DIGITAL GAMES-BASED LEARNING FOR SPECIAL EDUCATIONAL NEEDED CHILDREN

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INTRODUCTION

The special educatıon needed children such as dyslexia, autısm spectrum disorder (ASD), asberger sendrom(AS) can be learn in diffrent methods; such as watching, playing, listening, drawing, playing and repeating. Dyslexia is a learning difficulty. Autism spectrum disorders (ASD) are developmental disorders that affect individuals to different degrees. The core symptoms include impairments in communication and social interactions, with deficits in social emotion reciprocity, in non-verbal communication and in developing and maintaining relationships In both sıtuation there is a failure in learning and improving social skills and social interactions. Social skills are verbal (e.g. speech intonation, clarity of speech) and also non-verbal behaviours (e.g. eye-contact, facial expression, gestures) that enable a person to achieve social competence. Internatıonal Communication Technologies(ICT) supplies many functıonal e-learning strategies to these children. Because these children usually need virtual envoriments and enjoy playing video games. Many diffrent strategies can be use on ICT like Digital games-based learning (DGBL) DGBL boosted the children's engagement with the learning activities and social ineraction. Usually **"serious games**" are used for DGBL. **Serious games** can be described as digital games equipment with a agenda of edcatıonal design entertainment. They facilitate to start social interactions and realize emotions, normalize failure and strenhthening chidren's self-esteem. They also served an intro-individual function of the children. For this reason they are used for cognitial therapies..The main chracterictics of serious games are; -none were exhaustive (they are just target on training-never support the feeling of anger, agressiveness and hostility) -by daily playing routine they start social interaction -all of them are playable on computer, notebooks, robots and mats.The special needed learning problem children are usually recognized by a school nurse ar pediatric nurse due to routine health control. Rarely the families can't determine their children's problem until this time. Because of this they can't find the solution of the problem. At this point pedatric nurses can highlighted the parent's way by giving digital solutions.

OBJECTIVE

In this study it's aimed to review the digital games- serious games that faciliate learning and social interaction of specıal educatıonal needed chıldren.

METHOD

The search was done by reviewing literature screening at Medline,Science Direct, Pub Med and ACM Digital Library.

RESULTS

The serious games are usually targeting on emotıon recgnition and production. This games consist of incremental learning, linearity, attention span, scaffolding, transfer of learned skills, interaction, learner control, practice and drill, intermittent feedback, reward, situated and authentic learning, accommodating the learner. The practioner is aimed to improve empaty, problem solving, enhance collobrative skills, joint attention, symbol use, enhance collobrative skills, improve collobrative skills, improvesocail skills, train social skills through a multiplayer, social and emotional skills of language art, language development, adaptive skills, cognitive skills, mathematics, teach social understanding, teach imitation and joint attention during a cooperative task. The mechanism of games are; game narratives, video games, virtual moving chracters in 3D, games in 3D with real scenarios, games in 3D with real scenarios and avatars, cartoon with avatar in 3D, photos, drawings. The most popular serious games names are found as below. Emotions , Copy Me, The Junıor Detective Training Program , Emotion Trainers, Face Say 2, Let's Face İt, Mind Reading, Smile Maze, Virtual Reality In Second Life, Join In Suite, Kid Talk, Raketeer, SIDES, Story Table, Teachtown, Junk Yard, Music Hall, Mail Room, Bike Shed, Bridge.

CONCLUSION

Digital games-based learning (DGBL) involving **"serious games"** can be usef for digital based learning and improving social interaction for specıal educatıonal needed chıldren.

KEY WORDS

Disylexia,Autism spectrum disorder, Digital based learning, Serious games.