

**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»**

Διατροφική Εκπαίδευση των μαθητών και μαθητριών με Διαταραχή Αυτιστικού Φάσματος με τη Χρήση ΤΠΕ

της
Δέσποινας Οικονομίδου

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»

Εγκεκριμένο από την τριμελή επιτροπή:

- 1η Επιβλέπουσα: Δρ. Σπυριδούλα Κατσαντώνη, Συνεργαζόμενη Ερευνήτρια Ι.Π.Τ.
Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»
2ος Επιβλέπων: Δρ. Αθανάσιος Δρίγκας, Ερευνητής Α' Βαθμίδας, Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»
3ος Επιβλέπων: Δρ. Παναγιώτης Μαντάς, Συνεργαζόμενος Ερευνητής Ι.Π.Τ.
Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»

Αθήνα

2023

ΠΕΡΙΛΗΨΗ

Εισαγωγή. Τα παιδιά με Διαταραχή Αυτιστικού Φάσματος (ΔΑΦ) συχνά αντιμετωπίζουν διατροφικά προβλήματα και αυξημένο κίνδυνο παχυσαρκίας σε σχέση με τους τυπικά αναπτυσσόμενους συνομηλίκους τους. Στόχος της παρούσας ανασκόπησης πεδίου ήταν να εντοπίσει στην υπάρχουσα ερευνητική βιβλιογραφία σχολικά προγράμματα/παρεμβάσεις διατροφικής εκπαίδευσης για μαθητές και μαθήτριες με ΔΑΦ και να περιγράψει τα χαρακτηριστικά τους. **Μέθοδος.** Για την πραγματοποίηση της ανασκόπησης πεδίου έγινε αναζήτηση ερευνητικών εργασιών σε τρεις ηλεκτρονικές βιβλιογραφικές βάσεις. Μετά την εφαρμογή των κριτηρίων επιλεξιμότητας, πραγματοποιήθηκε εξαγωγή και χαρτογράφηση των δεδομένων, ενώ αποτυπώθηκαν και ευρήματα βάσει των συστατικών στοιχείων της ολιστικής σχολικής προσέγγισης για την προαγωγή της υγείας (σχολικές πολιτικές, φυσικό και κοινωνικό περιβάλλον σχολείου, ατομικές δεξιότητες, συνεργασίες με οικογένειες/κοινότητα, υπηρεσίες φροντίδας υγείας). Χρησιμοποιήθηκαν αριθμητικές και περιγραφικές συνόψεις για την παρουσίαση των συνολικών ευρημάτων. **Αποτελέσματα.** Δώδεκα προγράμματα διατροφικής εκπαίδευσης μαθητών και μαθητριών με ΔΑΦ συμπεριλήφθηκαν στην ανασκόπηση, από τα οποία τα μισά (50%) εστίασαν στην προαγωγή υγιεινών διατροφικών και άλλων συμπεριφορών και τα υπόλοιπα (50%) σε δυσκολίες όπως η επιλεκτικότητα τροφίμων, η παχυσαρκία κ.ά.. Σε κάποιες παρεμβάσεις (33,32%) χρησιμοποιήθηκαν ΤΠΕ και σε ένα μικρό ποσοστό (16,7%) υπήρχε ενεργή συμμετοχή των γονέων. Ως προς την ολιστική σχολική προσέγγιση, σε όλες τις παρεμβάσεις εντοπίστηκαν εκπαιδευτικές δραστηριότητες για την ανάπτυξη ατομικών δεξιοτήτων σε ζητήματα διατροφής ή/και φυσικής άσκησης και αρκετές παρεμβάσεις (75%) περιείχαν δράσεις στο φυσικό ή/και το κοινωνικό περιβάλλον των σχολείων. Σε λιγότερες από τις μισές παρεμβάσεις (41,6%) αναπτύχθηκαν συνεργασίες με οικογένειες/κοινότητα, ενώ σε ακόμα λιγότερες (25%) συμμετείχαν επαγγελματίες υγείας. Δεν εντοπίστηκαν σε κανένα πρόγραμμα ενέργειες σχετικά με σχολικές πολιτικές. **Συμπεράσματα.** Τα υπάρχοντα ερευνητικά δεδομένα για τις σχολικές παρεμβάσεις διατροφικής εκπαίδευσης μαθητών και μαθητριών με ΔΑΦ υποδεικνύουν την ανάγκη να συμπεριλαμβάνονται σε αυτές δράσεις για τη διαμόρφωση σχολικών πολιτικών που θα προάγουν τις υγιεινές διατροφικές συνήθειες, καθώς και για την υποστήριξη συνεργασιών με τους γονείς, την ευρύτερη

κοινότητα και τους επαγγελματίες υγείας προς τον σκοπό αυτό. Οι δράσεις ανάπτυξης ατομικών δεξιοτήτων και του φυσικού/κοινωνικού σχολικού περιβάλλοντος θα μπορούσαν να ενισχυθούν μέσα από τη χρήση τεκμηριωμένων εκπαιδευτικών στρατηγικών, αλλά και ΤΠΕ που υποστηρίζουν τις ανάγκες των παιδιών με ΔΑΦ, στο πλαίσιο μίας προσαρμοσμένης και ταυτόχρονα ολιστικής και συμπεριληπτικής προσέγγισης για την προαγωγή της υγιεινής διατροφής στο σχολικό περιβάλλον.

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