

COMPARING OF PROBLEM BEHAVIOURS OF CHILDREN WITH VISUAL IMPAIRMENT AND TYPICALLY DEVELOPING CHILDREN*

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Abstract

The purpose of this study was to evaluate the problem behaviours of students with visual impairment by comparing them with typically developing peers. The study group consisted of 64 visually impaired and 68 typically developing students ranging from the first to the fourth grade. The Problem Behaviours Scale, one of the three scales in Social Skills Rating System (SSRS), Teacher Form, grades K-6 was used to evaluate the problem behaviours of the group. The results of the study indicated that problem behaviours of children with visual impairment were statistically more than their typically developing peers'. The results of the study also indicated that age, gender and the type of visual impairment (low vision or total blindness) had no statistically significant effect on the problem behaviours of children with visual impairment. The findings of this study were discussed in the light of the literature and recommendations for implementation and further research were provided.

Keywords: Problem behaviours, visual impairment, assessment of problem behaviours.

*This study is retrieved from the first author's master thesis