

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

**Η ΠΕΡΙΠΤΩΣΗ ΤΩΝ ΠΑΙΔΙΩΝ ΜΕ ΣΥΝΝΟΣΗΡΟΤΗΤΑ ΕΙΔΙΚΩΝ
ΜΑΘΗΣΙΑΚΩΝ ΔΥΣΚΟΛΙΩΝ ΚΑΙ ΔΕΠ-Υ**

**THE CASE OF CHILDREN WITH COMORBIDITY OF SPECIAL LEARNING
DIFFICULTIES AND ADHD**

της

Νικολέττας Βάλβη

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
με τίτλο :«Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή-Ψυχοπαιδαγωγική της
ένταξης »

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Κομοτηνή/Αθήνα

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Περίληψη

Η παρούσα έρευνα είχε στόχο να διερευνήσει τους μαθητές με Συννοσηρότητα Ειδικών Μαθησιακών Δυσκολιών και ΔΕΠ-Υ. Για την επίτευξη του σκοπού της έρευνας διεξήχθη βιβλιογραφική ανασκόπηση 35 άρθρων και 1 βιβλίου. Σύμφωνα με τα αποτελέσματα της βιβλιογραφικής ανασκόπησης τα παιδιά με συννοσηρότητα ΔΕΠ-Υ και μαθησιακής δυσκολίας παρουσιάζουν χαμηλές λεκτικές ικανότητες και δυσκολίες στην αφηρημένη σκέψη. Γενικά τα παιδιά με μαθησιακές δυσκολίες και ΔΕΠ-Υ εκδηλώνουν γνωστικά προβλήματα που σχετίζονται με καθεμία από τις μεμονωμένες διαταραχές. Αναφορικά με την αξιολόγηση και διάγνωση της συννοσηρότητας διαπιστώθηκε, ότι η αξιολόγηση της γραπτής έκφρασης μπορεί να χρησιμεύσει ως αποτελεσματικός προγνωστικός παράγοντας για τις διαγνώσεις ΔΕΠ-Υ και συννοσηρότητας ΔΕΠ-Υ με μαθησιακές δυσκολίες. Όσον αφορά στις απόψεις των μαθητών για τη συννοσηρότητα Ειδικών Μαθησιακών Δυσκολιών και ΔΕΠ-Υ, οι μαθητές παρουσιάζουν θετική αυτοδιάθεση, μεγάλη μεταγνωστική επίγνωση, και θετική συμπεριφορά απέναντι στον εαυτό τους ως μαθητές. Για τους γονείς η διάγνωση των μαθησιακών δυσκολιών προκαλεί ένα αίσθημα απώλειας. Η συμμετοχή τους στην εκπαίδευση των παιδιών τους είναι μεγαλύτερη όταν οι δυσκολίες της διαταραχής είναι εντονότερες. Οι εκπαιδευτικοί από την πλευρά τους δεν είναι επαρκώς εξοπλισμένοι με τις δεξιότητες και τις στρατηγικές που απαιτούνται για να εργαστούν με παιδιά με ΔΕΠ-Υ. Τέλος υπάρχουν αρκετά προγράμματα παρέμβασης που μπορούν να εφαρμοστούν για τη συννοσηρότητα Ειδικών Μαθησιακών Δυσκολιών και ΔΕΠ-Υ, τα οποία βοηθούν στον κοινωνικό-συναισθηματικό, ψυχολογικό και γνωστικό τομέα της ζωής του παιδιού με συννοσηρότητα Ειδικών Μαθησιακών Δυσκολιών και ΔΕΠ-Υ.

Λέξεις Κλειδιά: ΔΕΠ-Υ, Ειδικές Μαθησιακές Δυσκολίες, Συννοσηρότητα

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