

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»

**Ο ΡΟΛΟΣ ΤΗΣ ΓΟΝΕΪΚΗΣ ΕΜΠΛΟΚΗΣ ΣΤΗ ΣΧΟΛΙΚΗ
ΕΠΙΔΟΣΗ ΚΑΙ ΤΙΣ ΚΟΙΝΩΝΙΚΟ-ΣΥΝΑΙΣΘΗΜΑΤΙΚΕΣ
ΔΕΞΙΟΤΗΤΕΣ ΤΩΝ ΜΑΘΗΤΩΝ ΜΕ ΑΥΤΙΣΜΟ: ΑΠΟΨΕΙΣ
ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΚΑΙ ΓΟΝΕΩΝ**

ΤΟΥ

ΤΣΙΑΒΔΑΡΙΔΗ ΓΕΩΡΓΙΟΥ

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

Σκοπός της παρούσας διπλωματικής εργασίας ήταν να καταγράψουν οι αντιλήψεις των εκπαιδευτικών Δευτεροβάθμιας εκπαίδευσης και των γονέων μαθητών με ΔΑΦ Δευτεροβάθμιας εκπαίδευσης σχετικά με το επίπεδο κοινωνικο-συναισθηματικών δεξιοτήτων των μαθητών με ΔΑΦ και να διερευνηθεί ο ρόλος που μπορεί να έχει η γονεϊκή εμπλοκή και η υποστήριξη της από τους εκπαιδευτικούς στη σχολική επίδοση και τις κοινωνικό-συναισθηματικές δεξιότητες των μαθητών με ΔΑΦ Δευτεροβάθμιας εκπαίδευσης. Για το σκοπό αυτό πραγματοποιήθηκε ποσοτική έρευνα σε δείγμα 129 εκπαιδευτικών Δευτεροβάθμιας εκπαίδευσης και 119 γονέων μαθητών με ΔΑΦ με τη χρήση ερωτηματολογίων αυτοαναφοράς. Τα ευρήματα της έρευνας έδειξαν πως οι μαθητές με ΔΑΦ έχουν ένα μέτριο επίπεδο προβλημάτων σε ζητήματα που αφορούν κοινωνικό-συναισθηματικές δεξιότητες (κυριότερα προβλήματα αντιμετωπίζουν στους τομείς των συναισθηματικών διαταραχών και των προβλημάτων συμπεριφοράς). Επιπλέον, η έρευνα έδειξε πως οι γονείς των μαθητών με ΔΑΦ, σε μέτριο βαθμό εμπλέκονται στη μάθηση στο σπίτι, σε μέτριο βαθμό έχουν επικοινωνία με το σχολείο του παιδιού και σε μικρότερο βαθμό εμπλέκονται στην ευρύτερη σχολική ζωή. Αντίθετα, καταγράφηκε πως οι εκπαιδευτικοί Δευτεροβάθμιας Εκπαίδευσης σε αρκετά μεγάλο βαθμό υποστηρίζουν με τις πράξεις τους την εμπλοκή των γονέων στην εκπαίδευση των παιδιών με ΔΑΦ. Τέλος, από τη διπλωματική εργασία επιβεβαιώθηκε πως η γονεϊκή εμπλοκή (1) είναι σημαντικός παράγοντας βελτίωσης των προβλημάτων σε ζητήματα κοινωνικο-συναισθηματικών δεξιοτήτων των μαθητών με ΔΑΦ και (2) είναι σημαντικός παράγοντας βελτίωσης της σχολικής επίδοσης των μαθητών με ΔΑΦ.

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