

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»

ΠΑΙΔΙΑ ΜΕ ΔΑΦ & ΠΡΟΒΛΗΜΑΤΑ ΑΓΧΟΥΣ ΣΤΟ ΣΧΟΛΙΚΟ ΠΕΡΙΒΑΛΛΟΝ

CHILDREN WITH ASD & ANXIETY PROBLEMS IN SCHOOL ENVIRONMENT

της

Κόλλια Ν. Γεωργίας

Μεταπτυχιακή διατριβή που υποβάλλεται
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης του τμήματος Ελληνικής
Φιλολογίας σε συνεργασία με το ΕΚΕΦΕ
Δημόκριτος του Δημοκριτείου Πανεπιστημίου Θράκης.

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ΠΕΡΙΛΗΨΗ

Η Διαταραχή Αυτιστικού Φάσματος (ΔΑΦ) αποτελεί μια κατάσταση που σχετίζεται με την ανάπτυξη του εγκεφάλου και επηρεάζει τον τρόπο με τον οποίο ένα άτομο αντιλαμβάνεται και επικοινωνεί με το περιβάλλον, προκαλώντας προβλήματα στην κοινωνική αλληλεπίδραση και επικοινωνία. Η διαταραχή περιλαμβάνει επίσης περιορισμένα και επαναλαμβανόμενα πρότυπα συμπεριφοράς. Ο όρος «φάσμα» στη Διαταραχή αναφέρεται στο ευρύ φάσμα των συμπτωμάτων και της σοβαρότητας αυτών. Σκοπός της παρούσας έρευνας είναι η διερεύνηση του τρόπου με τον οποίο εκπαιδευτικοί και ειδικό επιστημονικό προσωπικό αξιολογεί τις ψυχολογικές δυσκολίες, την προσαρμοστική τους λειτουργία και τα προβλήματα συμπεριφοράς παιδιών με και χωρίς αυτισμό ηλικίας 5-18 χρόνων στο σχολικό περιβάλλον. Για την επίτευξη του στόχου αυτού πραγματοποιήθηκε ποσοτική έρευνα. Τα αποτελέσματα της έρευνας αυτής έδειξαν ότι η διδακτική εμπειρία, η κατάρτιση και η δομή εκπαίδευσης που υπηρετούν παίζει σημαντικό ρόλο στις στάσεις των εκπαιδευτικών και των επαγγελματιών υγείας αλλά και στο βαθμό που αντιλαμβάνονται το άγχος και την ένταση των μαθητών. Παράλληλα, ο βαθμός ικανότητας της λεκτικής επικοινωνίας και της γενικότερης λειτουργικότητας των μαθητών με ΔΑΦ επηρεάζει τη στάση του διδακτικού προσωπικού και των εξειδικευμένων λειτουργών.

αποφάσεις που πρέπει να ληφθούν για την ομαλή λειτουργία του πλαισίου αλλά και το προσωπικό που καλείται να τις υλοποιήσει. (Cook et al., 1999). Επομένως, για να είναι επιτυχής η συμπερίληψη, ο/η διευθυντής/διευθύντρια του σχολείου είναι σημαντικό να διαμορφώσει το κατάλληλο κλίμα, ώστε ολόκληρο το σχολείο να ενδιαφέρεται για την επιτυχία όλων των μαθητών, και να εξασφαλίσει ότι όλοι οι εκπαιδευτικοί θα συμπράξουν ώστε να ενισχύσουν και να υλοποιήσουν το στόχο αυτό (Causton-Theoharis & Theoharis, 2008).

Στο μέλλον θα ήταν χρήσιμο να διεξαχθούν έρευνες με μεγαλύτερο δείγμα, καλύτερα σταθμισμένο δημογραφικά ως προς το φύλο, την ηλικία, και ίσως στα προβλήματα που αντιμετωπίζουν οι μαθητές, αν και θα ήταν κάτι εξαιρετικά δύσκολο, λόγω της ιδιαιτερότητας εξεύρεσης του δείγματος.

Επίσης, σκόπιμη θα ήταν η διερεύνηση του βαθμού βελτίωσης της ζωής των μαθητών σε βάθος χρόνου με τη μείωση των ψυχοσωματικών προβλημάτων μέσω στοχευμένων παρεμβάσεων, καθώς και την επίτευξη καλύτερης λεκτικής επικοινωνίας με τη βοήθεια της λογοθεραπείας με την προσδοκία τα αποτελέσματα να καταδείξουν λιγότερη κοινωνική αποξένωση, και επομένως λιγότερο άγχος και εκνευρισμό.

Καταλήγοντας, θα ήταν σημαντική η διεξαγωγή μελλοντικής έρευνας με στόχο τη μελέτη της σχέσης μεταξύ του Δείκτη Νοημοσύνης των παιδιών με ΔΑΦ και του άγχους με στόχο την εύρεση απαντήσεων σε πτυχές της ΔΑΦ που ακόμα παραμένουν ανεξερεύννητες.

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Παράρτημα

Παράρτημα Ι.Ερωτηματολόγιο

Επιστολή προς δασκάλους, λογοθεραπευτές, ψυχολόγους, εργοθεραπευτές, ειδικούς παιδαγωγούς

Αγαπητοί συνάδελφοι, σας παρακαλώ να συμπληρώσετε το παρακάτω ερωτηματολόγιο, προκειμένου να συγκεντρώσω δεδομένα σχετικά με τα προβλήματα άγχους που αντιμετωπίζουν σήμερα πολλά παιδιά με ΔΑΔ στο σχολικό περιβάλλον αλλά και εκτός σχολείου.