

**«ΨΥΧΟΣΥΝΑΙΣΘΗΜΑΤΙΚΗ ΑΝΑΠΤΥΞΗ ΣΤΑ ΠΑΙΔΙΑ ΜΕ ΜΑΘΗΣΙΑΚΕΣ
ΔΥΣΚΟΛΙΕΣ ΑΝΑΦΟΡΙΚΑ ΜΕ ΤΗΝ ΕΠΙΔΟΣΗ ΤΟΥΣ ΣΤΗ ΓΛΩΣΣΑ ΚΑΙ ΣΤΑ
ΜΑΘΗΜΑΤΙΚΑ»**

**«PSYCHO-EMOTIONAL DEVELOPMENT IN CHILDREN WITH LEARNING
DISABILITIES REGARDING THEIR LANGUAGE AND MATH
PERFORMANCE»**

της
Δετσιράπη Στυλιανής

Μεταπτυχιακή Διατριβή που υποβάλλεται
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Περίληψη

Η χρόνια σχολική αποτυχία συνδέεται με την κακή ακαδημαϊκή και συναισθηματική λειτουργία (Charman, 1988, Margalit & Zak, 1984, Patten, 1983; Martínez & Semrud-Clikeman, 2004) και αποτελεί βασικό χαρακτηριστικό των μαθητών/τριών με Μαθησιακές Δυσκολίες (Μ.Δ.). Δεν αποτελεί έκπληξη το γεγονός ότι πολλές μελέτες για μαθησιακές δυσκολίες έχουν επικεντρωθεί στην ακαδημαϊκή απόδοση (Bender & Wall, 1994, Sabornie, 1994). Ως συνέπεια της χαμηλής επίδοσης, τα παιδιά με Μ.Δ. είναι ιδιαίτερα ευάλωτα στην εμφάνιση ψυχικών και συναισθηματικών προβλημάτων, τα οποία αποτελούν τροχοπέδη για την ομαλή προσαρμογή και εξέλιξή τους. Η παρούσα έρευνα αποτελεί προσπάθεια για τη διερεύνηση της σχέσης εμφάνισης ψυχοσυναισθηματικών προβλημάτων και της χαμηλής επίδοσης στη Γλώσσα και στα Μαθηματικά μαθητών/τριών Πρωτοβάθμιας εκπαίδευσης με Μαθησιακές Δυσκολίες. Το δείγμα της έρευνας αποτελούταν από 47 παιδιά συνολικά, 29 αγόρια και 18 κορίτσια, της Δ', Ε' και ΣΤ' τάξης του Δημοτικού Σχολείου, τα οποία είχαν λάβει κάποια διάγνωση μαθησιακών δυσκολιών ή/και σύμφωνα με τις εκτιμήσεις των εκπαιδευτικών της τάξης παρουσιάζουν κάποιου είδους μαθησιακή δυσκολία. Ως ερευνητικά εργαλεία χρησιμοποιήθηκαν το ερωτηματολόγιο ελέγχου σχολικής συμπεριφοράς ACHENBACH-TRF για εκπαιδευτικούς, και συγκεκριμένα οι υποκλίμακες «Άγχος/Κατάθλιψη» και «Απόσυρση/Κατάθλιψη», καθώς και η αξιολόγηση του επιπέδου επίδοσης των μαθητών/τριών στη Γλώσσα και στα Μαθηματικά. Τα αποτελέσματα της έρευνας έδειξαν ότι υπάρχουν σημαντικές συσχετίσεις σε επίπεδο στατιστικής σημαντικότητας $p < 0,01$ ή $p < 0,05$, ανάμεσα στις ερωτήσεις του ερωτηματολογίου και στην επίδοση των μαθητών/τριών στα Μαθηματικά. Επίσης, το φύλο παρουσιάζει στατιστικώς σημαντική συσχέτιση με τις ερωτήσεις της υποκλίμακας «Άγχος/Κατάθλιψη».

Λέξεις κλειδιά: Μαθησιακές Δυσκολίες, Σχολική επίδοση, Ψυχοσυναισθηματικά προβλήματα, Μαθητές/τριες Α/βάθμιας Εκπαίδευσης

Abstract

Chronic school failure is associated with poor academic and emotional functioning (Chapman, 1988; Margalit & Zak, 1984; Patten, 1983; Martínez & Semrud-Clikeman, 2004) and is a trademark of students with learning disabilities (LD). It is not surprising that many studies of learning disabilities have focused on academic performance (Bender & Wall, 1994; Sabornie, 1994). As a result of low performance, children with LD are particularly vulnerable to the appearance of mental and emotional problems, which are considered to act as an impediment to their smooth adaptation and development. This research is an attempt to probe into the relationship between the occurrence of psycho-emotional problems and the low performance in Language and Mathematics of Primary Education Students with Learning Difficulties. The sample of the study consisted of 47 children in total, 29 boys and 18 girls, of the 4th, 5th and 6th grade elementary school, who had received a diagnosis of learning difficulties, and/or according to classroom teachers, they showed some kind of learning disability. As a research tool, the ACHENBACH-TRF school behavior questionnaire for teachers was used, namely the subscales "Anxiety/Depression" and "Withdrawal/ Depression", as well as the assessment of the pupils' performance in Language and Mathematics. The results showed that there are significant correlations on a statistical significance $p < 0.01$ or $p < 0.05$ level, between the questions of the questionnaire and the performance of the students in mathematics. In addition, gender presents a statistically significant correlation with the questions of the "Anxiety/Depression" subscale.

Keywords: Learning Difficulties, School Performance, Psycho-emotional Problems, Primary Students

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