'Specialization in ICTs and Special Education: Psychopedagogy of Integration'
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''TEACHERS' PERCEPTION ABOUT ASSISTANT TEACHER IN THEIR CLASSROOM FOR THE STUDENTS WITH AUTISM SPECTRUM DISORDERS IN SECONDARY SCHOOL''

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THESIS

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ΠΕΡΙΛΗΨΗ

Σύμφωνα με το νόμο 3699/2008 της Ειδικής Αγωγή, η Παράλληλη Στήριξη είναι η συνεκπαίδευση από εκπαιδευτικό Ειδικής Αγωγής των μαθητών με Αναπηρία ή Ειδικές Εκπαιδευτικές Ανάγκες σε τάξη του γενικού σχολείου. Σκοπός της παρούσας έρευνας υπήρξε η διερεύνηση των απόψεων εκπαιδευτικών Δ/Βάθμιας Εκπαίδευσης για το θεσμό της Παράλληλης Στήριξης μαθητών με Διαταραχές Αυτιστικού Φάσματος. Στην έρευνα συμμετείχαν 124 εκπαιδευτικοί από γυμνάσια και λύκεια του νομού Αττική, Πιερίας και Δωδεκανήσου(Ρόδος). Για τη συλλογή των ερευνητικών δεδομένων κατασκευάστηκε ένα ερωτηματολόγιο που ανταποκρίνεται στους σκοπούς της έρευνας και διερευνά τις απόψεις των εκπαιδευτικών της Δ/Βάθμιας Εκπαίδευσης για το θεσμό της Παράλληλης Στήριξης μαθητών με Διαταραχές Αυτιστικού Φάσματος. Τα αποτελέσματα καταδεικνύουν σημαντική συσχέτιση μεταξύ της ειδικότητας των εκπαιδευτικών και της γνώμης που έχουν σχετικά με την εκπαίδευση των μαθητών με Διαταραχές Αυτιστικού Φάσματος σε ξεχωριστές δομές. Επιπλέον ότι υπάρχει στατιστικά σημαντική συσχέτιση μεταξύ του φύλου των εκπαιδευτικών και της γνώμης που έχουν ως προς το κατά πόσον ο εκπαιδευτικός παράλληλης στήριξης μαθητή με Διαταραχή Αυτιστικού Φάσματος αποτελεί διασπαστικό παράγοντα κατά την εκτέλεση του εκπαιδευτικού τους έργου, με τις γυναίκες να παρουσιάζουν περισσότερες θετικές απαντήσεις σε σχέση με τους άνδρες του ίδιου δείγματος.

ABSTRACT

According the Special Education low in Greece, assistant teacher is the main inclusion of pupils with special educational needs in a classroom of a mainstream school . The purpose of this research was to investigate the views of teachers in the field of institutionalization of assistant teacher for pupils with Autistic Spectrum Disorders. The research involved 124 high school teachers from Attica, Pieria and Dodekanidoy(Rhodes). For the data collection, a questionnaire was developed that responds to the purposes of our research and explores the views of the teachers of Secondary Schools about the assistant teacher for pupils with Autistic Spectrum Disorders. The results demonstrated a significant correlation between teachers specialty and their opinion about the education of pupils with Autistic Spectrum

Disorders in Special Education Schools. Moreover, there was a statistically significant correlation between teacher`s gender and their opinion about the disruptive role of assistant teacher and specially the women sowed more positive responses compared to the men.

Λέξεις κλειδιά: Αυτισμός, ένταξη, ενσωμάτωση, συμπερίληψη, απόψεις, εκπαιδευτικών,δευτεροβάθμια

Key words: Autism, integration, inclusion, teachers perceptions, Secondary Schools.

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