



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

ΔΙΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
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ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ
Η ΕΚΠΑΙΔΕΥΣΗ ΠΑΙΔΙΩΝ ΠΡΟΣΧΟΛΙΚΗΣ ΚΑΙ ΣΧΟΛΙΚΗΣ ΗΛΙΚΙΑΣ ΜΕ
ΝΟΗΤΙΚΗ ΑΝΑΠΗΡΙΑ: ΣΥΓΧΡΟΝΕΣ ΠΑΡΕΜΒΑΣΕΙΣ ΓΙΑ ΤΗΝ ΑΝΑΠΤΥΞΗ
ΤΩΝ ΔΕΞΙΟΤΗΤΩΝ ΤΟΥΣ

Αναστασία Ροζάρια Νίκου, ΑΜ: 603

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 Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης».

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ΠΕΡΙΛΗΨΗ

Η Νοητική Αναπηρία είναι μία εφ' όρου ζωής αναπηρία, που επηρεάζει σημαντικά τα άτομα στην εκτέλεση καθημερινών δραστηριοτήτων, στην αυτόνομη διαβίωση τους, στο επαγγελματικό τους μέλλον και στην σύναψη διαπροσωπικών σχέσεων. Τα παιδιά με νοητική αναπηρία παρουσιάζουν σοβαρά ελλείματα και δυσκολίες σε ποικίλους τομείς της καθημερινής τους ζωής, με αποτέλεσμα τον αποκλεισμό τους από το κοινωνικό γίνεσθαι. Στόχος της παρούσας διπλωματικής εργασίας είναι να αναλυθεί αρχικά σε θεωρητικό πλαίσιο η έννοια της νοητικής αναπηρίας, ποια είναι τα αίτια και τα διαγνωστικά της κριτήρια, ποιοι είναι οι τύποι κατάταξης του επιπέδου σοβαρότητάς της, ποια γενετικά σύνδρομα και χρωμοσωμικές ανωμαλίες συνδέονται με την εμφάνιση της και -ενδεικτικά- ορισμένες εκπαιδευτικές δράσεις, που θα μπορούσαν να υλοποιηθούν βάσει των προτεινόμενων οδηγιών του ΥΠΕΘ και του ΙΕΠ. Επιπλέον, στο θεωρητικό της μέρος αναλύονται οι τομείς της ένταξης, των τεχνών, της γλωσσικής, συναισθηματικής και κοινωνικής ανάπτυξης των παιδιών με νοητική αναπηρία.

Η παρούσα εργασία αποτελεί μία βιβλιογραφική ανασκόπηση, όπου από τις αξιοποιημένες έρευνες φαίνεται πως μέσω της τεχνολογίας και της αλληλεπίδρασης τα παιδιά με νοητική αναπηρία σταδιακά μπορούν αναπτύξουν τις κοινωνικές τους δεξιότητες, όπως επίσης και να αναγνωρίζουν και να εκφράζουν τα συναισθήματά τους. Τα ίδια αποτελέσματα προκύπτουν και από τις έρευνες που ήταν βασισμένες στις τέχνες και κυρίως την μουσική και το θέατρο, ενώ αναφορικά με την γλωσσική τους ανάπτυξη αναδείχτηκε πως μέσω των τεχνολογικών προγραμμάτων και του παιχνιδιού, που βρίσκονταν στο κέντρο των ενδιαφερόντων τους, κατάφεραν να καλλιεργήσουν σημαντικά τον προφορικό τους λόγο. Τέλος, επισημαίνεται -μέσω των ερευνών- πως η ένταξή τους αποτελεί μία εξαιρετικά αναγκαία διαδικασία για την ανάπτυξη των δεξιοτήτων τους και της ψυχικής τους ευημερίας.

Λέξεις – Κλειδιά

Νοητική αναπηρία, γλωσσική ανάπτυξη, κοινωνική ανάπτυξη, τέχνες, ένταξη

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