 ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ

ΣΧΟΛΗ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΚΑΙ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ

ΠΑΙΔΑΓΩΓΙΚΟ ΤΜΗΜΑ ΕΙΔΙΚΗΣ ΑΓΩΓΗΣ

***Πρόγραμμα Μεταπτυχιακών Σπουδών «Επιστήμες της Αγωγής: Ειδική Αγωγή»***

Αργοναυτών & Φιλελλήνων, 382 21 Βόλος, τηλ.-fax: 2421074756, email: maspecialed@sed.uth.gr

**Περίγραμμα Μαθήματος**

**Α. Στοιχεία Μαθήματος**

Τίτλος: Στρατηγικές Ανάπτυξης Κοινωνικών Δεξιοτήτων σε άτομα με αναπηρίες ή/και ειδικές εκπαιδευτικές ανάγκες (Υ)

Κωδ. Μαθήματος: ΓΑΥ9

Εξάμηνο Διδασκαλίας: Γ΄

Πιστωτικές Μονάδες (ECTS): 7,5

**Β. Διδάσκοντες Μαθήματος**

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|  | **Ονοματεπώνυμο** | **Βαθμίδα/Τμήμα** | **Στοιχεία Επικοινωνίας** |
| **Υπεύθυνος/η Διδάσκων Μαθήματος** | **Σταυρούση Παναγιώτα** | **Αναπληρώτρια Καθηγήτρια,** **Παιδαγωγικό Τμήμα Ειδικής Αγωγής, Πανεπιστήμιο Θεσσαλίας** | **E- Mail: stavrusi@uth.gr**  **Τηλ.: 2421074708** |
| Άλλοι Διδάσκοντες | - | - |  |

**Γ. Σκοποί και Στόχοι του Μαθήματος (Περιληπτικά)**

Σκοπός του μαθήματος είναι η παρουσίαση, προσέγγιση, και κριτική συζήτηση θεωριών, πρακτικών/στρατηγικών, όπως και σύγχρονων ερευνητικών δεδομένων στο πεδίο της ανάπτυξης των κοινωνικών δεξιοτήτων σε άτομα με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες. Ειδικότερα, βασικοί στόχοι του μαθήματος είναι: η επισκόπηση και κατανόηση του εννοιολογικού περιεχομένου και των επιμέρους διαστάσεων των κοινωνικών δεξιοτήτων και της κοινωνικής ανάπτυξης γενικότερα, η κατανόηση των χαρακτηριστικών στον τομέα των κοινωνικών δεξιοτήτων και της κοινωνικής λειτουργικότητας για ορισμένους πληθυσμούς ατόμων με αναπηρία, η προσέγγιση, ανάλυση και σύγκριση σύγχρονων μοντέλων, στρατηγικών και μεθόδων που στοχεύουν στην ανάπτυξη κοινωνικών δεξιοτήτων σε άτομα με αναπηρία, καθώς και η κατανόηση του ρόλου και της σημασίας των κοινωνικών δεξιοτήτων στην πορεία της εκπαιδευτικής και κοινωνικής ένταξης μαθητών με αναπηρία. Συνοπτικά, τα προσδοκώμενα μαθησιακά αποτελέσματα αναλύονται στα εξής:

* γνώση και κατανόηση θεωριών, μοντέλων, και πρακτικών/στρατηγικών που σχετίζονται με την ανάπτυξη κοινωνικών δεξιοτήτων σε πρόσωπα αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες,
* ανάλυση και σύγκριση προσεγγίσεων, στρατηγικών και παρεμβάσεων που στοχεύουν στην ανάπτυξη κοινωνικών δεξιοτήτων και στην υποστήριξη προσώπων με αναπηρία στο πεδίο της κοινωνικής λειτουργικότητας.

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| **Ημερολογιακός Σχεδιασμός Διδακτέας Ύλης** | | |
| **Ημερομηνία** | **Διδάσκων/ουσα** | **Τίτλος Θεματικής Ενότητας** |
| 1η Ενότητα  **23/9/2022** | Σταυρούση Παναγιώτα | Κοινωνικές δεξιότητες - Έννοια – ορισμός:   * Διαστάσεις και περιεχόμενο * Θεωρητικές προσεγγίσεις * Ανάπτυξη κοινωνικών δεξιοτήτων και άτομα με αναπηρία – η έννοια της προσαρμοστικής συμπεριφοράς   Κοινωνικο-γνωστικές δεξιότητες - Κοινωνική νόηση |
| 2η Ενότητα  **7/10/2022** | Σταυρούση Παναγιώτα | Κοινωνικές δεξιότητες – Αξιολόγηση:   * Αξιολόγηση της κοινωνικής λειτουργικότητας σε άτομα με αναπηρία * Τεχνικές/μέθοδοι και εργαλεία * Περιορισμοί και προτάσεις στην περίπτωση ατόμων με αναπηρία |
| 3η Ενότητα  **21/10/2022** | Σταυρούση Παναγιώτα | Πρακτικές – στρατηγικές ανάπτυξης κοινωνικών δεξιοτήτων:   * Στρατηγικές και μέθοδοι διδασκαλίας κοινωνικών δεξιοτήτων * Προσέγγιση συγκεκριμένων στρατηγικών – ασκήσεις – πεδία εφαρμογής – παραδείγματα * Σχεδιασμός παρεμβάσεων * Ανάπτυξη κοινωνικών δεξιοτήτων σε άτομα με νοητική αναπηρία – σχεδιασμός παρεμβάσεων - παραδείγματα – πεδία εφαρμογής – ερευνητικά ευρήματα |
| 4η Ενότητα  **11/11/2022** | Σταυρούση Παναγιώτα | Γενετικά σύνδρομα νοητικής αναπηρίας και ανάπτυξη κοινωνικών δεξιοτήτων:   * Προφίλ δεξιοτήτων (σύνδρομα Williams, Down, Prader-Willi, Fragile X) * Σχεδιασμός παρεμβάσεων – ερευνητικά ευρήματα – ασκήσεις – εφαρμογές |
| 5η Ενότητα  **25/11/2022** | Σταυρούση Παναγιώτα | Κοινωνικές δεξιότητες και αυτο-προσδιορισμός:   * Δεξιότητες αυτο-προσδιορισμού και άτομα με αναπηρία * Παράγοντες που συνδέονται με την ανάπτυξη δεξιοτήτων αυτο-προσδιορισμού |
| 6η Ενότητα  **9/12/2022** | Σταυρούση Παναγιώτα | Ανάπτυξη κοινωνικών δεξιοτήτων στο πλαίσιο της προετοιμασίας για τη μετάβαση από το σχολείο στην ενήλικη ζωή και την εργασία:   * Μοντέλα – προγράμματα * Κοινωνική ένταξη (σχολείο, κοινότητα, εργασία) |

**Ε. Μέθοδος Διδασκαλίας**

Διάλεξη, ασκήσεις, video

**Στ. Τρόπος και Κριτήρια Αξιολόγησης**

Η αξιολόγηση των φοιτητών/τριών θα γίνει με τελική εξέταση με γραπτές εξετάσεις.

**Ζ. Προτεινόμενη Βιβλιογραφία/Αρθρογραφία**

**1η Ενότητα**

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Vlachou, A., & Stavroussi, P. (2016). Promoting social inclusion: a structured intervention for enhancing interpersonal problem‐solving skills in children with mild intellectual disabilities. *Support for Learning, 31*, 27-45.

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Bielecki, J., & Swender, S. L. (2004). The assessment of social functioning in individuals with mental retardation. A Review. *Behavior Modification, 28*, 694-708.

Child, S., & Nind, M. (2013). Sociometric methods and difference: A force for good–or yet more harm. *Disability & Society, 28*, 1012-1023.

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Barman, M., & Jena, A. K. (2021). Effect of interactive video-based instruction on learning performance in relation to social skills of children with intellectual disability. *International Journal of Developmental Disabilities*, https://doi.org/10.1080/20473869.2021.2004535

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Reilly, C., Murtagh, L., & Senior, J. (2016). Behavioural phenotypes in the classroom: a qualitative study of parental and teacher knowledge of classroom guidelines and teacher views on best practices. *Journal of Research in Special Educational Needs, 16*, 132-143.

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**6η Ενότητα**

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