



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

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ΤΙΤΛΟΣ ΕΡΓΑΣΙΑΣ

**«Ψυχολογική και Συναισθηματική Ανάπτυξη Παιδιών με Ειδικές Εκπαιδευτικές
Ανάγκες: Στρατηγικές Παρέμβασης σε Εκπαιδευτικά Πλαίσινα»**

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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

Η εργασία εστιάζει στις πρώιμες παρεμβάσεις για παιδιά με ειδικές εκπαιδευτικές ανάγκες (ΕΕΑ), αναλύοντας την επίδρασή τους σε ψυχολογικές, συναισθηματικές και κοινωνικές δεξιότητες. Στόχος ήταν να διερευνηθεί η αποτελεσματικότητα συγκεκριμένων προγραμμάτων, καθώς και να αναδειχθούν οι προκλήσεις και τα οφέλη αυτών των παρεμβάσεων. Οι βασικές θεματικές περιλαμβάνουν τη σημασία της πρώιμης παρέμβασης για την ψυχολογική στήριξη και κοινωνική ανάπτυξη, τη χρήση καινοτόμων τεχνολογιών και τη συνεργασία μεταξύ γονέων, εκπαιδευτικών και ειδικών. Εξετάστηκαν ερωτήματα σχετικά με τον αντίκτυπο αυτών των προσεγγίσεων σε παιδιά με διαφορετικές διαταραχές, καθώς και οι παράγοντες που επηρεάζουν την επιτυχία τους. Οι παρεμβάσεις επικεντρώνονται σε ψυχολογικές παραμέτρους, όπως η ανάπτυξη συναισθηματικής ανθεκτικότητας και κοινωνικών δεξιοτήτων, μέσα από συνεργασία σχολείου, γονέων και ειδικών.

Η ανάλυση βιβλιογραφίας ανέδειξε ότι παρεμβάσεις, όπως το PBIS και προγράμματα κοινωνικο-συναισθηματικής μάθησης έχουν θετική επίδραση στην κοινωνική ένταξη και τη συναισθηματική ρύθμιση. Μέσα από συστηματικές μεθοδολογίες, καταγράφεται η επίδραση της πρώιμης παρέμβασης στη μείωση των συναισθηματικών διαταραχών και στην ενίσχυση της ψυχολογικής ευημερίας. Επίσης, υπογραμμίστηκε η κρίσιμη σημασία της επιμόρφωσης των εκπαιδευτικών και της ενεργούς συμμετοχής των γονέων στη διαδικασία. Τα ευρήματα ενισχύουν τη θέση ότι η πρώιμη παρέμβαση είναι καίρια για την ανάπτυξη κοινωνικών και συναισθηματικών δεξιοτήτων, ενώ παράλληλα υπογραμμίζουν την ανάγκη για συνεχή υποστήριξη, εξατομικευμένη προσέγγιση και επαρκείς πόρους. Ταυτόχρονα, αναγνωρίζονται περιορισμοί, όπως η ποικιλία των διαταραχών και οι πολιτισμικές διαφορές, που επηρεάζουν την εφαρμοσιμότητα και την αποτελεσματικότητα αυτών των προσεγγίσεων. Συνολικά, η εργασία συνεισφέρει στην κατανόηση του πώς μπορούν να βελτιωθούν οι προσεγγίσεις υποστήριξης για παιδιά με ΕΕΑ, ενισχύοντας τη σχολική ένταξη και την ευρύτερη κοινωνική τους εξέλιξη.

Λέξεις-κλειδιά: προσχολική- σχολική ηλικία, ειδικές εκπαιδευτικές ανάγκες, πρώιμη παρέμβαση, ψυχολογική ανάπτυξη, συναισθηματική ανθεκτικότητα, κοινωνικές δεξιότητες

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