

**ENGELLİ ÇOCUK ÖĞRENCİLERİN YARATICI YAZMA VE BECERİNİN**  
**ARAŞTIRILMASI: BİLSEM ÖRNEĞİ**  
*RESEARCH OF CREATIVE WRITING AND SKILL OF DISABLED CHILDREN STUDENTS: THE*  
*CASE OF BILSEM*

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### **Özet**

Bu araştırmada, Türkiye de bulunan Bilim ve Sanat Merkezinde öğrenim görmekte olan engelli çocuk öğrencilerin yaratıcı yazma beceri düzeylerinin çeşitli değişkenlere göre incelenmesi amaçlanmıştır. Araştırma tarama modelinde betimsel bir çalışmadır. Araştırmanın örneklemini Türkiye Geneline Bilim ve Sanat Merkezlerinde öğrenim gören resim, müzik ve genel yetenek alanlarında üstün yetenekli Engelli olduğu tespit edilen 39 engelli öğrenci oluşturmaktadır. Veriler, öğrencilerden alınan yazılı anlatımlar ile bu anlatımların değerlendirilmesinde kullanılan Öztürk (2007) tarafından geliştirilen Yaratıcı Yazma Dereceli Puanlama Anahtarı (rubric) yoluyla elde edilmiştir. Verilerin çözümlenmesinde SPSS istatistik programı kullanılmıştır. Yapılan araştırmanın sonucunda araştırmaya katılan Üstün yetenekli engelli öğrencilerin cinsiyetleri, yaratıcı yazma becerileri üzerinde anlamlı bir etkiye sahip olduğu ortaya çıkmıştır. Aynı zamanda Üstün yetenekli engelli öğrencilerin sahip oldukları yetenek alanlarının da yaratıcı yazma becerileri üzerinde anlamlı bir etkiye sahip olduğu sonucu ortaya çıkmıştır.

**Anahtar Kelimeler:** Üstün Yetenekli Engelli Öğrenci, Bilim ve Sanat Merkezi, Yaratıcı Yazma, Engelli, Yaratıcılık.

### **Abstract**

The aim of this study is to examine the creative writing skills of children with disabilities who are studying at the Science and Art Center in Turkey according to various variables.

Research is a descriptive study in the screening model. The sample of the study consists of 39 students with disabilities who were found to be gifted in the fields of painting, music and general ability who were studying in Science and art centers throughout Turkey. The data were obtained through the 'Creative Writing Grade Scoring Key' (rubric), developed by Öztürk (2007), which is used to evaluate written narratives taken from students. The SPSS statistical program was used to analyze the data. The study revealed that the sexes of gifted disabled students who participated in the study had a meaningful impact on their creative writing skills. It was also the result that the areas of talent possessed by gifted disabled students also had a meaningful impact on their creative writing skills.

**Keywords:** Gifted Disabled Student, Science and Arts Center, Creative Writing, Disabled, creativity

### **I. Introduction**

The level of development of societies in our age is determined by the knowledge, technology they produce and the qualified trained manpower that they produce and the importance they give to the gifted individuals they have.

Faster learning than their peers; creativity, art, and other areas that you have in front of peers with skills in vocabulary, abstract thinking ability to act independently with loves, and in these areas a high level-performing individuals superior/Gifted is defined as an individual (Cavin, 1980; Childers, 2009; BİLSEM Directive, 2019).

It is estimated that the proportion of gifted/gifted children in all countries of the world is two percent of the total population and that this ratio corresponds to a two percent slice of the proportion of

gifted/talented individuals in the total population in our country. There are gifted children with disabilities in this rate. When we look at the number of gifted / talented students in our country, the education to be given to these individuals is also of great importance.

Special / gifted individuals need a more special education than their peers and a differentiated, enriched special education program (Cavin, 1980; Chandler, 2004; Walden, 2015). Many initiatives and projects have been made to meet this need.

### **Science Art Centers (BILSEM)**

In the ancient city of Sparta, individuals who performed better than their peers were enlisted as militarily gifted individuals. In ancient Greece, leaders were seen as highly skilled in the field of battle and in terms of intelligence. At Plato Academy, boys and girls were chosen as gifted based on their intelligence and physical basis (Jordan, 2010). In fact, scientific study of such differences did not begin until the nineteenth century. When the criteria taken into consideration in the determination of gifted students from past to present, it was observed that they had general mental ability, special academic ability, creative and productive thinking, leadership ability visual and performance performing arts skills and psychomotor skills.

In our country, the observation, selection and education of gifted individuals began with the Enderun schools, where individuals who were specially selected and trained during the Ottoman period received special education. This practice continued with village institutes in rural areas and then tried to fulfill it with Anadolu, Science, Social Sciences, Sports and Fine Arts of High Schools. Despite all these initiatives, the schools and exams were not sufficient to meet the educational needs of individuals with special/superior abilities and to meet the scientific/artistic environment in which they can demonstrate and exhibit their special/superior abilities at a high level. Also Orhon (2014: 39) pointed out that critical, analytical and creative thinking skills, such as in our age, that should be owned in an individual higher order thinking skills, trainers, and developed with specially designed instructional programs, while at the same time, teacher characteristics and vicious can be destroyed with inadequate programs. Therefore, in 1993, the Ministry of National Education started a project to meet the special educational needs of these individuals with superior/special abilities. Within the scope of this project, the phase of establishment of Science and art centers (BILSEM) has started.

The students in BILSEM are selected by observing the superior cognitive processes and intelligence of the children in the process starting from primary school to high school. Students with disabilities are also included. BILSEM serves in Turkey since 2016 with 106 centers in 80 provinces. As mentioned earlier, some of these students constitute with disabilities. Developments in science and technology have led to rapid increase and accumulation of information, while developments in communication technologies have led to rapid spread of information between countries. These developments have brought new problems for societies. Countries have begun to need gifted individuals with high-level thinking skills who can keep up with these developments, use knowledge and technology effectively and offer creative solutions to the problems facing societies. The most effective means for individuals and society to adapt to the evolving and changing age is through education. Trainings are given in contemporary and formal institutions. It aims to educate individuals with analytical, critical and creative perspectives who will develop higher level thinking skills of individuals rather than traditional education in schools that are modern educational institutions and can use knowledge effectively.

In the second part and seventh substance in BILSEM directive, it is stated that applications should be given to enable individuals with superior/special abilities to acquire high level thinking skills such as critical, analytical and creative thinking in educational activities. The correct beautiful and effective use of Turkish in the basic principles of BILSEM is among the main goals (BILSEM Instruction, 2019). Creative writing activities are of great importance in enabling individuals with superior/special abilities to think creatively while also enabling them to use the Turkish language accurately and effectively.. Because, Oncu, (2014: 208) de as he pointed out, creativity plays a major role in achieving a quality life in all aspects of life, opening new horizons for individuals and moving individuals in society to a more advanced level.

## **CREATIVITY**

Since human beings began to exist, there has been creativity.. From the wall paintings drawn in the caves to the construction of pottery and sculpture, from the first inventions and inventions to the present, the development of humanity has followed a parallel process with the skill of creativity.. As we come to the information age, creativity has become a very common and interesting concept for researchers. (Taylor, 1969). For this reason, creativity has been defined by many researchers throughout history. However, it is not possible to make a universal definition that would reflect a common view. Creativity, the ability to produce thought in an original way Borgert, (1990), the ability to create, or the hypothetical predisposition to create something, which is assumed to be given in each individual (TDK, 2005: 2134), to produce original product, attitude and behavior by using analytical thinking methods in a purposeful way (Bayındır, 2013: 4) are defined. Ustundag, (2002:28-29), In order to be creative, one of the most important elements should be used in order to be creative, analysis, care, development, fluency, flexibility, and originality, while using one's language effectively, clear, clear or clear in written, verbal or bodily. states that it is an item of communication skill which has the ability to express correctly and beautifully. Language is one of the most important elements of communication between people. They serve as a bridge to the covenant between the believers. Development of language skills includes both written and oral communication.

## **WRITING SKILLS**

Language has four basic skills. Speaking and listening are gained informally by the help of the natural environment in which the individual has grown since his birth, while reading and writing skills are taught in schools with formal education institutions.. However, the most important but least studied skills in creativity include communication skills such as reading, speaking, listening, as well as creative writing skills (Taylor, 1969). for the individual, written language becomes more important as the school years progress. Besides the verbal communication that dominates the language, they now begin to express themselves in writing. (Omeroglu ve Ulutas, 2007: 55:56). Writing, the transfer of the individual's feelings, thoughts and wishes according to the specific symbols of language within the framework of certain rules (Demir, 2012), symbolizing language and transferring it to paper (Yücel, 2012), individuals express themselves.

basic and permanent explaining skills (Özdemir Erem ve Sevim, 2013), a cognitive action that requires a technical process and the use of strategy (Öztürk, 2012) language skills with cognitive, affective and dynamic dimensions (Korkmaz, 2008), an effective tool that allows a person to express themselves and their thoughts by organizing them correctly (Kırmızı ve Beydemir, 2012) are defined. With writing, the individual expresses her feelings, thoughts and ideas, but also contributes to the transfer of her experiences to inform, entertain and enchant people. (Taylor, 1969). Henshon, (2005) also saw writing as a long process of Skill development. When we look at these definitions, it is seen how important the act of writing is to the individual in his / her daily life and that individuals are an important part of self-expression. Ellis, (2003) stated that writing ability is a complex process seen in specially gifted individuals with high-level thinking skills such as analytical, critical and creative thinking. Henshon, (2005) stated that gifted students need help in developing their writing skills and writing education while teaching them is a complex process compared to normal students.. The ability of the individual to have creative writing skills and to develop creative writing skills in the family and environment that the individual has grown up in (Henshon, 2005 ), teachers ' involvement in the process as an active part of creative writing action (Cremin, 2006) are so impotent. For this reason, its stated that teachers should be interested and curious about the work of writing. Greenlee mention that, (2000) By teaching the act of writing creatively, students learn how to produce the materials necessary for writing skills, how to find the direction to move in the act of writing, and how to shape and structure their own fiction, poetry or dramas. For this reason, it is of great importance that writing skills are gained to creative individuals in order to become more qualified.

## **CREATIVE WRITING**

Taylor's work in (1969) revealed a significant relationship between students ' creativity and creative writing scores. For this reason, it is aimed to increase the creativity and writing skills of the students with Turkish lesson in schools under the Ministry of National Education. As Borgert noted (1990), the

visual effects of television, videos and computers in our daily lives have made imagination and creative thinking necessary in written communication and creative writing. These social changes have increased the importance of creativity in writing and have led to the emergence of the concept of creative writing. When describing creative writing as a hobby, to say the best, an occupation, Medd and Houtz (2002) creative writing as narrative / expressive writing with original, unique elements, Temizkan, (2012) described creative writing as an original way of putting the impressions obtained in the daily life of the individual in writing. Demir (2012) has defined creative writing as the method by which the individual realizes writing as a sincere reaction. Korkmaz, (2015) defined creative writing as an activity that aims to improve writing skills by effectively exposing the innate creativity skill of individuals. Kirmizi ve Beydemir, (2012) defined creative writing as " being able to write freely "in the sense of emotions, thoughts, impressions, dreams Ellis, (2003) stated that this writing activity was not included in the school programs on the grounds by authorship because they believe that writing would not bring students a score on the university exams and would not offer a more prosperous working life in the later years of their life. ever, Healey also states (2009) that creative writing is more socially and economically connected than is generally thought. Creative writing, which is not given as a course in school programs, is given as an elective course in the education program in Science and Art centers.. To develop creativity, students need to have a free and Democratic class environment where they can express themselves and their thoughts in a comfortable way and not experience the fear of being criticised..

### **DISABLED (NON-MENTALLY DISABLED) SUPERIOR TALENTED STUDENTS**

Disability is one of the most important problems in today's world. Engellilik, It is unfortunately a fact of humanity. Disability rate in the world is around 15 %. In Turkey, the average rate is 11%. This rate is increasing every day in the world. Genetic factors, environmental changes, disasters, accidents, such as terrorism are the basis of the increase in this rate.

Being disabled is not a deficiency, it is actually a difference. Disability is innate or subsequent differences in the human body. Children or individuals with this structure can be said to be successful in many areas, like others. Today, we know that there are many successful people who are within the definition of disability.. Therefore, especially a child without a mental disability and more orthopaedic, hearing or visually impaired children are likely to be selected as a gifted student.

When we look at the rate at which disabled students go to school or receive an education in the world, it is seen that this rate is increasing every day. Education rights of children with disabilities are protected by UN contract. In this context, disabled children have the same rights as other children.. In today's Turkey, the educational conditions of children with disabilities have been improved thanks to the projects and trainings carried out. As a result of these policies and projects, it was ensured that especially gifted or specially talented children with disabilities were educated, despite a minimum 40% disability. With these facilities, disabled children with appropriate characteristics are placed in BILSEM schools.

### **II. METHOD**

This research is a form of screening on existing objective studies. In the study, the creative writing skill levels of gifted disabled students who are studying at the Turkish Science and Art Center are determined as dependent variables, gender and their ability fields are determined as independent variables. This study is a quantitative study of the screening style. The participants of the study were 39 more gifted orthopaedic disabled students in the 8-16 age range who attended Science and art centers. In the research 'Yaratıcı Yazma Ölçeği' (Öztürk, 2007) and Gender and demographic information form, which was created by the researchers, was used to include the area of talent studied in the Science and arts centers in Turkey.

Under this topic, the subject and purpose of the research, the universe and its sampling and method are mentioned and the findings of the research are given.

### A. Subject and purpose of the research

The aim of this study is to evaluate the creative writing skill levels of gifted disabled students who are studying in Science and art centers in Turkey according to some variables.. The main objective questions of the study are as follows::

1. Is there a meaningful relationship between the creative writing skill levels of gifted disabled students and their gender?
2. Is there a meaningful relationship between the creative writing skills of gifted students and their areas of ability?

### B. Target population and sample of research

The sample of the study consists of 39 disabled (students who are not mentally disabled) who were found to be gifted in the fields of painting, music and general ability while studying in Bilecik, Turkey.

#### 1. Frequency and Percentage Analysis of Descriptive Questions of the Research

**Tablo 1. Gender-Related Frequency And Percentage Distributions**

Defining Questions	Options	Frequency	Percentage
<b>Gender</b>	Female	21	52.94
	Male	18	47.06
	<b>Total</b>	<b>39</b>	<b>100</b>
<b>Talent Area</b>	Painting Talent	13	31.76
	Musical Talent	5	10.59
	General Ability	21	57.65
	<b>Total</b>	<b>39</b>	<b>100</b>

The sample of the study consists of 39 students who were found to be gifted in the fields of painting, music and general ability in Science and art centers in Turkey but with more orthopaedic disabilities. According to Table 1, where the demographic characteristics of the participants were given, 52.9% of the participants (f=21) were female and 47.1% (F=18) were male, 31.8% (f=13) of the students involved in the study were educated in the painting talent area, 10.6% (F=5) in the Music Talent area, and 57.6% (F=21) in the General Talent area.

### C. Data Collection Tool

The data used in the research consists of written statements obtained from creative writing activities with students. In addition, the 'Creative Writing grade scoring key (rubric)' developed by Öztürk (2007), which is used in the evaluation of written narratives, has been used in the collection of data. In addition, data was collected for research from the personal data form in order to obtain personal information from the participants.

#### Creative Writing Scale

The "Creative Writing scale" developed by Öztürk (2007) has been used to evaluate the students skills related to creative writing that they have written freely. Permission was obtained from Dr. Ergun Ozturk to use the scale in this research.

Scale permission is given in Annex-1. This scale consists of a total of 8 "sub-dimensions:" authenticity," fluency of thoughts"," flexibility of thoughts"," word richness"," sentence structure"," Organization"," style "and" accuracy of grammar". Each dimension on the scale is rated at least one point and maximum of 5 points. A student on this scale can score at least 1 and at most 40 points. A student can score between 8 and 40 points from rubric (Öztürk, 2007).

In this study, validity and reliability studies of the Creative Writing scale were conducted to determine the creative writing levels of gifted studentsAn exploratory factor analysis was conducted to determine the structure of the Creative Writing scale consisting of 8 items. For the one-dimensional structure shown by the priority measurement tool, the total correlations between the total score of the scale and the items were calculated. The results of the calculation are that the item total correlation  $r_{i\cdot}$   $r_{i\cdot}$ ??  $r_{i\cdot}$ ??

was found that the range and these values showed high levels of calculated item total correlations. Item total correlations for the creative writing scale is showed in Table 2.

**Table 2. Item-Total Correlations On The Creative Writing Scale**

Items	Creative Writing Scale Total Score
Item1	.89
Item2	.94
Item3	.94
Item4	.95
Item5	.93
Item6	.92
Item7	.90
Item8	.76

In an exploratory factor analysis (AFA) to test the structural validity of the creative writing scale, factor loads in sub-factors of all substances were found to be statistically significant.. Confirmatory factor analysis result showed in Table 3.

G explainer factor analysis was used to examine the scale's structure validity. Results of the Bartlett globality test with the Kaiser-Meyer-Olkin (KMO) coefficient on the creative writing scale (KMO=.92,X<sup>2</sup>=896.60, p<.00), showing that it is suitable for factor analysis (Büyüköztürk, 2002; Çokluk, Şekercioğlu ve Büyüköztürk, 2010). These findings have shown that expressionist factor analysis can be applied to this data set.. Results for the analysis of the main components and the expressionist factor analysis obtained by the varimax rotation method Table 3.it is given in.

**Table 3. Factor distribution and factor loads of substances forming the creative writing scale**

Items	Creative Writing
Item4	.95
Item 2	.94
Item3	.94
Item 5	.93
Item6	.92
Item 7	.90
Item 1	.89
Item 8	.75
Eigenvalue	6.54
Described Variance	81.72
Total Described Variance	81.72

when we examined Table 3, a single-factor structure was revealed which explained 82% of the total variance with an eigenvalue above 1 as a result of the analysis of the fundamental components. All substances on the scale are collected under one factor. The one-dimensional creative writing scale explained 82% of the total variance and the self-value was 6.54. The findings suggest that the Creative Writing scale is a valid measurement tool in assessing the creative writing levels of gifted primary school students.

### Reliability Of The Creative Writing Scale

**Table 4. Calculated Values Regarding Reliability of Creative Writing Scale**

	Cronbach Alfa (n=85)	Split-half güvenirligi (n=85)
Creative Writing Scale	.97	.93**

\*\* p<.01;

To evaluate the reliability of the Creative Writing Scale, the Cronbach Alpha coefficient calculated on the data obtained from 85 people was found to be  $\alpha = .97$  and Split-half reliability coefficient was  $r =$

.93. e findings show that the measurement tool has high reliability values in determining the creative writing levels of upper-skilled primary school students.

e validity and reliability study of this scale for Primary School students attending Bilem was conducted by researchers within this research. The form obtained as a result of these studies has been given Annex-1.

#### **D. Analysis Of The Data**

The data taken from the students were transferred to computer environment and analyzed with the help of the statistical package program SPSS 22. The normality distribution of the data is examined according to Kolmogorov-Smirnov and these values are  $P < .05$ . Nonparametric tests were taken into account in the analysis as it was considered to be less than .05 and to show no normal distribution. (Büyüköztürk, 2006). Science and art centers in Turkey who is enrolled in the gifted students' creative writing skills according to some variables in order to evaluate the level of differ according to gender and skill areas to determine whether descriptive statistics (mean, frequency, percentage distribution, standard deviation), Mann-Whitney U and Kruskal Wallis h test techniques were used.

### **III. FINDINGS AND INTERPRETATION**

In this section, the findings and interpretations of the creative writing skill levels of gifted disabled (non-mentally handicapped) students who are studying in Science and art centers in Turkey are given.

#### **A. Findings On The First Sub-Objective**

The first sub-objective of the research is to determine whether gifted students have a meaningful relationship between their creative writing skill levels and their gender. The results of the first sub-objective are presented in tables below. The results of the T-test are shown in Table 5 according to the genealogical variable of the creative writing skill levels of gifted students.

**Table 5. The Relationship Between The T-Test Findings Relative To The Gender Variable Of The Participants' Creative Writing Skills**

	Gender (n)	$\bar{X}$	SS	SD	t	P
Creative Writing	Female (21)	19.04	8.95	83	-2.23	.029
	Male (18)	23.58	9.80			

when we examined Table 5., the Creative Writing score of BILSEM students ( $t(83) = -2.23, p < .05$ ) differ significantly by gender. When the Creative Writing score averages of BILSEM students are examined by gender, it is observed that the Creative Writing score average of male students ( $= 23.58$ ) is higher than the girls' score average ( $= 19.04$ ). This finding suggests that gender has a meaningful effect on the creative writing levels of BILSEM students.

#### **A. Findings On The Second Sub-Objective**

The second sub-objective of the research is to determine if there is a meaningful relationship between the creative writing skill levels of gifted students and the areas of talent. The results of the second sub-objective are presented in tables below.

The results of the Kruskal Wallis test applied to the data obtained in order to determine whether the scores of the creative writing levels of BILSEM students differ according to the skill areas they settle in BILSEM are given in Table 6

**Table 6. Kruskal Wallis Test Results By Ability Field Variable Of Participants' Creative Writing Skills**

Talent Area	n	Rank Average	SD	$X^2$	P	Source Of Difference
General Ability (A)	13	38.24	2	9.18	.010	B>A
Painting Ability (B)	5	54.70				
Musical Talent (C)	21	33.78				

When examined Table 2, the Creative Writing score of BILSEM students ( $X^2(2) = 9.18, p < .05$ ) students differ significantly according to the areas of ability they receive education in Bilsem. According to the results of the Mann Whitney U test conducted to determine the source of the difference, the creative writing of gifted students in the field of painting ability ( $U=54.70, p < .05$ ) score was found to be significantly higher than that of students in the general ability field. This finding suggests that the creative writing levels of students in the field of painting ability are higher than those in the field of general ability.

## **V. CONCLUSION AND DISCUSSION**

This study concluded that the gender of gifted disabled students in the field of painting, music and general ability, who are studying at the Science and Art Center in Turkey, had a significant impact on their creative writing skills. The study found that male disabled students 'creative writing levels were higher than female students'. While the studies written in this field and supporting this result have been found, (Aktan, 2013; Demir, 2011; Kaynaş ve Anılan, 2015; Korkmaz, 2015; Laurin, 2010), studies have also been found that do not support this result. (Bağcı, 2007; Öztürk, 1995; Yılmaz, 2008). Indeed, most studies in the past have been done on children who are not disabled. However, it has been observed that it is similar to the research conducted on children with no disabilities. When we look other studies,

In Ozturk (1995) research on primary writing students' creative writing skills, she compared the levels of receptor and expressive language by gender. As a result of his research, it was found that there was no significant difference between male and female students in terms of their level of receptive and expressive language

Yılmaz (2008), in the study of elementary school 6th grade students to determine the narrative text writing skill level, it was revealed that the students did not show a significant difference according to their gender.

The study also concluded that the areas of talent of gifted disabled students who are studying at the Science and Arts Center located throughout Turkey have a significant impact on their creative writing skills. This means that students with disabilities in the field of painting ability have higher levels of creative writing than those in the field of general ability. According to this result, the artistic skills and artistic richness in their imagination can be considered to help them to perform better in their creative writing skills than in their overall ability students.

With this research, creative writing activities in the program of Science and art centers should be given a focus especially in the field of General talent.. According to the results of the research, teachers who will teach creative writing techniques to gifted students with disabilities should first include courses related to creative writing in their undergraduate programs. However, it should be ensured that the teachers working in BİLSEM through in-service training should learn the creative writing techniques fully and use the training they have acquired about creative writing effectively in their lessons. In addition, we can observe that if students with disabilities are supported, their abilities can be highly increased.

## **VI. KAYNAKÇA**

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