

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

**ΓΝΩΣΕΙΣ ΚΑΙ ΑΠΟΨΕΙΣ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΤΗΣ ΔΗΜΟΣΙΑΣ
ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ (ΓΕΝΙΚΗΣ ΚΑΙ ΕΙΔΙΚΗΣ ΑΓΩΓΗΣ) ΓΙΑ
ΤΟΥΣ ΜΑΘΗΤΕΣ ΜΕ ΔΙΑΤΑΡΑΧΗ ΕΛΛΕΙΜΜΑΤΙΚΗΣ ΠΡΟΣΟΧΗΣ–
ΥΠΕΡΚΙΝΗΤΙΚΟΤΗΤΑ (ΔΕΠ-Υ)**

**KNOWLEDGE AND OPINIONS OF TEACHERS IN PUBLIC SECONDARY
EDUCATION (GENERAL AND SPECIAL EDUCATION) FOR STUDENTS WITH –
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**

της
Λέντζου Κανέλλας

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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ΠΕΡΙΛΗΨΗ

Η Διαταραχή Ελλειμματικής Προσοχής και Υπερκινητικότητας (ΔΕΠ-Υ) - διεθνώς Attention Deficit Hyperactivity Disorder (ADHD) - είναι μια νευροαναπτυξιακή διαταραχή που χαρακτηρίζεται από έντονη απροσεξία, παρορμητικότητα και υπερκινητικότητα στα εξελικτικά στάδια του ατόμου κυρίως μέχρι την ενηλικίωση του. Το σχολείο είναι ιδιαίτερα δύσκολο για τα παιδιά με ΔΕΠ-Υ. Η συγκεκριμένη έρευνα καταγράφει τις γνώσεις και τις απόψεις των εκπαιδευτικών της δημόσιας δευτεροβάθμιας εκπαίδευσης (γενικής και ειδικής αγωγής) στον ελληνικό χώρο μέσω ερωτηματολογίου που δημιουργήθηκε. Το δείγμα ήταν 162 καθηγητές από διάφορα μέρη της Ελλάδας κυρίως από αστικά κέντρα με μεγάλη συμμετοχή από την Αθήνα και την Θεσσαλονίκη. Το ερωτηματολόγιο που δημιουργήθηκε έχει υποκατηγορίες οι οποίες αφορούν τις γνώσεις των εκπαιδευτικών για τους μαθητές με ΔΕΠ-Υ και τις απόψεις τους για τα συναισθήματα των εκπαιδευτικών και την καλύτερη διδακτική διαχείριση.

Η επεξεργασία των στατιστικών δεδομένων επιβεβαίωσε, ότι: α) οι εκπαιδευτικοί με εξειδίκευση στην Ειδική Αγωγή και Εκπαίδευση (ΕΑΕ) έχουν περισσότερες γνώσεις για τα χαρακτηριστικά της ΔΕΠ-Υ, ενώ το είδος της εξειδίκευσης καθορίζει τις γνώσεις τους για τις κοινωνικές δεξιότητες των μαθητών με ΔΕΠ-Υ, β) οι γυναίκες εκπαιδευτικοί αναγνωρίζουν περισσότερο το άγχος των μαθητών, γ) όσο περισσότερες γνώσεις για τα χαρακτηριστικά της ΔΕΠ-Υ έχουν οι εκπαιδευτικοί, τόσο περισσότερο θεωρούν ότι ο μαθητής με ΔΕΠ-Υ προκαλεί άγχος στους καθηγητές του, δ) οι εκπαιδευτικοί που εργάζονται στην ΕΑΕ περισσότερα χρόνια θεωρούν ότι ο μαθητής με ΔΕΠ-Υ βελτιώνεται με την εφαρμογή αυστηρών ορίων στο σπίτι και στο σχολείο, το ίδιο πιστεύουν όσοι έχουν εξειδίκευση στην ΕΑΕ (σε σύγκριση με όσους δεν έχουν εξειδίκευση) και οι εκπαιδευτικοί που εργάζονται στην ειδική αγωγή (σε σύγκριση με τους εκπαιδευτικούς που εργάζονται στην γενική αγωγή), ε) οι εκπαιδευτικοί με εξειδίκευση στην ΕΑΕ θεωρούν, ότι ο μαθητής με ΔΕΠ-Υ χρειάζεται την οργάνωση των πληροφοριών, ενισχύεται με την χρήση ΤΠΕ, ενισχύεται με την απόκτηση μεταγνωστικών δεξιοτήτων, περισσότερο συγκριτικά με τους συναδέλφους τους χωρίς εξειδίκευση στην ΕΑΕ, ενώ για τους εκπαιδευτικούς με περισσότερα έτη διδασκαλίας στην Γενική Αγωγή ως προς τα δύο πρώτα ισχύει αντίστροφα, στ) οι εκπαιδευτικοί με εξειδίκευση στην ΕΑΕ θεωρούν ότι ο καθηγητής χρειάζεται να εφαρμόζει προγράμματα τροποποίησης συμπεριφοράς και πιστεύουν ότι η Παράλληλη Στήριξη είναι το πλαίσιο που βοηθάει καλύτερα την σχολική ένταξη των μαθητών με ΔΕΠ-Υ.

Η αξία της έρευνας αυτής είναι ότι προσπαθεί να καταγράψει συνολικά τις απόψεις των εκπαιδευτικών της δημόσιας δευτεροβάθμιας εκπαίδευσης (γενικής και ειδικής) για την ΔΕΠ-Υ στον ελληνικό χώρο, αναφορικά με τα συναισθήματα των εκπαιδευτικών, τα συναισθήματα των μαθητών, την αποτελεσματικότερη διδακτική προσέγγιση και τις προτάσεις για την περαιτέρω καλύτερη αντιμετώπιση αυτών των μαθητών.

Λέξεις –Κλειδιά: ΔΕΠ-Υ, μαθητές, εκπαιδευτικοί, δευτεροβάθμια εκπαίδευση.

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