

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

ΠΤΥΧΕΣ ΤΩΝ ΠΡΑΓΜΑΤΟΛΟΓΙΚΩΝ ΙΚΑΝΟΤΗΤΩΝ ΣΕ ΕΛΛΗΝΟΦΩΝΟΥΣ ΜΑΘΗΤΕΣ
ΜΕ ΑΥΤΙΣΜΟ ΥΨΗΛΗΣ ΛΕΙΤΟΥΡΓΙΚΟΤΗΤΑΣ

ASPECTS OF PRAGMATIC ABILITIES IN HIGH-FUNCTIONING GREEK-SPEAKING
LEARNERS WITH AUTISM SPECTRUM DISORDERS

της
Ρέστα Ζωής

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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Περίληψη

Η παρούσα μελέτη διερευνά διάφορες πτυχές πραγματολογικών ικανοτήτων σε ελληνόφωνους μαθητές με αυτισμό υψηλής λειτουργικότητας. Πολλές μελέτες έχουν καταλήξει στο συμπέρασμα ότι τα άτομα με Διαταραχές Αυτιστικού Φάσματος (ΔΑΦ) παρουσιάζουν ελλείψεις στις πραγματολογικές τους δεξιότητες, οι οποίες πιθανώς να οφείλονται σε ελλείμματα στη Θεωρία του Νου, στις Εκτελεστικές Λειτουργίες ή στην Ασθενή Κεντρική Συνοχή. Παρόμοιες μελέτες σε ελληνόφωνους μαθητές με ΔΑΦ είναι περιορισμένες. Για τον σκοπό αυτό στην παρούσα μελέτη συμμετείχαν 12 μαθητές με αυτισμό υψηλής λειτουργικότητας (12 -13 ετών, πειραματική ομάδα (ΠΟ)) και 12 μαθητές τυπικής ανάπτυξης ίδιας χρονολογικής ηλικίας (12 -13 ετών, ομάδα ελέγχου (ΟΕ)). Οι πραγματολογικές δεξιότητες των μαθητών αξιολογήθηκαν μέσω του εργαλείου *Diagnostic Evaluation of Language Variation* (DELV), το οποίο εξετάζει τους επικοινωνιακούς ρόλους, την αφήγηση σύντομης ιστορίας και τη διατύπωση ερωτήσεων λαμβάνοντας υπόψη την προοπτική του «άλλου» (Θεωρία του Νου). Τα αποτελέσματα έδειξαν ότι η ΟΕ σημείωσε υψηλότερη βαθμολογία από την ΠΟ και στις τρεις ενότητες. Συγκρίσεις εντός της ΟΕ έδειξαν ότι εντοπίστηκαν διαφορές, όμως μόνο μεταξύ των ενοτήτων εξέτασης των επικοινωνιακών ρόλων και της σύντομης αφήγησης και οριακές διαφορές μεταξύ των επικοινωνιακών ρόλων και των ερωτήσεων, ενώ συγκρίσεις εντός της ΠΟ έδειξαν ότι οι επιδόσεις στους επικοινωνιακούς ρόλους ήταν καλύτερες σε σχέση με τη σύντομη αφήγηση και τις ερωτήσεις ενώ δεν παρατηρήθηκαν διαφορές μεταξύ των επιδόσεων σύντομης αφήγησης και ερωτήσεων. Πιθανές συσχετίσεις που πραγματοποιήθηκαν μεταξύ των τριών μερών για κάθε ομάδα ξεχωριστά, έδειξαν για την ΟΕ υψηλή συσχέτιση μεταξύ επικοινωνιακών ρόλων και ερωτήσεων, μέτρια συσχέτιση μεταξύ επικοινωνιακών ρόλων και σύντομης αφήγησης, ενώ δεν παρατηρήθηκαν συσχετίσεις μεταξύ σύντομης αφήγησης και ερωτήσεων. Στην ΠΟ δεν παρατηρήθηκε καμία συσχέτιση μεταξύ των διαφορετικών πραγματολογικών ικανοτήτων. Σύμφωνα με τα παραπάνω οι πραγματολογικές δεξιότητες δεν συνδέονται απόλυτα ούτε επηρεάζονται με τον ίδιο τρόπο στους μαθητές με ΔΑΦ, γεγονός που φανερώνει ότι

οι πραγματολογικές ικανότητες συμπεριλαμβάνονται σε ένα ευρύ ανομοιογενές φάσμα και υπόκεινται σε διαφορετικούς γνωστικούς μηχανισμούς επεξεργασίας. Η παρούσα μελέτη προσφέρει επίσης σημαντικές εκπαιδευτικές προεκτάσεις, καθώς οι εκπαιδευτικοί μπορούν να αξιοποιήσουν τις διάφορες πτυχές των πραγματολογικών δεξιοτήτων των μαθητών τους με ΔΑΦ.

Λέξεις-κλειδιά: Αυτισμός, πραγματολογία, Θεωρία του Νου, Θεωρία Κεντρικής Συνοχής, Εκτελεστικές Λειτουργίες.

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