

**‘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**

**EXPLORING THE THEORY OF MIND IN STUDENTS WITH ASPERGER
SYNDROME AND IN HIGH FUNCTIONAL AUTISM**

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**POSTGRADUATE
THESIS**

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Abstract

The aim of this work was to investigate the relationship of Mind theory to students with high functional autism - Asperger syndrome.

The researches investigated for emotional expressiveness in the family concerned parents and more specifically the positive and negative expression of their emotions. The bibliographic review has generally revealed that emotional expressiveness in the family is related and affects the emotional capacity of children with high functioning autism - Asperger syndrome. The positive emotional expression of parents is positively related to the emotional understanding of children with high functioning autism - Asperger syndrome, that is, as parents are more often expressed with positive feelings, children tend to understand their feelings more and more. The findings for negative emotional expressiveness, however, are contradictory as they are sometimes related to high and sometimes to low understanding of feelings by children with high functioning autism - Asperger syndrome. On the other hand, from all the research, a relationship emerged between the emotional expressiveness of the parents and the Theory of the Mind of Children.

Finally, the positive relationship between emotional understanding and Theory of the mind of a child with high functioning autism - Asperger syndrome is confirmed. But the effects on the effect are ambiguous, as in some research, the Theory of the Mind appears first and contributes to the development of emotional comprehension, while in others the opposite is observed.

Keywords:

Mind theory, students with high functioning autism, Asperger syndrome

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