ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ
σε συνεργασία με το
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
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ΔΙΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
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ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

΄΄ Συγκριτική μελέτη των θεμελιωδών κινητικών δεξιοτήτων μεταξύ νευροτυπικών και παιδιών με νευροαναπτυξιακές διαταραχές ΄΄

ΑΝΕΣΤΗΣ ΦΩΤΟΓΛΟΥ 542

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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Εγκεκριμένο από την τριμελή επιτροπή.

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ΠΕΡΙΛΗΨΗ

Η παρούσα διπλωματική εργασία αποσκοπεί στην συγκριτική μελέτη των θεμελιωδών κινητικών δεξιοτήτων μεταξύ παιδιών τυπικής ανάπτυξης και με νευροαναπτυξιακές διαταραχές, με την χρήση του εργαλείου Test of Gross Motor Development-3η έκδοση (TGMD-3) το οποίο αξιολογεί το επίπεδο της αδρής κινητικής ανάπτυξης παιδιών ηλικίας 3 ετών έως 10 ετών και 11 μηνών. Για να επιτευχθεί η παρατήρηση των θεμελιωδών κινητικών δεξιοτήτων πραγματοποιήθηκε βιβλιογραφική ανασκόπηση για τη μελέτη και καταγραφή των κύριων βιβλιογραφικών πηγών. Αποσαφηνίστηκαν οι έννοιες της κινητικής ανάπτυξης και του ρόλου που αυτή κατέχει σε νευροαναπτυξιακές διαταραχές. Αφού ολοκληρώθηκε η βιβλιογραφική ανασκόπηση βασισμένη σε επιστημονικές πηγές που πραγματοποιήθηκαν τα έτη 2000-2021, ορίστηκε η μεθοδολογία ποσοτικής έρευνας στην οποία συμμετείχαν 28 μαθητές ηλικίας 6 έως 10 ετών και 9 μηνών (7 τυπικά αναπτυσσόμενα παιδιά, M age=7,82 ± 1,34 years) , (7 παιδιά που βρίσκονται στα φάσμα του αυτισμού ,M age=8,30,± 1,52 years), 7 παιδιά με διάγνωση ΔΕΠΥ, M age=7,95, ±1,72 και 7 μαθητές με διαταραχή κινητικού συντονισμού, M age=8,4, ±1,12). Για τη διεξαγωγή της ποσοτικής έρευνας συλλέχθηκαν δεδομένα, αναλύθηκαν και ακολούθησε στατιστική επεξεργασία. Η εξαγωγή των συμπερασμάτων οδήγησε στη σύγκρισή τους με τα αποτελέσματα άλλων, ήδη υλοποιημένων, ερευνών. Οι μαθητές επελέγησαν με τη μέθοδο της βολικής δειγματοληψίας από γενικά και ειδικά Δημοτικά σχολεία της Αθήνας. Από τα αποτελέσματα προέκυψε ισχυρή επικράτηση των τιμών των τυπικών παιδιών σε όλες τις κατηγορίες εκτός από τη δεξιότητα ΄΄πλάγια βήματα΄΄ στο οποίο ήταν πολύ κοντά όλες οι κατηγορίες που μελετήθηκαν με πρώτη την διαταραχή κινητικού συντονισμού. Όσον αφορά το ζήτημα της συνολικής βαθμολογίας μεταξύ των τριών νευροαναπτυξιακών διαταραχών πρώτη ήταν η ΔΕΠΥ, έπειτα η διαταραχή κινητικού συντονισμού και στο τέλος η αυτιστική διαταραχή. Ανάμεσα σε άλλα ευρήματα παρατηρήθηκε ανομοιομορφία των τιμών του επιπέδου της αδρής κινητικής ανάπτυξης για τα αυτιστικά άτομα για τις δεξιότητες μετακίνησης. Ακόμα, προέκυψαν δεδομένα κατανομής του συνολικού δείγματος τόσο στις δεξιότητες μετακίνησης 57% όσο και στις δεξιότητες με μπάλα 43% με πρώτη θέση να ανήκει στην δεξιότητα ΄΄πλάγια βήματα΄΄ 14% ,την δεξιότητα δηλαδή που πέτυχαν καλύτερη επίδοση και οι τέσσερις κατηγορίες. Συμπερασματικά, το TGMD-3 είναι ένα εργαλείο που διερευνάται για περαιτέρω συνεχή έρευνα και πιο συγκεκριμένα για τη σύγκριση των θεμελιωδών δεξιοτήτων τυπικών και παιδιών με νευροαναπτυξιακές διαταραχές. Η σημασία της έρευνας έχει ως στόχο να αναδείξει το ρόλο της κινητικής ανάπτυξης και πιο συγκεκριμένα των θεμελιωδών κινητικών δεξιοτήτων σε νευροαναπτυξιακές διαταραχές όπως ο αυτισμός, η ΔΕΠΥ και η διαταραχή κινητικού συντονισμού. Επιπλέον, η παρούσα εργασία στοχεύει να ανοίξει το δρόμο των ερευνών για περισσότερη μελέτη σχετικά με την αξιολόγηση των δεξιοτήτων

αυτών σε ένα ευρύ φάσμα διαταραχών και να ενισχύσει την ήδη επικρατούσα άποψη για την σημασία της φυσικής δραστηριότητας στην κινητική ανάπτυξη.

Λέξεις κλειδιά: θεμελιώδεις κινητικές δεξιότητες, TGMD-3 (Test of Gross Motor Development-3), αδρή κινητική ανάπτυξη, δεξιότητες μετακίνησης, δεξιότητες με μπάλα, νευροαναπτυξιακές διαταραχές.

ABSTRACT

This study aims at the comparative study of fundamental motor skills between typical and children with neurodevelopmental disorders using the TGMD-3- Test of Gross Motor Development-3rd edition which is a tool that assesses the gross motor development of children aged 3 years to 10 years and 11 months. In order to achieve the observation of fundamental motor skills, a literature review was carried out to study and record the main literature sources. The concepts of motor development and the role it plays in neurodevelopmental disorders were clarified. After completing the literature review based on scientific sources carried out in the years 2000-2021, the quantitative research methodology was defined involving 28 students aged 6 to 10 years and 9 months participated in the research (7 typically developing children, mean =7,82, standard deviation ± 1,34), 7 autistic children, mean =8,3 , standard deviation ±1,52, 7 children diagnosed with ADHD, mean =7,95,standard deviation±1,72 and 7 students with motor coordination disorder, mean =8,4,standard deviation± 1,12. To conduct the quantitative research, data was collected, analyzed and followed by statistical processing. The students were selected using the convenience sampling method from general and special primary schools in Athens. The results showed a strong predominance of the values of the typical children in all categories except for "slide" in which they were very close in all the categories studied with the first motor coordination disorder. Regarding the issue between the three developmental disorders in the total neural score, first was ADHD, then motor coordination disorder, and lastly the autistic disorder. Among other findings, unevenness of gross motor development values was observed for autistic individuals for both movement and ball skills. This finding is more clearly seen in movement skills. Also, data on the distribution of the total sample was obtained in both movement skills 57% and ball skills 43% with the first place belonging to ‘’sliding‘’ 14%, that is, the skill that achieved the best performance in all four categories. In conclusion, the TGMD-3 is a tool, which is being investigated and needs to be further investigated for continued research to investigate the fundamental skills of typical and children with neurodevelopmental disorders. The importance of the research aims to highlight the role of motor development and more specifically of fundamental motor skills in neurodevelopmental disorders such as autism, ADHD and motor coordination disorder. In addition, the present work aims to pave the way for more research on the assessment of these skills in a wide range of disorders and to strengthen the already prevailing opinion on the importance of physical activity in motor development.

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