

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

ΤΟ ΣΥΜΒΟΛΙΚΟ ΚΑΙ ΔΙΔΑΚΤΙΚΟ ΠΑΙΧΝΙΔΙ ΣΤΑ ΠΑΙΔΙΑ ΠΟΥ ΒΡΙΣΚΟΝΤΑΙ
ΣΤΟ ΦΑΣΜΑ ΤΟΥ ΑΥΤΙΣΜΟΥ
THE SYMBOLIC AND DIDACTIC PLAY OF CHILDREN
IN THE AUTISM SPECTRUM

της
Κιούση Χριστίνας

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
Πληροφορικής και Επικοινωνιών
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Περίληψη

Το παιχνίδι αποτελεί χαρακτηριστικό γνώρισμα της παιδικής ηλικίας. Η συμβολή του σε διάφορους τομείς της ανάπτυξης του παιδιού είναι καθοριστική. Στα παιδιά με Διαταραχή Αυτιστικού Φάσματος (ΔΑΦ), μια νευροαναπτυξιακή διαταραχή με κυρίαρχα χαρακτηριστικά την έκπτωση στην κοινωνική αλληλεπίδραση, τα περιορισμένα ενδιαφέροντα και τις επαναλαμβανόμενες συμπεριφορές, είναι ιδιαίτερα εμφανή τα ελλείμματα στις δεξιότητες παιχνιδιού. Το μεγαλύτερο έλλειμμά τους αφορά στις δεξιότητες συμβολικού παιχνιδιού ή παιχνιδιού προσποίησης. Στόχους της παρούσας της βιβλιογραφικής έρευνας αποτελούν η συλλογή και κριτική ανάλυση εμπειρικών ερευνών που στοχεύουν στην ενίσχυση δεξιοτήτων συμβολικού παιχνιδιού καθώς και παρεμβάσεων που χρησιμοποιούν το συμβολικό-διδασκτικό παιχνίδι για τη διδασκαλία δεξιοτήτων που έχουν συσχετιστεί θετικά με το συμβολικό παιχνίδι. Το ερευνητικό ερώτημα αφορά στο εάν μπορούν να επιτευχθούν θετικές αλλαγές στα ελλείμματα των παιδιών με αυτισμό, μέσω πρώιμων παρεμβάσεων, σε προσχολικά ή σχολικά πλαίσια. Κατόπιν συστηματικής έρευνας μέσω της ηλεκτρονικής μηχανής αναζήτησης Google Scholar, συλλέχθηκαν εμπειρικές έρευνες, από το 2010 και μετά, δημοσιευμένες σε επιστημονικά περιοδικά με αξιολόγηση από ομότιμους κριτές. Οι εμπειρικές μελέτες αναλύθηκαν βάσει των δεικτών ποιότητας που αφορούν στα χαρακτηριστικά του δείγματος, στον ερευνητικό σχεδιασμό και στα χαρακτηριστικά της παρέμβασης, ώστε να καθοριστεί η αποτελεσματικότητα και η πρακτικότητα εφαρμογής τους. Οι έρευνες που συλλέχθηκαν αφορούν μόνο στην εφαρμογή παρεμβάσεων για τη μείωση των ελλειμμάτων συμβολικού παιχνιδιού. Δε βρέθηκαν, όμως, έρευνες οι οποίες χρησιμοποιούν το συμβολικό-διδασκτικό παιχνίδι ως μοναδική ανεξάρτητη μεταβλητή για τη διδασκαλία άλλων δεξιοτήτων. Οι περισσότερες παρεμβάσεις εφαρμόστηκαν σε παιδιά προσχολικής ηλικίας σε πλαίσια ειδικής αγωγής. Όλες οι έρευνες αναφέρουν θετικά αποτελέσματα για την αύξηση του συμβολικού παιχνιδιού. Βέβαια, η κριτική ανάλυση των χαρακτηριστικών τους αποκαλύπτει ορισμένους περιορισμούς. Ωστόσο, είναι σημαντική η προσπάθεια εφαρμογής παρεμβάσεων σε φυσικά πλαίσια με εμπλοκή του σχολικού προσωπικού. Η διεξαγωγή γενικών συμπερασμάτων στην παρούσα βιβλιογραφική έρευνα καθίσταται δύσκολη λόγω του περιορισμένου αριθμού ερευνών. Παρά το συγκεκριμένο περιορισμό, είναι σημαντική η συμβολή της στην ανάδειξη της σπουδαιότητας διεξαγωγής περισσότερων ερευνών με την τήρηση αυστηρών μεθοδολογικών κριτηρίων και δεικτών ποιότητας, ώστε να αυξηθεί η εφαρμογή σχετικών παρεμβάσεων σε φυσικά (προ)σχολικά πλαίσια.

Λέξεις-Κλειδιά: αυτισμός, συμβολικό παιχνίδι, παιχνίδι προσποίησης, παρεμβάσεις, (προ)σχολικό πλαίσιο

Abstract

Play constitutes a distinctive feature of childhood. Its contribution to the different areas of a child's development is crucial. In children with Autism Spectrum Disorder (ASD), a neurodevelopmental disorder primarily characterized by deficits in social interaction, restricted interests and repeated behaviors, deficits regarding play skills are apparent. Their greatest deficit concerns symbolic or pretend play skills. The aims of the present review are the collection and critical analysis, first, of empirical studies aiming at improving symbolic play skills and, second, of interventions incorporating symbolic-didactic play to teach skills positively associated with symbolic play. The research question concerns whether positive changes in the deficits of children with autism can be achieved, through early interventions, in preschool or school settings. After systematic research, via the electronic search engine Google Scholar, empirical studies, from 2010 onwards, published in scientific peer-reviewed journals, were collected. The empirical studies were critically analyzed based on the quality indicators concerning sample characteristics, research design and intervention features, so that their effectiveness and the feasibility of their application can be determined. The studies that were finally collected only concern the application of interventions targeting the improvement of symbolic play skills. No studies were found, however, concerning the application of symbolic-didactic play as the sole independent variable for the instruction of other skills. Most interventions were applied on preschool children in special education settings. All studies report positive results on the increase of symbolic play. The critical analysis of their characteristics reveals certain limitations whatsoever. Nevertheless, the effort of applying interventions in natural settings with the involvement of the school staff is important. In the present review, reaching general conclusions is difficult owing to the limited number of studies. Despite the specific limitation, its contribution to highlighting the importance of conducting more research with more rigid methodological criteria and quality indicators is important, so that the application of related interventions in natural (pre)school settings could increase in number.

Keywords: autism, symbolic play, pretend play, interventions, (pre)school setting

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