



İBRAHİM HAKKI ACAR

Öğrenim Bilgileri

01 Ağustos 2013 - 01 Ağustos 2016 (3 yıl 1 ay)

Doktora, Doktora, UNIVERSITY OF NEBRASKA LINCOLN CHILD YOUTH FAMILY STUDIES DEPARTMENT, ABD

UNIVERSITY OF NEBRASKA LINCOLN CHILD YOUTH FAMILY STUDIES DEPARTMENT, UNIVERSITY OF NEBRASKA LINCOLN CHILD YOUTH FAMILY STUDIES DEPARTMENT

Tez Başlığı: Examining The Roles Of Child Temperament, Home, And Classroom Environments On Low Income Preschool Children's Self-regulation

Tez Konusu: The Purpose Of The Current Study Was To Examine How Qualities Of Parent-child And Teacher-child Relationships Predict Pathways To Self-regulation (behavior Regulation And Executive Function) For Children From Low Socioeconomic Backgrounds. In Addition, The Current Study Examined How Parent-child And Teacher-child Relationships Moderated And Mediated Effects Of Children's Temperament On Their Self-regulation.

Tarih: 2016

null

01 Ağustos 2011 - 06 Mayıs 2013 (1 yıl 10 ay)

Yüksek Lisans, Tezli Program, UNIVERSITY OF NEBRASKA LINCOLN CHILD YOUTH FAMILY STUDIES DEPARTMENT, ABD

UNIVERSITY OF NEBRASKA LINCOLN CHILD YOUTH FAMILY STUDIES DEPARTMENT, UNIVERSITY OF NEBRASKA LINCOLN CHILD YOUTH FAMILY STUDIES DEPARTMENT

Tez Başlığı: Predictors Of Preschool Children 's Peer Interactions: Temperament And Prosocial Behavior

Tez Konusu: The Current Study Was A Correlational Study That Examined Children?s Temperament (inhibitory Control And Shyness) And Prosocial Behavior As Predictors Of Preschool-aged Children?s Peer Interactions.

Tarih: 2013

null

07 Eylül 2006 - 01 Temmuz 2010 (3 yıl 10 ay)

Lisans, İkinci Öğretim, TRAKYA ÜNİVERSİTESİ, TÜRKİYE EĞİTİM FAKÜLTESİ, SINIF ÖĞRETMENLİĞİ PR. (İÖ)

Deneyim / İşyeri Bilgileri

01 Eylül 2020 - Şu Anda (6 ay) (Tam Zamanlı)

DOÇ. DR., DOÇ. DR., ÖZYEĞİN ÜNİVERSİTESİ SOSYAL BİLİMLER FAKÜLTESİ PSİKOLOJİ BÖLÜMÜ

01 Eylül 2018 - 01 Eylül 2020 (2 yıl 1 ay) (Tam Zamanlı)

DR. ÖĞR. ÜYESİ, DR. ÖĞR. ÜYESİ, ÖZYEĞİN ÜNİVERSİTESİ

01 Ekim 2017 - 01 Ağustos 2018 (11 ay) (Tam Zamanlı)

DOKTORALI ÖĞRETİM ÜYESİ, İSTANBUL MEDİPOL ÜNİVERSİTESİ EĞİTİM FAKÜLTESİ TEMEL EĞİTİM BÖLÜMÜ OKUL ÖNCESİ EĞİTİMİ ANABİLİM DALI

01 Ağustos 2016 - 01 Haziran 2017 (11 ay) (Tam Zamanlı)

ARAŞTIRMA GÖREVLİSİ (DR.), ARAŞTIRMA GÖREVLİSİ (DR.), NEBRASKA UNIVERSITY LINCOLN

01 Ocak 2013 - 01 Haziran 2016 (3 yıl 6 ay) (Tam Zamanlı)
ARAŞTIRMA GÖREVLİSİ, ARAŞTIRMA GÖREVLİSİ, DİĞER (Nebraska University,
Lincoln)

Yabancı Dil Bilgileri

İNGİLİZCE (Okuma: İyi, Yazma: İyi, Konuşma: İyi)

TÜRKÇE (Okuma: İyi, Yazma: İyi, Konuşma: İyi)

Bilimsel Teknolojik Faaliyet Alanları

Bilimsel Teknolojik Faaliyet Alanı Bilgileri

Sosyal ve Beşeri Bilimler -- Eğitim -- Okul Öncesi Eğitim

Sosyal ve Beşeri Bilimler -- Eğitim -- Mesleki Eğitim -- Çocuk Gelişimi ve Eğitimi

Sosyal ve Beşeri Bilimler -- Psikoloji -- Gelişim Psikolojisi

Anahtar Kelimeler

Okul Öncesi Dönem

Erken Çocukluk

Ebeveyn-Çocuk İlişkisi

Erken Çocukluk Gelişimi

Psikososyal Gelişim

Ar-Ge Yetkinlik

Kitaplar

İ. H. ACAR, Sınıf yönetimi bağlamında bir birey olarak çocuğu tanıma ve yönlendirme., Erken Çocukluk Eğitiminde Sınıf Yönetimi: Anı, Kitapta Bölüm.

İ. H. ACAR, BÖLÜM 4: TEMEL VE GELİŞMİŞ KARMA YÖNTEM DESENLERİ, Karma Yöntem Araştırmalarına Giriş(35 - 51), ISBN: 9786053184720: PEGEM AKADEMİ YAYINCILIK, Kitapta Bölüm.

İ. H. ACAR, Bölüm 5. Araştırma Süreçleri Nasıl Diyagramize (Şematize) Edilir, Karma Yöntem Araştırmalarına Giriş(53 - 65), ISBN: 9786053184720: Pegem Akademi Yayıncılık, Kitapta Bölüm.

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İ. H. ACAR & K. M. RUDASİLL, Publishing in Developmental Psychology Journals, Publishing in School Psychology and Related Fields: An Insider's Guide(217 - 226), ISBN: 978-1138645998: Routledge, Kitapta Bölüm.

Makaleler

İ. H. ACAR, M. VEZİROĞLU ÇELİK, Ş. ÇELEBİ & D. İNGEÇ, Parenting styles and Turkish children's emotion regulation: The mediating role of parent-teacher relationships, Current Psychology, 2020, 1046-1310.

A. J. ENCİNGER, T. S. KUTAKA, P. CHERNYAVSKIY, İ. H. ACAR & H. H. RAİKES, Relations Among Low-Income Preschool Children's Self-Regulation, Marginal Food Security, and Parent Stress, *Early Education and Development*, 2020, 1040-9289, 0, 0, 0.

I. H. ACAR, E. AHMETOĞLU, I. B. OZER & S. N. YAGLI, Direct and indirect contributions of child difficult temperament and power assertive parental discipline to Turkish children's behaviour problems, *EARLY CHILD DEVELOPMENT AND CARE*, 2019, 0300-4430.

T. G. YILDIZ, M. GONEN, A. U. ERDEM, A. GARCIA, H. RAİKES, I. H. ACAR, F. BURCAK, F. TURAN, S. C. GUL & D. DAVIS, Examining the associations between children's receptive language skills and developmental domains in the United States and Turkey, *JOURNAL OF CHILD LANGUAGE*, 2019, 0305-0009, 46, 3, 480-500.

T. GÜLER YILDIZ, M. S. GÖNEN, A. ÜLKER ERDEM, A. GARCIA, H. RAİKES, İ. H. ACAR, F. BURÇAK, F. F. TURAN & D. DAWN, Examining the associations between children's receptive language skills and developmental domains in the United States and Turkey, *JOURNAL OF CHILD LANGUAGE*, 2019, 0305-0009, 46, 3, 480-500.

L. REN, A. S. GARCIA, J. M. ESTERAICH, A. ENCİNGER, H. H. RAİKES & I. H. ACAR, Parent-Child Relationships and Preschoolers' Social-Emotional Functioning Among Low-Income Families The Moderating Role of Parental Nativity, *INFANTS & YOUNG CHILDREN*, 2019, 0896-3746, 32, 2, 123-138.

S. FROHN, İ. H. ACAR, K. M. RUDASİLL, E. BUHS & S. PEREZGONZALES, Temperament and social adjustment in first grade: the moderating role of teacher sensitivity, *Early Child Development and Care*, 2019, 0300-4430, 1-22.

K. M. RUDASİLL & I. ACAR, The Synergy of Teacher-Child Dependency and Temperament for Children's Early Language Skills, *EARLY EDUCATION AND DEVELOPMENT*, 2019, 1040-9289, 30, 5, 639-654.

M. ASİK-OZTURK, E. AHMETOĞLU & I. H. ACAR, The contributions of children's social competence, aggression, and anxiety to their play behaviours with peers, *EARLY CHILD DEVELOPMENT AND CARE*, 2019, 0300-4430.

E. AHMETOĞLU, İ. H. ACAR, T. SEZER & E. AKŞİN, AİLE KATILIMI ÖLÇEĞİNİN TÜRK KÜLTÜRÜNE UYARLANMASI, *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 2018, 1303-0493.

İ. H. ACAR, S. P. GONZALES, T. KUTAKA & S. YILDIZ, Difficult temperament and children's peer relations: The moderating role of quality of parent-child relationships, *Early Child Development and Care*, 2018, 0000-0000.

M. S. GÖNEN, T. GÜLER YILDIZ, A. ÜLKER ERDEM, A. GARCIA, H. RAİKES, İ. H. ACAR, İ. ÖZBAY, Ş. UÇUŞ GÜLDALI & D. L DAVIS, Examining the Association Between Executive Functions and Developmental Domains of Low-Income Children in the United States and Turkey, *Psychological Reports*, 2018, 0000-0000, 0, 0, 1-25.

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İ. H. ACAR, S. FROHN, A. PROKASKY, V. MOLFESE & J. BATES, Examining the associations between performance based and ratings of focused attention in toddlers: Are we measuring the same constructs?, *Infant and Child Development*, 2018, 1522-7227, 28, 1, 2116.

Ş. UÇUŞ GÜLDALI & İ. H. ACAR, The Association Between Teachers' Innovativeness and Teaching Approach: The Mediating Role of Creative Classroom Behaviors, *SOCIAL BEHAVIOR AND PERSONALITY*, 2018, 0000-0000, 46, 10.

İ. H. ACAR, M. VEZİROĞLU ÇELİK, A. GARCÍA, A. COLGROVE, H. RAİKES, M. S. GÖNEN & A. ENCİNGER, The Qualities of Teacher-Child Relationships and Self-Regulation of Children at Risk in the United States and Turkey: The Moderating Role of Gender, *Early Childhood Education Journal*, 2018, 0000-0000.

I. H. ACAR, M. Y. Q. EVANS, K. M. RUDASİLL & S. YİLDİZ, The contributions of relationships with parents and teachers to Turkish children's antisocial behaviour, *EDUCATIONAL PSYCHOLOGY*, 2018, 0144-3410, 38, 7, 877-897.

E. AHMETOĞLU, İ. H. ACAR & M. ÖZTÜRK, Turkish Early Childhood Educators' Perceptions of Child Development and Education in the Preschool Years, *US-China Education Review B*, 2018, 0000-0000, 8, 1, 34-45.

M. VEZİROĞLU ÇELİK, İ. H. ACAR, C. A. BİLİKÇİ, G. ŞAHAP & B. M. YALVAÇ, ÇOCUK, TEKNOLOJİ VE MEDYA: OKUL ÖNCESİ VE SINIF ÖĞRETMENLERİNİN GÖRÜŞLERİ ÜZERİNE BİR ÇALIŞMA, *Turkish Studies Information Technologies Applied Sciences*, 2018, 1308-2140, 13, 6, 147-164.

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E. AHMETOĞLU, G. I. İLDİZ, İ. H. ACAR & A. ENCİNGER, Children's emotion regulation and attachment to parents: Parental emotion socialization as moderator, *Social Behavior and Personality: an international journal*, 2017, 0301-2212.

İ. H. ACAR & Ş. UÇUŞ GÜLDALI, Ebeveyn-Öğretmen İlişkilerinin Değerlendirmesi : Ebeveyn-Öğretmen İlişki Ölçeği, *Journal of Turkish Studies*, 2017, 1308-2140, 12, Volume 12 Issue 28, 751-760.

E. AHMETOĞLU & İ. H. ACAR, Ebeveynlerin Erken Çocukluk Dönemindeki Çocuklarının Eğitim Deneyimleri Konusundaki Memnuniyeti, *Journal of Turkish Studies*, 2017, 1308-2140, 12, Volume 12 Issue 6, 1-14.

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İ. H. ACAR, S. Y. HONG & C. WU, Examining the role of teacher presence and scaffolding in preschoolers' peer interactions, *EUROPEAN EARLY CHILDHOOD EDUCATION RESEARCH JOURNAL*, 2017, 1350-293X, 25, 6, 866-884.

S. UCUS & İ. H. ACAR, Exploring the perceptions of student teachers about 'creative school' in early childhood education, *Early Child Development and Care*, 2017, 0300-4430, 1-16.

İ. H. ACAR, S. UCUS & S. YİLDİZ, Parenting and Turkish children's behaviour problems: the moderating role of qualities of parent-child relationship, *Early Child Development and Care*, 2017, 0300-4430, 1-14.

E. AHMETOĞLU, İ. H. ACAR & N. ARAL, Penn Etkileşimli Akran Oyun Ölçeği Öğretmen Formunun (PEAOÖ-Ö) Uyarlama Çalışması, *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 2017, 0000-0000, 7, 1, 681-698.

İ. H. ACAR & S. UCUS, The Characteristics of Elementary School Teachers' Lifelong-Learning Competencies: A Convergent Mixed-Methods Study,

İ. H. ACAR, J. C TORQUATİ, A. ENCİNGER & A. COLGROVE, The role of child temperament on low-income preschool children's relationships with their parents and teachers, *Infant and Child Development*, 2017, 15227227, 2045.

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İ. H. ACAR, Examining the Temperamental Effortful Control, Extraversion, and Negative Affectivity as Predictors of Children's Social Competence, *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 2016, 0000-0000, 17, 3, 681-198.

E. AHMETOGLU, İ. H. ACAR & N. ARAL, Penn Etkileşimli Akran Oyun Ölçeği Ebeveyn Formunun (PIPPS-P) Geçerlik ve Güvenirlik Çalışması, *Journal of Turkish Studies*, 2016, 1308-2140, 11, Volume 11 Issue 9, 31-31.

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İ. H. ACAR, I. H. R. K. M. M. V. T. J. & P. A ACAR & I. H. R. K. M. M. V. T. J. & P. A ACAR, Temperament and Preschool Children's Peer Interactions, *Early Education and Development*, 2015, 1040-9289, 0, advance, 1-17.

İ. H. ACAR & J. C TORQUATİ, The power of nature: Developing prosocial behavior toward nature and peers through nature-based activities, *Young Children*, 2015, 15386619.

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İ. H. ACAR, Early childhood development and education through nature-child interactions: A conceptual paper, *The International Journal of Educational Researchers*, 2013, 0000-0000, 4, 2, 1-10.

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CHILD HEALTH AND HUMAN DEVELOPMENT (Yurt Dışı) , 01 Ocak 2012, 01 Haziran 2018.

ABD, ARAŞTIRMACI, The Influence of Temperament and Culture: Growing-up Healthy or Facing Mental Health Problems, Yürütülen Kuruluş: Washington State University College of Arts and Sciences (Sistemde kayıtlı olmayan kuruluş), Destek Alınan Kuruluş: Washington State University College of Arts and Sciences Berry Family Faculty Excellence Award, (Sistemde kayıtlı olmayan kuruluş) (Sistemde kayıtlı olmayan kuruluş) (Yurt Dışı) , 01 Ocak 2016, 01 Haziran 2017.

ABD, ARAŞTIRMACI, Sleep, Self-Regulation, and Adjustment in PreKindergarten, Yürütülen Kuruluş: UNIVERSITY OF NEBRASKA, Destek Alınan Kuruluş: University of Nebraska-Lincoln Research Council (Sistemde kayıtlı olmayan kuruluş) (Yurt Dışı) , 01 Ocak 2015, 01 Aralık 2016.

TÜBİTAK Burs ve Destekleri

Proje Bilgileri

120K387, Kovid-19 Salgını Bağlamında Ebeveynlerin Bireysel, Ailesel Ve Çevresel Stres Faktörlerinin Çocukların Psikolojik Sağlığı Üzerindeki Etkilerinin İncelenmesi, 1001 - Araştırma, Yürütücü, Yürürlükte, ARDEB, SOBAG - Sosyal Ve Beşeri Bilimler Araştırma Destek Grubu, Projeye Katılma/Ayrılma Tarihleri: 01.07.2020 - 31.12.2020, Proje Başlangıç/Bitiş Tarihleri: 01.07.2020 - 31.12.2020.