

**ΣΤΑΣΕΙΣ ΚΑΙ ΑΝΤΙΛΗΨΕΙΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΓΕΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΓΙΑ
ΤΟΥΣ ΜΑΘΗΤΕΣ ΜΕ ΔΕΠΥ**

TEACHER KNOWLEDGE AND PERCEPTION OF STUDENTS WITH ADHD

του

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Μεταπτυχιακή διατριβή που υποβάλλεται

στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τ.Ε.Φ-Δ.Π.Θ. 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»

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Κομοτηνή/Αθήνα
2018

Στάσεις και Αντιλήψεις Εκπαιδευτικών Γενικής Εκπαίδευσης για τους Μαθητές με ΔΕΠΥ

Περίληψη

Η Διαταραχή Ελλειμματικής Προσοχής – Υπερκινητικότητα (ΔΕΠΥ), αφορά μια νευροβιολογική διαταραχή, η οποία έχει έναρξη στην παιδική ηλικία και διαρκεί δια βίου, με διαφοροποιημένα κλινικά συμπτώματα ανά αναπτυξιακό στάδιο. Η παρούσα διπλωματική εργασία εστιάζει το ενδιαφέρον της στην εμφάνιση της διαταραχής στην παιδική ηλικία και την διερεύνηση των απόψεων των εκπαιδευτικών της πρωτοβάθμιας εκπαίδευσης σχετικά με τη ΔΕΠΥ. Παράλληλα μελετάται - διερευνάται η συσχέτιση βασικών πεποιθήσεων των εκπαιδευτικών με τα βασικά δημογραφικά τους στοιχεία όπως είναι το φύλο, η ηλικία και το μορφωτικό τους επίπεδο. Για την αξιολόγηση των στάσεων και των αντιλήψεων των εκπαιδευτικών χρησιμοποιήσαμε ένα ειδικά διαμορφωμένο ερωτηματολόγιο 32 ερωτήσεων. Τα αποτελέσματα τις παρούσας έρευνας έδειξαν ότι η συντριπτική πλειοψηφία των εκπαιδευτικών υποστηρίζει την ανάγκη ύπαρξης σχολικού ψυχολόγου, και την ανάγκη για καλύτερη ενημέρωση στα θέματα της ΔΕΠΥ και των μαθησιακών δυσκολιών, γιατί αυτό θα κάνει το έργο τους στην τάξη πολύ πιο αποτελεσματικό απέναντι στους μαθητές που αντιμετωπίζουν τέτοιου είδους προβλήματα. Τέλος, σύμφωνα με τους εκπαιδευτικούς δεν βρέθηκαν σημαντικές συσχετίσεις βασικών πεποιθήσεων των εκπαιδευτικών με τα βασικά τους δημογραφικά στοιχεία.

Teacher knowledge and perception of students with ADHD

Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is a valid diagnostic entity, and it concerns a neurobiological disorder, which has been started in childhood and lasts lifelong, with differentiated clinical symptoms per developmental stage. The present thesis focuses on the emergence of the childhood disorder and the exploration of primary school teachers' perception and beliefs on ADHD. At the same time it is studied the correlation of basic beliefs of teachers with their basic demographic elements such as gender, age, educational level. In order to evaluate the attitudes and perceptions of teachers, we used a specially formulated questionnaire of 32 questions. The results of this research have shown that the overwhelming majority of teachers support the existence of a school psychologist and the need for better information on the issues of learning difficulties because this will make their work in the classroom much more effective towards students facing such problems. Finally, according to the teachers, there were no significant correlations of basic beliefs of teachers with their basic demographic data.

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