

Determining Teachers' Practices in Developing Early Writing Skills in Children with Special Needs

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Abstract

Early writing skills serve as a prerequisite and fundamental skill for children's advanced writing abilities. Therefore, the acquisition of early writing skills contributes to children's success in advanced writing. This study aims to examine the activities conducted by teachers working in special education preschools to develop early writing skills in children with special needs. To achieve this objective, a qualitative research method was employed, and semi-structured interview questions related to early writing skills were posed to teachers, who were asked to respond to these questions. The participants of the study consist of preschool and special education teachers working in special education preschools. Interviews were conducted with 15 teachers via snowball method. The research findings indicate that teachers implement activities aimed at improving fine motor control, hand-eye coordination, student posture and paper positioning, pre-writing line exercises for letters, letter formation, and proper grip skills. Additionally, the research findings were discussed in comparison with the existing literature.

Keywords

Children with special needs, teachers, early writing skills.

