‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute

DESIGN AND IMPLEMENTATION OF INTERVENTIONAL SESSIONS OF PSYCHOMOTOR IN THE FRAMEWORK OF INCLUSION

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THESIS

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Abstract

This study examines the effect of an interventional psychomotor treatment program on psychomotor development and the behavior of pre-school age pupils with diagnosed difficulties in their psychomotor development. Two pupils participated in the survey. Their chronological age ranged between and 76-78 months, while both were supported educationally, by the integration department that existed in the school they attended. The Psychokinetic education program lasted 8 weeks, with a frequency of twice a week and was implemented in the school area alongside the program of the formal order and the framework of the educational Program of Intervention (E.P.I.). For the measurement of the kinetic development of children, before and after the implementation of the program, the "Democritos movement Screening Tool for preschool children" (Kampas, Venetsanou, and Gavriilidou, 2019) was used, while for the assessment of their behavior, the classroom teacher completed a questionnaire. Based on the results obtained after completing the intervention program, it appeared that the students made significant improvements in their psychomotor and behavioral areas.

Key words: Psychomotor treatment, intervention program, inclusion, integration section, pre-school education

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