

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»

**ΑΠΟΨΕΙΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΓΙΑ ΤΗΝ ΣΥΝΕΚΠΑΙΔΕΥΣΗ ΠΑΙΔΙΩΝ ΜΕ ΔΑΦ
ΣΤΑ ΣΧΟΛΕΙΑ ΓΕΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**

**TEACHERS' ATTITUDE ON THE INCLUSION OF CHILDREN WITH ASD IN
GENERAL SCHOOLS**

ΤΟΥ

Μπαμπαλή Ευάγγελου

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

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"ΔΗΜΟΚΡΙΤΟΣ"

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ΠΕΡΙΛΗΨΗ

Σκοπός της παρούσας διπλωματικής εργασίας ήταν να καταγράψει τις απόψεις των εκπαιδευτικών Δευτεροβάθμιας εκπαίδευσης σχετικά με την ένταξη των μαθητών με Διαταραχές Αυτιστικού Φάσματος στις γενικές τάξεις και να διερευνήσει το επίπεδο γνώσεων τους στη διαχείριση των μαθητών με Διαταραχές Αυτιστικού Φάσματος στις γενικές τάξεις. Για το σκοπό αυτό πραγματοποιήθηκε ποσοτική έρευνα σε δείγμα 173 εκπαιδευτικών Δευτεροβάθμιας εκπαίδευσης με χρήση σταθμισμένων ερωτηματολογίων. Τα ευρήματα της έρευνας έδειξαν ότι οι εκπαιδευτικοί Δευτεροβάθμιας εκπαίδευσης επιδεικνύουν θετική στάση αναφορικά με την ένταξη των μαθητών με Διαταραχές Αυτιστικού Φάσματος στις γενικές τάξεις και αναγνωρίζουν τα οφέλη της. Σημαντικές προκλήσεις για την ένταξη των μαθητών κατά την άποψη των εκπαιδευτικών είναι η μειωμένη πνευματική ικανότητα τους και η μη κατανοητή γλώσσα τους. Επιπρόσθετα, από τα ευρήματα της έρευνας προέκυψε ότι οι εκπαιδευτικοί στην πλειοψηφία τους αναγνώρισαν το δικαίωμα των μαθητών με ΔΑΦ στην επαγγελματική ανάπτυξη θεωρώντας ως βασικούς παράγοντες που δυσκολεύουν τους μαθητές σε αυτόν τον τομέα, τις περιορισμένες κοινωνικές δεξιότητες τους, την έλλειψη νομοθετικού πλαισίου και την κοινωνική προκατάληψη εναντίον τους. Επιπλέον, από την έρευνα προέκυψε ότι ένα σημαντικό ποσοστό εκπαιδευτικών έχει αρκετές γνώσεις σχετικά με τις Διαταραχές Αυτιστικού Φάσματος και τη διαχείριση των μαθητών αυτών. Σημαντικός παράγοντας που φαίνεται να επηρεάζει σε σημαντικό βαθμό τόσο τις απόψεις των εκπαιδευτικών όσο και το επίπεδο γνώσεων τους φάνηκε να είναι η κατάρτιση τους σε ζητήματα ΔΑΦ. Τα ευρήματα έδειξαν ότι οι εκπαιδευτικοί με κατάρτιση πάνω στη ΔΑΦ έχουν θετικότερη στάση και υψηλότερο επίπεδο γνώσεων για τη διαχείριση των μαθητών με ΔΑΦ.

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