı olmaktadır. Bunula beraber, normal okullara devam eden öğrenciler arasındaki siber zorbalığı araştıran yüzlerce makale ve birçok kitap basılmasına rağmen, özel eğitim öğrencileri arasındaki siber zorbalığı inceleyen çok az çalışma yapılmıştır. Bu bulgular, siber zorbalığın özel eğiti öğrencileri arasında ciddi bir problem olduğunu ortaya çıkarmıştır. Bu çalışma özel eğitim öğrencileri arasındaki zorbalıkla ilgili daha fazla çalışma yapılabilmesi için başlangıç noktası olabilir. Aile eğitimi ve psikolojik danışma siber zorbalığı önlemek için birer strateji olabilirler. Özel eğitim öğrencilerinin ailelerinin güvenli internet kullanımı ile ilgili aile eğitimi verilmesi özel eğitim öğrencileri arasındaki siber zorbalık sıklığını azaltabilir.

Okul psikolojik danışmanları özel eğitim öğrencileri arasındaki siber zorbalığı önlemede ve müdahale etmede özel bir yere sahiptirler. Okul psikolojik danışmanları okul çalışanlarının, ailelerinin ve öğrencilerin siber zorbalığa yönelik farkındalıklarını arttırabilirler. Siber zorbalık müdahale programlarını okullarında uygulayabilirler. Olası bir müdahale planında özel eğitim öğrencilerine siber zorbalığı nasıl tanımlayabileceklerine ve bildireceklerine yardımcı olabilirler. İnternet sitesi oluşturmak da siber zorbalığı azaltmada bir strateji olarak kullanılabilir. İnternet sitesinde aileler, öğrenciler internetle, siber zorbalıkla ilgili yararlı bilgiler bulabilirler. Bu yolla siber zorbalığı önlemeye yönelik toplumsal farkındalık artar.

Gelecek Çalışmalar Öneriler: Bu çalışma özel eğitim öğrencileri arasındaki zorbalık konusunda büyük bir boşluğu doldurmuştur. Bu çalışmanın bulguları özel eğitim öğrencileri arasındaki zorbalıkla ilgili daha fazla araştırma yapılması gerektiğini ortaya çıkarmıştır. Gelecekte yapılacak çalışmalar zorbalıkla ilgili risk ve koruyucu faktörlerle ilgili çalışmalar yapılmasının özel eğitim öğrencileri arasındaki zorbalığı azaltmada yararlı olabilir.

Beş tane özel eğitim okulundan elde edilen sonuçlar sınırlı bir genelleştirme sağlamaktadır. Bu yüzden gelecekteki çalışmalar Türkiye'nin değişik yerlerindeki özel eğitim okullarından veri toplaması daha genelleştirilebilecek sonuçlar sağlayacaktır. Özel eğitim öğrencileri arasındaki zorbalıkla ilgili boylamsal araştırma yapmak zorbalıkla ilgili örüntüyü ve zaman içindeki değişimiyle ilgili araştırmacılara önemli bilgiler sağlayabilir.

Bu çalışma zorbalık deneyiminin özel eğitim öğrencilerinin psiko-sosyal uyum düzeylerini etkilediğini göstermiştir. Bu yüzden özel eğitim öğrencilerini zorbalığa karşı baş etme berileri kazandırmak özel eğitim okullarında meydana gelen zorbalık olaylarını azaltmada etkili olabilir.

APPENDIX H Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Aslan
Adı : Halil
Bölümü : Educational Sciences

TEZİN ADI (İngilizce) : Traditional and Cyber Bullying among Students with Special Education Needs

TEZİN TÜRÜ : Yüksek Lisans ☒   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: