

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
Ε.Κ.Ε.Φ.Ε. «Δημόκριτος» - Ινστιτούτο Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

**Η ΑΞΙΟΠΟΙΗΣΗ ΤΩΝ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΩΝ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ
ΣΤΗΝ ΠΑΡΕΜΒΑΣΗ ΣΕ ΜΑΘΗΤΕΣ ΜΕ ΔΙΑΤΑΡΑΧΗ ΑΥΤΙΣΤΙΚΟΥ
ΦΑΣΜΑΤΟΣ ΑΠΟ ΕΡΓΟΘΕΡΑΠΕΥΤΕΣ**

**UTILISATION OF INFORMATION AND COMMUNICATION TECHNOLOGY
IN THE INTERVENTION FOR STUDENTS WITH AUTISM SPECTRUM
DISORDER BY OCCUPATIONAL THERAPISTS**

της

Λούτα Ιουλίας

Μεταπτυχιακή διατριβή που υποβάλλεται

στην τριμελή επιτροπή για την απόκτηση μεταπτυχιακού τίτλου του
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και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική
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Περίληψη

Η σύγχρονη εργοθεραπευτική παρέμβαση δέχεται έντονες επιρροές από τις τρέχουσες τεχνολογικές εξελίξεις, ειδικότερα η παρέμβαση που αφορά μαθητές με Διαταραχή Αυτιστικού Φάσματος. Σκοπός της παρούσας έρευνας είναι η διερεύνηση της χρήσης των εργαλείων Τεχνολογίας Πληροφοριών και Επικοινωνίας στην παρέμβαση σε μαθητές με Διαταραχή Αυτιστικού Φάσματος από επαγγελματίες Εργοθεραπευτές που δραστηριοποιούνται στον ελληνικό χώρο. Τα κυριότερα ερευνητικά ερωτήματα εξετάζουν το βαθμό και τη συχνότητα χρήσης των Τ.Π.Ε. αναφορικά με τους εργοθεραπευτικούς στόχους, τους λόγους χρήσης ή μη χρήσης των νέων τεχνολογιών και τις στάσεις των Εργοθεραπευτών απέναντι στις Τ.Π.Ε. Η μέθοδος που επιλέχθηκε ήταν η δειγματοληπτική έρευνα και το υλικό συλλέχθηκε μέσω ερωτηματολογίου σε ηλεκτρονική μορφή. Η ερευνητική διαδικασία περιελάμβανε το σχεδιασμό του ερωτηματολογίου, τον καθορισμό της μεθόδου επιλογής του δείγματος, το διαμοιρασμό του ερωτηματολογίου, τη συμπλήρωσή του, την κωδικοποίηση των δεδομένων και την καταγραφή, διαχείριση και επεξεργασία των δεδομένων με το Στατιστικό πακέτο για τις Κοινωνικές Επιστήμες SPSS 23. Στην έρευνα συμμετείχαν 100 εργοθεραπευτές. Τα αποτελέσματα κατέδειξαν ότι το 52% εξ αυτών χρησιμοποιεί τις Τ.Π.Ε. Δημοφιλέστερο τεχνολογικό μέσο είναι το τάμπλετ, πιο συχνά η τεχνολογία χρησιμοποιείται με στόχο το συνδυασμό ψυχαγωγίας και εκπαίδευσης, ώστε να προσφέρει κίνητρα στον μαθητή, ενώ κύριο εμπόδιο στη χρήση Τ.Π.Ε. είναι η έλλειψη υλικοτεχνικής υποδομής. Οι εργοθεραπευτές εκφράζουν την επιθυμία να επιμορφωθούν στις Τ.Π.Ε. και να διευρυνθεί η χρήση τους. Η έρευνα κατέληξε στο συμπέρασμα πως παρατηρείται ενδιαφέρον προς τις Τ.Π.Ε. από τους Εργοθεραπευτές που δραστηριοποιούνται στην Ελλάδα στην περίπτωση που αφορά την παρέμβαση σε μαθητές με Δ.Α.Φ. Όμως, αυτό δεν έχει αναπτυχθεί τόσο ώστε να καταγραφεί διαδεδομένη και παγιωμένη χρήση των μέσων που προσφέρει η τεχνολογία.

Λέξεις κλειδιά: Τεχνολογίες Πληροφοριών και Επικοινωνίας, Διαταραχή Αυτιστικού Φάσματος, Εργοθεραπεία, παρέμβαση

Review

Contemporary Occupational Therapy intervention, and especially intervention for students with Autistic Spectrum Disorder, has undoubtedly been influenced by the current technological advances. The aim of this study is to examine the utilization of Information and Communication Technology in the intervention for students with Autism Spectrum Disorder by professional Occupational Therapists who practice Occupational Therapy in Greece. The main research questions address the issue of the degree and the frequency of the use of ICTs in regard to the intervention goals, the reasons why Occupational Therapists choose (or not) to utilize technology and the attitudes of Occupational Therapists towards ICTs. A sample survey was conducted and the data were collected via an online questionnaire. The research process included designing the questionnaire, defining the sample choosing method, distributing the questionnaire, having it filled and coding the data. The documentation, management and processing of the data was performed through the SPSS 23 platform. One hundred occupational therapists took part in the study, 52% of whom stated that they utilize ICTs. The results of the study showed that tablet applications are the most popular technological tool in use and edutainment is the goal regarding which technology is mostly utilized with the aim of offering incentives to students, while the main obstacle considered to avert Occupational Therapists from utilizing ICTs is the lack of material-technical infrastructure. Additionally, Occupational Therapists are inclined to educate themselves on the subject and are open to the idea of ICTs being used more widely in intervention. Concluding, it is documented that Occupational Therapists in Greece tend to show interest towards the utilization of ICTs in the intervention for students with ASD, though not to the extent that widespread and well-established use of ICTs could be reported.

Key-words: Information and Communications Technology, Autism Spectrum Disorder, Occupational Therapy, intervention

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