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**Η ΑΥΤΟ-ΡΥΘΜΙΣΗ ΣΤΗ ΔΙΑΧΕΙΡΙΣΗ ΤΗΣ ΣΥΜΠΕΡΙΦΟΡΑΣ ΜΑΘΗΤΗ ΜΕ  
ΣΥΝΔΡΟΜΟ GILLES DE LA TOURETTE ΚΑΙ ΕΛΑΦΡΑ ΝΟΗΤΙΚΗ ΑΝΑΠΗΡΙΑ ΣΤΗ  
ΣΧΟΛΙΚΗ ΤΑΞΗ**

**ΑΓΓΛΙΚΑ**

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

της

Γερακάκης Ιωάννας-Παγώνας

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.  
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## Περίληψη

Στο χώρο της Ειδικής Αγωγής και Εκπαίδευσης η εξατομικευμένη και προσωποποιημένη προσέγγιση των μαθητών με προβλήματα συμπεριφοράς αποτελεί τη βασική οδό για τη σωστή διαχείριση τους και την ανάπτυξη των συναισθηματικών και κοινωνικών τους δεξιοτήτων. Μια σημαντική μέθοδος για τη διαχείριση της συμπεριφοράς αποτελεί η αυτο-ρύθμιση, μια πολύπλοκη διαδικασία που επιτρέπει στο άτομο να συμβαδίζει με τις απαιτήσεις του περιβάλλοντος.

Η παρέμβαση με τη μέθοδο της αυτο-ρύθμισης για τη διαχείριση της συμπεριφοράς στη σχολική τάξη περιλαμβάνει διαφορετικές στρατηγικές όπως είναι η αυτοπαρακολούθηση, η αυτοαξιολόγηση και η αυτοενίσχυση. Με τη βοήθεια των στρατηγικών αυτών, το άτομο μεταθέτει τον έλεγχο της εξωτερικής ενίσχυσης προς τον εαυτό του, θέτοντας εσωτερικούς στόχους, δρώντας αυτόνομα και ανεξάρτητα. Η παρούσα εργασία είναι μια έρευνα μελέτης περίπτωσης και σκοπός της είναι η αξιολόγηση ενός προγράμματος παρέμβασης με τη μέθοδο της αυτο-ρύθμισης για τη βελτίωση των προβλήματων συμπεριφοράς ενός μαθητή κατά τη διάρκεια του μαθήματος Κοινωνικής Επαγγελματικής Αγωγής. Στο πλαίσιο υλοποίησης της παρέμβασης χρησιμοποιήθηκε η στρατηγική της αυτοαξιολόγησης και σχεδιάστηκαν τα κατάλληλα εργαλεία παρατήρησης, αξιολόγησης της συμπεριφοράς και εφαρμογής του προγράμματος.

Τα αποτελέσματα της έρευνας έδειξαν σημαντική μείωση των προβληματικών μορφών συμπεριφοράς κατά τη διάρκεια των μαθημάτων χωρίς όμως, τη γενίκευση της σε άλλα πλαίσια του σχολείου. Γι' αυτό οι μελλοντικές έρευνες μπορούν να εστιάσουν στη γενίκευση της συμπεριφοράς για να εμπλουτιστεί η πρακτική εφαρμογή της διαχείρισης της συμπεριφοράς για να δομηθεί ένα πιο ολοκληρωμένο και επιστημονικά τεκμηριωμένο πρόγραμμα παρέμβασης.

**Λέξεις - Κλειδιά:** αυτο-ρύθμιση, διαχείριση συμπεριφοράς, πρόγραμμα παρέμβασης, αυτοαξιολόγηση, σχολική τάξη

## **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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