



Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου 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»



ΣΧΕΣΗ ΜΑΘΗΣΙΑΚΩΝ ΔΥΣΚΟΛΙΩΝ ΚΑΙ ΣΥΝΑΙΣΘΗΜΑΤΙΚΩΝ ΔΥΣΚΟΛΙΩΝ

Relationship of learning difficulties and emotional difficulties

της

Αντωνίου Αναστασίας

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
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Με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

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ΠΕΡΙΛΗΨΗ

Η παρούσα εργασία αποτελεί μια βιβλιογραφική ανασκόπηση με **σκοπό** να διερευνήσει τη σημασία της συσχέτισης των μαθησιακών δυσκολιών και των συναισθηματικών προβλημάτων στο κοινωνικό και μαθησιακό περιβάλλον ενός παιδιού με μαθησιακές διαταραχές. Συγκεκριμένα, τα **ερωτήματα** που καλείται να απαντήσει η έρευνα αυτή, αφορούν στην αναζήτηση τυχόν διαφοροποίησης των συναισθηματικών προβλημάτων που αντιμετωπίζουν οι μαθητές με μαθησιακές δυσκολίες ως προς το φύλο και την ηλικία, αλλά και στον εντοπισμό εκείνου του συναισθηματικού προβλήματος που προκαλεί την κυριότερη δυσλειτουργία τόσο στο κοινωνικό όσο και στο μαθησιακό επίπεδο των παιδιών αυτών. Για τον σκοπό αυτό, πραγματοποιήθηκε η μελέτη 38 διεθνών άρθρων, από τη δεκαετία του 1980 έως τα τελευταία έτη, από έγκριτα επιστημονικά περιοδικά, τα οποία αποτελούσαν έρευνες βιβλιογραφικές, είτε πεδίου. Ειδικότερα, τα **αποτελέσματα** επιβεβαιώνουν την ύπαρξη διαφοροποίησης αναφορικά με τα συναισθηματικά προβλήματα που αναπτύσσουν οι μαθητές με μαθησιακές δυσκολίες σε σχέση με το φύλο και την ηλικία. Μάλιστα, οι έρευνες υποδεικνύουν ότι το αίσθημα της μοναχικότητας και ενίοτε της κατάθλιψης είναι που επηρεάζουν το κοινωνικό προφίλ των μαθητών αυτών, ενώ αντίστοιχα το αίσθημα της χαμηλής αυτοεκτίμησης την ακαδημαϊκή τους εικόνα. **Συμπερασματικά**, διαπιστώνεται ότι διαμορφώνεται ένας φαύλος κύκλος αποτυχίας από την πρώιμη μάλιστα σχολική ηλικία των μαθητών με μαθησιακές δυσκολίες. Συνεπώς, συστήνεται η δημιουργία προγραμμάτων πρώιμης παρέμβασης για την ενίσχυση της κοινωνικής-συναισθηματικής-σχολικής επάρκειας, ώστε να επιτευχθεί η δυνατότητα μιας εις βάθος εξέλιξης της ακαδημαϊκής τους παρουσίας αλλά και ταυτόχρονα διατήρησης της συναισθηματικής ισορροπίας.

Λέξεις-κλειδιά: μαθησιακές δυσκολίες, συναισθηματικά προβλήματα, κοινωνικό-μαθησιακό περιβάλλον, μοναχικότητα, κατάθλιψη, χαμηλή αυτοεκτίμηση, πρώιμη παρέμβαση.

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