



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»



ΣΧΟΛΙΚΟΣ ΕΚΦΟΒΙΣΜΟΣ ΚΑΙ ΜΑΘΗΤΕΣ ΜΕ ΕΙΔΙΚΕΣ ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΑΝΑΓΚΕΣ

SCHOOL BULLYING AND STUDENTS WITH SPECIAL NEEDS

της
Κοντογιάννης Αθηνάς

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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Περίληψη

Η θυματοποίηση από συνομηλίκους αναγνωρίζεται όλο και περισσότερο ως ένα σοβαρό κοινωνικό πρόβλημα που μπορεί να επηρεάσει αρνητικά την ψυχοκοινωνική και ακαδημαϊκή προσαρμογή των παιδιών στο σχολείο, και ειδικότερα των παιδιών με ΕΕΑ. Οι εμπειρίες αυτών των παιδιών σε σχέση με τον σχολικό εκφοβισμό είναι ελάχιστα κατανοητές και απαιτείται έρευνα για να διερευνηθούν οι συγκεκριμένες ανάγκες τους. Σκοπός της παρούσας μελέτης, ήταν να διερευνήσει την ελληνική και διεθνή βιβλιογραφία σχετικά με τον σχολικό εκφοβισμό που βιώνουν τα παιδιά με ΕΕΑ σε όλες τις βαθμίδες της εκπαίδευσης. Ειδικότερα μελετήθηκε αν ο σχολικός εκφοβισμός εμφανίζεται περισσότερο στους μαθητές με ΕΕΑ σε σχέση με τους μαθητές και τις μαθήτριες τυπικής ανάπτυξης, με ποια μορφή εμφανίζεται, και ποιες οι αιτίες του φαινομένου. Τα ερευνητικά ερωτήματα που καλείτο να απαντήσει η μελέτη ήταν: (α) Ποια η συχνότητα εμφάνισης του φαινομένου του σχολικού εκφοβισμού στα παιδιά με ΕΕΑ, σε σχέση με τα παιδιά τυπικής ανάπτυξης; (β) Ποιες μορφές σχολικού εκφοβισμού εμφανίζονται σε παιδιά με ΕΕΑ από τυπικούς συνομηλίκους τους; (γ) Ποια τα αίτια που οδηγούν στα φαινόμενα σχολικού εκφοβισμού απέναντι στα παιδιά με ΕΕΑ; Προς απάντησή τους, έγινε ανασκόπηση της υφιστάμενης γνώσης γύρω από τα πιο πάνω ζητήματα, εντοπίζοντας είκοσι προγενέστερες έρευνες σε διεθνές και σε τοπικό επίπεδο, οι οποίες αναλύθηκαν για σκοπούς εξαγωγής αποτελεσμάτων και συμπερασμάτων. Τα δεδομένα των μελετών αυτών έδειξαν ότι, τα παιδιά με ΕΕΑ εμφανίζονται ως θύτες κι ως θύματα σχολικού εκφοβισμού, με τη θυματοποίησή τους να εμφανίζεται σε πολύ μεγαλύτερα ποσοστά, σε σχέση με τους τυπικούς συνομηλίκους τους. Επίσης, η έρευνα έδειξε ότι εντός της ομάδας παιδιών με ΕΕΑ, υπάρχει διαφοροποίηση του βαθμού θυματοποίησης κι αναλόγως της μορφής ΕΕΑ που φέρει κάθε παιδί, με τα παιδιά με ΔΑΦ και ΜΔ να είναι πιο επιρρεπείς. Θυματοποίηση που εμφανίζεται κυρίως σε μορφές έμμεσου, άμεσου, λεκτικού και σωματικού εκφοβισμού, λόγω κυρίως των μεμονωμένων χαρακτηριστικών του χαρακτήρα κάθε παιδιού ή λόγω της αδυναμίας αποτελεσματικής ερμηνείας των κοινωνικών ενδείξεων. Συμπερασματικά, είναι πολύ σημαντικό να αναπτυχθούν κατάλληλες και αποτελεσματικές παρεμβάσεις, ειδικά για μαθητές και μαθήτριες με ΕΕΑ που μπορεί να πέφτουν θύματα σε μεγαλύτερα ποσοστά από τους συνομηλίκους τους χωρίς αναπηρία.

Λέξεις Κλειδιά: Σχολικός εκφοβισμός, θυματοποίηση, ειδικές εκπαιδευτικές ανάγκες, αίτια, μορφές, συχνότητα.

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