

**‘Specialization in ICTs and Special Education: Psychopedagogy of
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DEMOCRITUS UNIVERSITY OF THRACE Department of Greek
Philology
in collaboration with
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Institute**

**THE SELF-REGULATION IN CLASSROOM MANAGEMENT
BEHAVIOR OF A STUDENT WITH GILLES DE LA TOURETTE
SYNDROME AND MILD MENTAL RETARDATION**

GERAKAKI IOANNA - PAGONA

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THESIS

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Abstract

One of the fundamental principles of Special Education is the personalized approach of student with problem behavior for the management and development of their emotional and social skills. One significant method of behavior management is self-regulation, a complex process that allows individuals to go with the environmental requirements and desires.

Self-regulation as an intervention method involves different strategies like self-monitoring, self-evaluation and self-reinforcement. Through these strategies the individual transfers the control of external reinforcement to himself/herself by setting internal goals, acting autonomously and independently. The present dissertation is a case study and its purpose is to evaluate an intervention program with the method of self-regulation in order to improve the behavioral problems of a student during the classroom lessons of Social Vocational Education. In this context, the strategy of self-assessment was used and also, the appropriate tools for the observation and the evaluation of the program intervention were designed.

The results showed a significant decrease of behavioral problems during the classroom lessons activities. The generalization of the behavior in other school settings was not examined. Future research should focus on the generalization of behavior to enrich the implementation of behavior management practice by building a more comprehensive and scientifically intervention program.

Key - Words: self-regulation, behavior management, intervention programm, self-evaluation, classroom

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