

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**COMMUNICATION SKILLS OF CHILDREN WITH AUTISTIC SPECTRUM
DISORDER: PARENT AND TEACHER PERCEPTIONS**

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**POSTGRADUATE
THESIS**

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**ΜΕΤΑΔΙΔΑΚΤΟΡΙΚΗ ΕΡΕΥΝΗΤΡΙΑ ΚΑΙ ΕΞΩΤΕΡΙΚΗ ΣΥΝΕΡΓΑΤΙΣ Τ.Ε.Φ.
ΔΠΘ**

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ετερογένεια ικανοτήτων και δυσκολιών, αντίστοιχη ετερογένεια ενυπάρχει και στις ικανότητες παιδιών χαμηλής και μέτριας λειτουργικότητας που φοιτούν σε δομές Ειδικής Εκπαίδευσης.

Λέξεις κλειδιά: Διαταραχές Αυτιστικού φάσματος, μέτριας- χαμηλής λειτουργικότητας, εκφραστικές ικανότητες, αντιληπτικές ικανότητες, αντιλήψεις γονέων, αντιλήψεις εκπαιδευτικών

ABSTRACT

The purpose of the present thesis is to identify teacher and parent perceptions about communication skills of moderate or low functioning children with autism. As communication considered being a core deficit for children with Autism Spectrum Disorders (ASD) many studies have focused in the detection and intervention in communication skills of these children. However few of them focus on low to moderate functioning children with ASD, who are either non-verbal or limited verbal children. Information was gathered with the use of a questionnaire regarding the perceptions of 43 parents and 43 teachers about their child/adolescent communication skills. According to results there is no significant effects of sex in the communication skills of children with ASD, suggesting similar receptive and expressive skills and communication in males and females. Parents reported better expressive skills for the youngest group (7-9 years old) compared to the older (13-16 years old). On the other hand, teacher reported better results for the younger group compared to the older one, only for joint attention skill. When receptive and expressive skills were compared parents and teachers reported better skills in receptive language than expressive language. In expressive domain, social skills were the most impaired. Parent and teacher perceptions had statistically significant differences only in the expressive skills of request and joint attention and in the domain of communication. Finally the most frequent ways of communication of these children, except for the use of limited number of words, was adult's guidance, body movements, vocalizations and gestures, albeit with great variations according to parent and teacher reports.

KEY WORDS: autism spectrum disorder; expressive/receptive skills; parent/teacher perceptions; moderate to low functioning autism

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