

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τμήματος Ελληνικής Φιλολογίας του Δημοκρίτειου Πανεπιστημίου Θράκης
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»

ΜΕΛΕΤΗ ΤΩΝ ΓΝΩΣΕΩΝ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΡΩΤΟΒΑΘΜΙΑΣ
ΕΚΠΑΙΔΕΥΣΗΣ ΓΙΑ ΤΗ ΔΙΑΤΑΡΑΧΗ ΕΛΛΕΙΜΜΑΤΙΚΗΣ ΠΡΟΣΟΧΗΣ –
ΥΠΕΡΚΙΝΗΤΙΚΟΤΗΤΑΣ (ΔΕΠ-Υ)
TEACHER'S OF PRIMARY EDUCATION KNOWLEDGE RESEARCH ABOUT
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)
της
Κοντούλη Μαρίας

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
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με τίτλο: «Εξειδίκευση στις Τ.Π.Ε και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

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Αθήνα 2019

ΠΕΡΙΛΗΨΗ

Η Διαταραχή Ελλειμματικής Προσοχής–Υπερκινητικότητα (ΔΕΠ-Υ) είναι από τις συνηθέστερες αναπτυξιακές διαταραχές στη σχολική και εφηβική ηλικία. Σε παγκόσμιο επίπεδο το ποσοστό των παιδιών σχολικής ηλικίας που εμφανίζουν τη διαταραχή φτάνει το 3% - 7%. Οι εκπαιδευτικοί είναι εκείνοι που πρώτοι συνήθως θα εντοπίσουν τη διαταραχή μέσα στη σχολική τάξη και θα χρειαστεί να την αντιμετωπίσουν παιδαγωγικά.

Σκοπός της παρούσας εργασίας είναι η διερεύνηση της γνώσης των εκπαιδευτικών Πρωτοβάθμιας Εκπαίδευσης σε θέματα σχετικά με τη ΔΕΠ-Υ. Για τη διαδικασία της έρευνας χρησιμοποιήθηκε το ερωτηματολόγιο των McNicholas & Santosh (ADHD – Knowledge Based Questionnaire, 1997) το οποίο δόθηκε στους εκπαιδευτικούς. Στην έρευνα συμμετείχαν 105 εκπαιδευτικοί από Δημοτικά Σχολεία της Δυτικής Αττικής. Με βάση τα αποτελέσματα που προέκυψαν οι εκπαιδευτικοί είναι περισσότερο ενημερωμένοι σε θέματα που αφορούν τον Ορισμό και τη Συμπτωματολογία της ΔΕΠ-Υ ενώ οι γνώσεις τους είναι ελλιπείς σχετικά με την Αιτιολογία και την Φαρμακευτική Αντιμετώπιση της ΔΕΠ-Υ. Επίσης, οι εκπαιδευτικοί που κατέχουν Μεταπτυχιακό τίτλο σπουδών είναι καλύτερα καταρτισμένοι σε γνώσεις για τη ΔΕΠ-Υ. Οι γνώσεις των εκπαιδευτικών δεν διαφέρουν ανάμεσα σε αυτούς που έχουν μαθητή με τη διαταραχή μέσα στη τάξη και σε αυτούς που δεν έχουν. Από τα δεδομένα που προέκυψαν από την έρευνα, κρίνεται αναγκαία η ενδοσχολική επιμόρφωση των εκπαιδευτικών σε θέματα που σχετίζονται με τη ΔΕΠ-Υ προκειμένου να είναι αποδοτικότεροι στο εκπαιδευτικό τους έργο.

Λέξεις Κλειδιά: Διαταραχή Ελλειμματικής προσοχής - Υπερκινητικότητας, ΔΕΠ-Υ, Αναπτυξιακή Διαταραχή, Γνώσεις Εκπαιδευτικών.

ABSTRACT

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common developmental disorders during school-age and adolescence. Globally, the percentage of school-aged children experiencing this disorder is between 3% - 7%. Teachers are the first to identify the disorder within the classroom and will have to deal with it pedagogically.

The purpose of this paper is to investigate the knowledge of primary education teachers on ADHD issues. For the research process, the teachers were provided with the McNicolas & Santosh questionnaire (ADHD – Knowledge Based Questionnaire, 1997). The survey involved 105 teachers from 8 Primary Schools in Western Attica. According to the results obtained, the teachers are well aware of the issues related to the Definition and the Symptomatology of ADHD while their knowledge regarding the ADHD Reasoning and Counteraction is inadequate. It should also be noted that teachers holding a postgraduate degree are better informed of ADHD. A teacher's knowledge of ADHD is irrelevant to whether she/he had an ADHD case in classroom or not. Judging by the research data, teachers' education on subjects related to ADHD is considered vital so that the teachers can be more effective in their educational work.

Keywords: Attention Deficit Hyperactivity Disorder, ADHD, Developmental Disorder, Teacher's Knowledge.

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