



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

ΔΙΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
ΕΞΕΙΔΙΚΕΥΣΗ ΣΤΙΣ Τ.Π.Ε. ΚΑΙ ΕΙΔΙΚΗ ΑΓΩΓΗ – ΨΥΧΟΠΑΙΔΑΓΩΓΙΚΗ ΤΗΣ ΕΝΤΑΞΗΣ

ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

Τίτλος εργασίας

«Η ενίσχυση της κοινωνικής αλληλεπίδρασης σε παιδιά με Διαταραχή Αυτιστικού Φάσματος (ΔΑΦ) μέσω εκπαιδευτικών παρεμβάσεων στην προσχολική ηλικία»

Ονοματεπώνυμο: Στρατούρης Ηλίας

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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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- Ε.Κ.Ε.Φ.Ε. "ΔΗΜΟΚΡΙΤΟΣ"

2^ο Μέλος:

ΧΡΙΣΤΙΝΑ ΣΥΡΙΟΠΟΥΛΟΥ, ΑΝΑΠΛΗΡΩΤΡΙΑ ΚΑΘΗΓΗΤΡΙΑ,
ΤΜΗΜΑ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΚΑΙ ΚΟΙΝΩΝΙΚΗΣ ΠΟΛΙΤΙΚΗΣ,
ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

3^ο Μέλος

ΑΓΑΘΗ ΣΤΑΘΟΠΟΥΛΟΥ, ΜΕΛΟΣ Ε.ΔΙ.Π., ΤΜΗΜΑ ΔΗΜΟΣΙΑΣ
ΚΑΙ ΚΟΙΝΟΤΙΚΗΣ ΥΓΕΙΑΣ, ΠΑΝΕΠΙΣΤΗΜΙΟ ΔΥΤΙΚΗΣ ΑΤΤΙΚΗΣ

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ΠΕΡΙΛΗΨΗ

Η διαταραχή του αυτιστικού φάσματος (ΔΑΦ) είναι μια νευροαναπτυξιακή διαταραχή που επηρεάζει την κοινωνική συμπεριφορά, την επικοινωνία και τις αλληλεπιδράσεις, εμφανίζοντας παράλληλα διαφορετικά επίπεδα λειτουργικότητας ανάλογα με κάθε άτομο. Στα παιδιά προσχολικής ηλικίας, όπου η κοινωνική ανάπτυξη βρίσκεται σε πολύ κρίσιμο σημείο, οι εκπαιδευτικές παρεμβάσεις μπορούν πολύ εύκολα να διευκολύνουν την ένταξη των παιδιών με ΔΑΦ στην κοινωνία.

Η παρούσα μελέτη αναλύει τη βιβλιογραφία που έχει δημοσιευτεί τα τελευταία χρόνια (2013-2025) με στόχο να αξιολογήσει την αποτελεσματικότητα διαφόρων εκπαιδευτικών παρεμβάσεων που σκοπό έχουν να βελτιώσουν τις κοινωνικές δεξιότητες των παιδιών με ΔΑΦ προσχολικής ηλικίας. Πιο συγκεκριμένα, γίνεται ανάλυση των προγραμμάτων Δομημένης Διδασκαλίας (TEACCH), του Συστήματος Επικοινωνίας μέσω Ανταλλαγής Εικόνων (PECS), της Εφαρμογής Ανάλυσης Συμπεριφοράς (ABA), του Μοντέλου Early Start Denver Model (ESDM) καθώς και της ενσωμάτωσης των Τεχνολογιών της Πληροφορίας και της Επικοινωνίας (ΤΠΕ) στην εκπαίδευση των παιδιών με ειδικές ανάγκες. Ταυτόχρονα, δίνεται έμφαση σε παράγοντες που έχουν επίδραση στην αποτελεσματικότητα αυτών των παρεμβάσεων, όπως η κατάρτιση των εκπαιδευτικών, η συμμετοχή των γονέων και η ύπαρξη υποστηρικτικών δομών.

Μέσω της αξιολόγησης της έρευνας αναμένεται να ανακαλυφθούν οι πιο αποτελεσματικές εκπαιδευτικές παρεμβάσεις, να προκύψουν οι προκλήσεις της εφαρμογής τους και να διατυπωθούν τρόποι βελτίωσης της πρακτικής τους εφαρμογής στο νηπιαγωγείο. Τα αποτελέσματα αυτής της μελέτης μπορούν να συμβάλουν στη διαμόρφωση κατευθυντήριων γραμμών για εκπαιδευτικούς, γονείς και επαγγελματίες ειδικής αγωγής, ώστε να ενισχυθεί η κοινωνική ένταξη των παιδιών με ΔΑΦ και να βελτιωθεί η ποιότητα της εκπαίδευσής τους.

Λέξεις-κλειδιά: Διαταραχή αυτιστικού φάσματος (ΔΑΦ), κοινωνική αλληλεπίδραση, προσχολική ηλικία, εκπαιδευτικές παρεμβάσεις, TEACCH, PECS, ABA, ESDM, τεχνολογία στην ειδική αγωγή.

χρειάζεται να υπάρχει συνεχής εκπαίδευση, στενή σχέση με τις οικογένειες και χρήση ψηφιακών εργαλείων, ώστε να υπάρχει μία ολοκληρωμένη και αποτελεσματική εκπαιδευτική παρέμβαση. Η εφαρμογή αυτών των πρακτικών αποδεικνύει ότι η επιτυχής ενσωμάτωση στο σχολείο των παιδιών με ΔΑΦ εξαρτάται από την ευελιξία, τη συνεργασία και τη δέσμευση όλων των μερών της σχολικής κοινότητας.

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