

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

**THE POSITIVE FACTORS INFLUENCING THE DEVELOPMENT OF
EMOTIONAL INTELLIGENCE IN CHILDREN AND ADOLESCENTS WITH
HIGH FUNCTIONING AUTISM – ASPERGER SYNDROME.
A COMPARATIVE, BIBLIOGRAPHICAL AND RESEARCH APPROACH**

KAPETANOU MARIA

POSTGRADUATE
THESIS

SUPERVISOR – COMMITTEE

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Abstract

Emotional Intelligence (EI) constitutes a descriptive scientific concept which plays an important role in the cognitive and emotional growth of individuals. EI refers to a new, particularly important type of intelligence, which is defined on the basis of the explicit and non-explicit sides of a unified approach of intelligence. The specific concept is also considered as the result of genetic and environmental factors interaction. The interest of the specific research focuses on the way EI contributes to more effective interventions concerning autism and especially in the case of High Functioning Autism - Asperger Syndrome (AS). The aim of emotional skills development is related to the enhancement of cognitive, psychological - emotional as well as social functioning of children and adolescents with AS to successfully achieve adaptation and also advancement in the educational and social context. In this framework, domains and skills in which individuals with AS present deficits are detected in order to further investigate the factors which positively affect EI, supporting the development of EI-related skills in individuals with AS. The results of the specific study have shown that the abilities related to empathy, Theory of Mind, emotional functioning and self-esteem, successful traumatic experiences management, metacognitive skills as well as giftedness are immediately related to EI. As demonstrated in this comparative, bibliographical review, it is possible to apply efficient intervention programs for the development of the specific abilities which influence positively the EI of children and adolescents with Asperger Syndrome. Within this context, the appropriate integration and inclusion of individuals with special educational needs and especially AS can be achieved on the basis of the free development of their personality, their subjective will as well as their self-determination. Provided that the above conditions are fulfilled, it is ascertained that emotional treatment fosters self-control, self-knowledge as well as personal identity formation in individuals with AS through a process of autonomy and personal fulfillment, serving the upper target of their educational, social and vocational integration and guidance, with the aid of ICTs.

Key-words: emotional intelligence, autism, emotions, metacognitive skills, giftedness, self-esteem, self-monitoring, self-control, self-determination, traumatic experience

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