



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

**ΠΡΟΑΓΩΓΗ ΤΗΣ ΨΥΧΙΚΗΣ ΥΓΕΙΑΣ ΓΟΝΕΩΝ ΑΤΟΜΩΝ ΜΕ ΕΙΔΙΚΕΣ
ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΑΝΑΓΚΕΣ ΜΕΣΩ ΤΗΣ ΣΥΜΒΟΥΛΕΥΤΙΚΗΣ ΠΑΡΕΜΒΑΣΗΣ**

Ρήστα Φωτεινή, Α.Μ. 611

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:

Επιβλέπουσα Καθηγήτρια: Αγάθη, Σταθοπούλου, Συνεργαζόμενη ερευνήτρια
Ι.Π.Τ. – Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»

2^ο Μέλος: Ζωή, Καραμπατζάκη, Συνεργαζόμενη ερευνήτρια Ι.Π.Τ.
– Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»

3^ο Μέλος: Ζαχαρούλα, Ταβουλάρη, Συνεργαζόμενη ερευνήτρια
Ι.Π.Τ. – Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»

Αθήνα

2024

ΠΕΡΙΛΗΨΗ

Οι περισσότεροι γονείς στη σημερινή εποχή βιώνουν προκλήσεις όσον αφορά την ανατροφή και φροντίδα των παιδιών τους. Οι προκλήσεις αυτές γίνονται εντονότερες όταν τα παιδιά παρουσιάζουν ειδικές εκπαιδευτικές ανάγκες (ΕΕΑ) ή νευροαναπτυξιακές διαταραχές, με αποτέλεσμα οι γονείς να βιώνουν άγχος και θλίψη. Γι' αυτό τον λόγο είναι σημαντική η ανάπτυξη υπηρεσιών που απευθύνεται τόσο στα παιδιά αλλά και στους γονείς που φροντίζουν παιδιά με ΕΕΑ. Η συμβουλευτική υποστήριξη και παρέμβαση της οικογένειας αποτελεί ένα σημαντικό μέρος της ενδυνάμωσης της οικογένειας. Σκοπός της παρούσας μελέτης αποτελεί η διερεύνηση των δεδομένων σχετικά με τη συμβουλευτική υποστήριξη που λαμβάνουν οι γονείς παιδιών με ΕΕΑ. Με τη μέθοδο της συστηματικής βιβλιογραφικής ανασκόπησης επιλέχθηκαν 16 έρευνες διεθνούς βιβλιογραφίας, οι οποίες πληρούσαν τα κριτήρια επιλογής και αποκλεισμού. Τα αποτελέσματα κατέδειξαν ότι η συμβουλευτική γονέων γίνεται κυρίως μέσω παρεμβάσεων και προγραμμάτων εκπαίδευσης με στόχο την απόκτηση στρατηγικών μείωσης άγχους, ανάπτυξης θετικών αλληλεπιδράσεων μεταξύ γονέων-παιδιών και τη βελτίωση των κοινωνικο-συναισθηματικών δεξιοτήτων και της επικοινωνίας.

Λέξεις-κλειδιά: Ειδικές εκπαιδευτικές ανάγκες, Γονείς, Γονικό άγχος, Συμβουλευτική γονέων, Προγράμματα στήριξης οικογένειας, Εκπαίδευση γονέων.

BIBΛΙΟΓΡΑΦΙΑ

- Alquraini, T., Al-Odaib, A., Aldhalaan, H., Merza, H., & Mahoney, G. (2018). Feasibility of responsive teaching with mothers and young children with autism in Saudi Arabia. *Journal of Early Intervention, 40*, 105381511878917. <https://doi.org/10.1177/1053815118789176>
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorder (5th ed.). Arlington, VA: American Psychiatric Publishing
- Arakelyan, S., Maciver, D., Rush, R., O'hare, A., & Forsyth, K. (2019). Family factors associated with participation of children with disabilities: A systematic review. *Developmental Medicine and Child Neurology, 61*(5), 514–522. <https://doi.org/10.1111/dmcn.14133>
- Barlow, J., Bergman, H., Kornør, H., Wei, Y., & Bennett, C. (2016). Group-based parent training programmes for improving emotional and behavioural adjustment in young children. *The Cochrane Database of Systematic Reviews, 2016*(8), CD003680. <https://doi.org/10.1002/14651858.CD003680.pub3>
- Boonsuchat, J. (2015). Group counseling for reducing the anxiety in parents of children with autism. *Procedia - Social and Behavioral Sciences, 197*, 640–644. <https://doi.org/10.1016/j.sbspro.2015.07.051>
- Cheng, A. W. Y., & Lai, C. Y. Y. (2023). Parental stress in families of children with special educational needs: A systematic review. *Frontiers in Psychiatry, 14*, 1198302. <https://doi.org/10.3389/fpsy.2023.1198302>

- Cheng, A. W. Y., & Lai, C. Y. Y. (2023). Parental stress in families of children with special educational needs: A systematic review. *Frontiers in Psychiatry, 14*, 1198302. <https://doi.org/10.3389/fpsy.2023.1198302>
- Feng, M., Xu, J., Zhai, M., Wu, Q., Chu, K., Xie, L., Luo, R., Li, H., Xu, Q., Xu, X., & Ke, X. (2023). Behavior management training for parents of children with preschool ADHD based on parent-child interactions: A multicenter randomized controlled, follow-up study. *Behavioural Neurology, 2023*(1), 3735634. <https://doi.org/10.1155/2023/3735634>
- Gengoux, G. W., Abrams, D. A., Schuck, R., Millan, M. E., Libove, R., Ardel, C. M., Phillips, J. M., Fox, M., Frazier, T. W., & Hardan, A. Y. (2019). A pivotal response treatment package for children with autism spectrum disorder: An RCT. *Pediatrics, 144*(3), e20190178. <https://doi.org/10.1542/peds.2019-0178>
- Georgoulas, N. (2019). Counseling psychology: Types, objectives and the role of counseling psychologist. *4th International E-Conference on Studies in Humanities and Social Sciences: Conference Proceedings*, 103–112. <https://doi.org/10.32591/coas.e-conf.04.09103g>
- Gilmer, C., Buchan, J. L., Letourneau, N., Bennett, C. T., Shanker, S. G., Fenwick, A., & Smith-Chant, B. (2016). Parent education interventions designed to support the transition to parenthood: A realist review. *International Journal of Nursing Studies, 59*, 118–133. <https://doi.org/10.1016/j.ijnurstu.2016.03.015>
- Gül, H., & Gür, Ç. (2022). The relationship among problem-solving, coping styles and stress levels of parents of children with autism spectrum disorder, attention deficit hyperactivity disorder and typical development. *European Journal of Educational Research, 11*(3), 1231–1243. Scopus. <https://doi.org/10.12973/eu-jer.11.3.1231>

- Haakonsen Smith, C., Turbitt, E., Muschelli, J., Leonard, L., Lewis, K. L., Freedman, B., Muratori, M., & Biesecker, B. B. (2018). Feasibility of coping effectiveness training for caregivers of children with autism spectrum disorder: A genetic counseling intervention. *Journal of Genetic Counseling, 27*(1), 252–262. <https://doi.org/10.1007/s10897-017-0144-1>
- Ho, M.-H., & Lin, L.-Y. (2020). Efficacy of parent-training programs for preschool children with autism spectrum disorder: A randomized controlled trial. *Research in Autism Spectrum Disorders, 71*, 101495. <https://doi.org/10.1016/j.rasd.2019.101495>
- Kong, M., & Au, T. (2018). The incredible years parent program for Chinese preschoolers with developmental disabilities. *Early Education and Development, 29*, 494–514. <https://doi.org/10.1080/10409289.2018.1461987>
- Leung, C., Chan, S., Lam, T., Yau, S., & Tsang, S. (2016). The effect of parent education program for preschool children with developmental disabilities: A randomized controlled trial. *Research in Developmental Disabilities, 56*, 18–28. <https://doi.org/10.1016/j.ridd.2016.05.015>
- Mavroeidi, N., Sifnaios, C., Ntinou, A., Iatrou, G., Konstantakopoulou, O., Merino Martínez, M., Nucifora, M., Tanrikulu, I., & Vadolas, A. (2024). Exploring the potential impact of training on short-term quality of life and stress of parents of children with autism: The integrative parents' autism training module. *International Journal of Environmental Research and Public Health, 21*(4), 474. <https://doi.org/10.3390/ijerph21040474>

- Mazzucchelli, T. G., Jenkins, M., & Sofronoff, K. (2018). Building Bridges Triple P: Pilot study of a behavioural family intervention for adolescents with autism spectrum disorder. *Research in Developmental Disabilities, 76*, 46–55. Scopus. <https://doi.org/10.1016/j.ridd.2018.02.018>
- McDaniel, J., Yoder, P., Crandall, M., Millan, M. E., Ardel, C. M., Gengoux, G. W., & Hardan, A. Y. (2020). Effects of pivotal response treatment on reciprocal vocal contingency in a randomized controlled trial of children with autism spectrum disorder. *Autism: The International Journal of Research and Practice, 24*(6), 1566–1571. <https://doi.org/10.1177/1362361320903138>
- McLeod, J. (2003). *Εισαγωγή στη συμβουλευτική* (Δ. Καραθάνου & Α. Μαρκαντώνη, Μετ.). Μεταίχμιο
- National Research Council. (2001). Educating children with autism. Committee on educational interventions for children with autism. In C. Lord, & J. P. McGee (Eds.). Division of behavioral and social sciences and education. Washington, DC: National Academy Press
- Nowell, S. W., Watson, L. R., Boyd, B., & Klinger, L. G. (2019). Efficacy study of a social communication and self-regulation intervention for school-age children with autism spectrum disorder: A randomized controlled trial. *Language, Speech, and Hearing Services in Schools, 50*(3), 416–433. https://doi.org/10.1044/2019_LSHSS-18-0093
- Nurhastuti, N., & Fatmawati, F. (2018). Family counseling program for parents who have autistic children. *Journal of ICSAR, 2*, 163–166. <https://doi.org/10.17977/um005v2i22018p163>
- Nuri, C., Akçamete, G., & Direktör, C. (2019). A combined model study: The needs of parents of children with attention deficit disorder with hyperactivity (ADHD) in parent education.

International Electronic Journal of Elementary Education, 12(1), 19–25. Scopus.
<https://doi.org/10.26822/iejee.2019155333>

O'Donovan, K. L., Armitage, S., Featherstone, J., McQuillin, L., Longley, S., & Pollard, N. (2019). Group-based parent training interventions for parents of children with autism spectrum disorders: A literature review. *Review Journal of Autism and Developmental Disorders*, 6(1), 85–95. <https://doi.org/10.1007/s40489-018-00155-6>

Okeke, C. I. O., & Mazibuko, G. F. (2014). The experiences of parents of school children with special education needs: An empirical study. *Mediterranean Journal of Social Sciences*, 5(15), 227–240. Scopus. <https://doi.org/10.5901/mjss.2014.v5n15p227>

Oosterling, I., Visser, J., Swinkels, S., Rommelse, N., Donders, R., Woudenberg, T., Roos, S., van der Gaag, R. J., & Buitelaar, J. (2010). Randomized controlled trial of the focus parent training for toddlers with autism: 1-year outcome. *Journal of Autism and Developmental Disorders*, 40(12), 1447–1458. <https://doi.org/10.1007/s10803-010-1004-0>

Pereira, A., Moreira, T., Lopes, S., Nunes, A. R., Magalhães, P., Fuentes, S., Reoyo, N., Núñez, J. C., & Rosário, P. (2016). “My child has cerebral palsy”: Parental involvement and children’s school engagement. *Frontiers in Psychology*, 7(NOV). Scopus.
<https://doi.org/10.3389/fpsyg.2016.01765>

Qi, A., Wang, F., & Cao, T. (2023). Effect of psychological counseling based on problem management plus on social anxiety in parents of children with autism spectrum disorder. *Iranian Journal of Public Health*, 52(2), 325–333. <https://doi.org/10.18502/ijph.v52i2.11885>

Schertz, H. H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2018). Mediating parent learning to promote social communication for toddlers with autism: Effects from a randomized controlled trial. *Journal of Autism and Developmental Disorders*, 48(3), 853–867. <https://doi.org/10.1007/s10803-017-3386-8>

Sekar, N., & Gopalakrishnan, A. V. (2016). Psychological and emotional state of parents having intellectually and developmentally disabled children. *International Journal on Disability and Human Development*, 15(3), 293–297. Scopus. <https://doi.org/10.1515/ijdh-2015-0016>

Shire, S. Y., Goods, K., Shih, W., Distefano, C., Kaiser, A., Wright, C., Mathy, P., Landa, R., & Kasari, C. (2015). Parents' adoption of social communication intervention strategies: Families including children with autism spectrum disorder who are minimally verbal. *Journal of Autism and Developmental Disorders*, 45(6), 1712–1724. <https://doi.org/10.1007/s10803-014-2329-x>

Solomon, R., Van Egeren, L. A., Mahoney, G., Quon Huber, M. S., & Zimmerman, P. (2014). PLAY project home consultation intervention program for young children with autism spectrum disorders: A randomized controlled trial. *Journal of Developmental and Behavioral Pediatrics: JDBP*, 35(8), 475–485. <https://doi.org/10.1097/DBP.0000000000000096>

Turner-Brown, L., Hume, K., Boyd, B. A., & Kainz, K. (2019). Preliminary efficacy of family implemented TEACCH for toddlers: Effects on parents and their toddlers with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49(7), 2685–2698. <https://doi.org/10.1007/s10803-016-2812-7>

Valeri, G., Casula, L., Menghini, D., Amendola, F. A., Napoli, E., Pasqualetti, P., & Vicari, S. (2020). Cooperative parent-mediated therapy for Italian preschool children with autism spectrum

disorder: A randomized controlled trial. *European Child & Adolescent Psychiatry*, 29(7), 935–946. <https://doi.org/10.1007/s00787-019-01395-5>

Wanniachchi, P. M., & Sumanasena, S. P. (2024). A short report on a preliminary interventional study to evaluate play-mediated interaction skills in caregivers of children with autism spectrum disorder from Sri Lanka. *Autism*, 28(1), 155–161. Scopus. <https://doi.org/10.1177/13623613231211370>

Zand, D. H., Bultas, M. W., McMillin, S. E., Halloran, D., White, T., McNamara, D., & Pierce, K. J. (2018). A pilot of a brief positive parenting program on children newly diagnosed with autism spectrum disorder. *Family Process*, 57(4), 901–914. <https://doi.org/10.1111/famp.12334>