



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ  
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ  
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ  
σε συνεργασία με το  
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ  
«ΔΗΜΟΚΡΙΤΟΣ»  
ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ

ΔΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:  
ΕΞΕΙΔΙΚΕΥΣΗ ΣΤΙΣ Τ.Π.Ε. ΚΑΙ ΕΙΔΙΚΗ ΑΓΩΓΗ – ΨΥΧΟΠΑΙΔΑΓΩΓΙΚΗ ΤΗΣ ΕΝΤΑΞΗΣ

**ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ**

«Δομημένες Διδακτικές Στρατηγικές και χρήση Προγραμμάτων Παρέμβασης με τη χρήση τεχνολογιών σε μαθητές με Διαταραχές Αυτιστικού Φάσματος(Δ.Α.Φ.). Μία εκπαιδευτική παρέμβαση στο μάθημα της Πληροφορικής.»

Δαμιανός Παπαδόπουλος, Α.Μ.:0530

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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## ΠΕΡΙΛΗΨΗ

Τα τελευταία χρόνια, ολοένα και περισσότερο αναπτύσσονται και εφαρμόζονται προγράμματα, μέθοδοι παρέμβασης, που βελτιώνουν τις Κοινωνικές, Συναισθηματικές, Γνωστικές Δεξιότητες των μαθητών που βρίσκονται στο Φάσμα του Αυτισμού(Δ.Α.Φ). Στη συγκεκριμένη διπλωματική εργασία, θα γίνει λεπτομερής παρουσίαση και ανάλυση των κυριότερων προγραμμάτων και μεθόδων που στοχεύουν στην αντιμετώπιση των ως άνω ελλειμμάτων. Οι μαθητές με Δ.Α.Φ. παρουσιάζουν σημαντικές αδυναμίες στο να εκπαιδευτούν και συνάμα να λειτουργήσουν σε ένα κοινό εκπαιδευτικό πλαίσιο. Έτσι, είναι αναγκαία η δημιουργία, χρήση των προγραμμάτων που σκοπό έχουν την ένταξη των μαθητών στο πλαίσιο της εκπαιδευτικής διαδικασίας, βοηθώντας τους να παρακολουθήσουν το αναλυτικό πρόγραμμα της τάξης που φοιτούν, δρώντας ως ενεργά μέλη.

Αναφορικά, θα γίνει παρουσίαση των εκπαιδευτικών παρεμβάσεων και μεθόδων, Early Start Denver Model, Cognitive behavioral therapy, BLISS, PECS, Κοινωνικές Ιστορίες (Social Stories), MAKATON, TEACCH, ABA του Lovaas, MARTE MEO, SHERBORNE, Derbyshire Language Scheme(DLS) PACT, Εκπαιδευτική Ρομποτική, (Danial, Jeffrey & Wood, 2013; Granovetter, 2013). Στο τελευταίο μέρος της εργασίας, στο οποίο δόθηκε και ιδιαίτερη βαρύτητα, παρουσιάζουμε ένα εκπαιδευτικό πρόγραμμα που σχεδιάστηκε και εκπονήθηκε για την μαθήτριά δεκαεπεννιά χρονών που παρατηρήσαμε καθ' όλη τη διάρκεια της Πρακτικής Άσκησης. Η μαθήτριά είχε διάγνωση του ΚΕΔΑΣΥ που έκανε λόγο για Διαταραχή Αυτιστικού Φάσματος και πρότεινε η φοίτηση να γίνει σε δομή Ειδικής Αγωγής και Εκπαίδευσης. Τέλος, τα δεδομένα συλλέχθηκαν βάσει της παρατήρησης των 300 ωρών συμμετοχικής παρατήρησης στα τρία εξάμηνα του Μεταπτυχιακού Προγράμματος.

**Λέξεις-κλειδιά:** Διαταραχές Αυτιστικού Φάσματος (Δ.Α.Φ.), πρόγραμμα παρέμβασης, Κοινωνικογνωστικές Δεξιότητες, ψηφιακά εργαλεία, νέες τεχνολογίες, επικοινωνία, εκπαίδευση, TEACCH, ABA, PECS, Early Bird.

δημιουργούν την οποιαδήποτε απορία, ο εκπαιδευτικός να είναι σε θέση να παρέχει τις όποιες διευκρινίσεις που θα βοηθήσουν το μαθητή στη σωστή εκτέλεση της εργασίας που του ανατέθηκε χωρίς την παραμικρή βοήθεια. Έτσι με τη διαδικασία αυτή, ο εκπαιδευτικός οδηγεί το μαθητή με Δ.Α.Φ στην μαθησιακή αυτονομία του και στο τελικό στόχο να απεμπλακεί εντελώς να μην του είναι απαραίτητος για να λύσει την όποια εργασία του ανατεθεί.

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