

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file - Classification of instructional programs)

Course title:	Psychological and Pedagogical Intervention
Course code:	DLSPS504
Type of course:	Compulsory
Level of course:	Master (2 nd Cycle)
Year / Semester of study:	1 st / 2 nd
Number of ECTS credits allocated:	10
Name of lecturer(s):	Prof. Maria Zafiropoulou, Dr. Fotini Economidou Kranou
Course Objectives	<p>The aim of the course is to familiarize students with the concept and essence of inclusive education as well as with its application methods. In order to achieve the objectives of the course, the students will acquire the necessary knowledge and experience regarding the different methods and techniques of managing the learning peculiarities of the students as well as the theoretical background on which these methods and techniques are based, thus giving them a solid and deeper knowledge of what to use, how and when.</p> <p>The course will focus on the methods and techniques that have been scientifically proven to effectively contribute to the education and training of students who, for one reason or another, need special treatment in the educational field.</p> <p>For each method and technique, the theoretical background on which it is based will be analyzed and will be framed by typical examples of their application in the classroom.</p> <p>In this way, the students will come into contact with the various methods of dealing with special learning difficulties which he will be able to put into practice whether he serves in Special Education or in General Education. In fact, by applying these techniques in the general school, because, possibly, he has one or some students with special needs, the particular teacher will have taken a step - even a small one - towards Inclusive Education.</p>

<p>Learning outcomes of the course unit:</p>	<p>After the completion of the course students should be able to:</p> <ol style="list-style-type: none"> 1. Synthesize knowledge and skills in fields of Educational Sciences related to Inclusive Education and concern both the application and the promotion of knowledge in this field. 2. Criticize by developing critical awareness of scientific, social and cultural issues in the context of education. 3. Explain and apply psychopedagogical methods with the aim of both prevention and primary treatment of frequent and usual emotional difficulties and learning and behavior problems of students in the school environment. 4. Synthesize and cultivate the high mental functions and the development of skills with value, emotional and interpersonal dimensions, in order for the students of the Science of Special Health Education to successfully respond to the demands of their profession and the developments of the time. 5. Plan, construct, implement and evaluate psycho-pedagogical programs that can be utilized within the context of the operation of the Unified School. 6. Develop knowledge and skills in the use and utilization of various technological tools. 7. Proceed to a critical analysis of the cognitive, teaching and learning function 8. Utilize dynamic didactic learning tools such as those of Information and Communication Technology which contribute to the creation of an enriched learning environment and are relatively easy to use in the course. 9. Incorporate knowledge into practice as this contributes to making the teaching and learning processes more correct and efficient. <p>In conclusion: After the completion of the course the students should:</p> <ul style="list-style-type: none"> • Have familiarized themselves with the concept and definitions of Exclusion, Segregation, Inclusion, Parallel Support and Inclusive Education, • Understand and know the basic principles governing the treatment of learning differentiations and to • Know which methods to choose and which techniques to plan and implement for appropriate and effective treatment. 		
<p>Prerequisites:</p>	<p>No</p>	<p>Co-requisites:</p>	<p>No</p>
<p>Course contents:</p>	<ol style="list-style-type: none"> 1. Inclusive Psycho-pedagogy: concepts, definitions, models, practices 2. Promotion of Students' Mental Resilience and Well Being (Part I) 3. Promotion of Students' Mental Resilience and Well Being (Part II). 		

	<ol style="list-style-type: none"> 4. Emotional and Behavioral Problems I: Anxiety Disorders and Depression. 5. Emotional Difficulties and Behavioral Problems II: Attention Deficit Disorder: ADHD/ADHD, Bullying at School, Aggression in the Classroom. 6. Emotional Difficulties and Behavioral Problems III: Anger Management, Grief Management, Internet Addiction. 7. Emotional Difficulties and Behavioral and Learning Problems in Adolescence. Teenage Depression 8. Autism Spectrum Disorders I. Theory and Practice 9. Autism Spectrum Disorders II 10. Learning difficulties I: -Dyslexia, -Phonological Awareness 11. Learning Difficulties II: -Teaching approaches and practices 12. Severe Mental Retardation/Multiple Special Needs
Textbooks:	<ul style="list-style-type: none"> • ΓΕΝΙΚΟ ΕΓΧΕΙΡΙΔΙΟ περί της Εξειδικευμένης Εκπαιδευτικής Υποστήριξης για Ένταξη Μαθητών με Αναπηρία ή/και Ειδικές Εκπαιδευτικές Ανάγκες • Εγχειρίδιο: Ενταξιακές Πολιτικές και Σύγχρονη Ειδική Αγωγή: Θεωρητικά Ζητήματα και Εμπειρικές Μελέτες. • Μέθοδοι και Τεχνικές Προαγωγής της Ψυχικής Υγείας των Μαθητών <p>Το κείμενο αποτελεί σύνθεση θεωρητικών μερών από το βιβλίο: Μαρία Ζαφειροπούλου και Συνεργάτες (2019). Ο Νάσος έχει Θράσος κι η Αγγέλα έχει Τρέλα. Πεδίο.</p>
References:	<ul style="list-style-type: none"> • Bryant, D., Smith, D., & Bryant, B. (2024). Teaching in inclusive classrooms. Sage Publications Inc. • Mastropieri, M.A & Scruggs, T.E. (2024). Differentiated Instruction in the Inclusive Classroom: Strategies for Student Success. Pearson • Tomlinson, C.A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms - 3rd edition. Association for Supervision & Curriculum Development • Ζαφειροπούλου, Μ. (Επ. επιμ.), (2019). Το Δύσκολο Παιδί στο Σπίτι και στο Σχολείο. Αθήνα: Πεδίο. • Levy, S. (2019). Introduction to Problems in Adolescents MSD MANUAL, Harvard Medical School • Παπαλεοντίου-Λουκά, Ε. (2018). Ψυχική υγεία παιδιού και εφήβου. Αθήνα: Αρμός • Βαλιαντή, Σ. Νεοφύτου, Λ. (2017). Διαφοροποιημένη Διδασκαλία - Λειτουργική και αποτελεσματική εφαρμογή Αθήνα: Πεδίο • Fradelos, E., Kourakos, M., Velentza, O., Papathanasiou, I. V., Polykandriotis, T. (2016). Internet addiction in children and adolescents: etiology, signs of recognition and implications in mental health nursing practice. Medical. Research. Chronicle, 3 (4), 264-272 • Plummer, D. M. (2016). Παιχνίδια διαχείρισης του θυμού για παιδιά. (Επιμ. Β. Νίκα) Αθήνα: Πατάκης.

- Hulme, Ch, Snowling, M. J. (2016). Reading disorders and dyslexia. *Current Opinion in Pediatrics*, 28 (6), p 731-735.
- Χατζηχρήστου, Χ. (2015). Πρόληψη και Προαγωγή της Ψυχικής Υγείας στο Σχολείο και στην Οικογένεια. Αθήνα: Εκδόσεις Gutenberg.
- Κουρκούτας, Η. & Γεωργιάδη Μ. (2015). Προβλήματα συμπεριφοράς και μάθησης σε εφήβους. Λευκωσία: Πανεπιστήμιο Frederick
- Attwood, T. (2015). Η Διερεύνηση των Συναισθημάτων στον Αυτισμό. (Επιμ. Β. Παπαγεωργίου) Αθήνα: Πεδίο
- Hulme C, Melby-Lervag M, Thapar A, Pine D, Taylor E, et al (2015). Educational interventions for children's learning difficulties. *Rutter's textbook of child and adolescent psychiatry 6th ed*. Chichester: Wiley-Blackwell.
- Hulme C, Nash HM, Gooch DC, et al (2015). The foundations of literacy development in children at family risk of dyslexia. *Psychol Sci*; 26:1877–1886.
- Ρούση-Βέργου, Χρ. & Ζαφειροπούλου, Μ., (2015). Αποτελεσματικοί Γονείς; Υπάρχει τρόπος! Διαχείριση των συναισθημάτων και της συμπεριφοράς. Αθήνα: Πεδίο.
- Ζαφειροπούλου, Μ. & Καλαντζή, Α. (2014). Προσαρμογή στο σχολείο: Πρόληψη και αντιμετώπιση δυσκολιών. Αθήνα: Ελληνικά Γράμματα.
- Ζαφειροπούλου, Μ., Ρούση - Βέργου.,Χ & Αγγελοσοπούλου, Α. (2014). Peer tutoring: Διαδεδομένες μορφές στήριξης ομηλικών. Στο: Μαλικιώση – Λοΐζου, Μ.(Επιμ) Συμβουλευτική Ομηλικών στην εκπαίδευση (151-160) Αθήνα : Πεδίο
- V.B. Patel, V.P. Preedy, C.R. Martin, Reference Editors (2014.) *The Comprehensive Guide to Autism*. London: Springer (Symbolic Play in Children with Autism, pp.551-567).
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- Σταλίκας, Α., & Μυτσκίδου, Π. (2011). Εισαγωγή στη Θετική Ψυχολογία. Αθήνα: Τόπος.
- Δράκος, Γ. Δ. (2011). Σύγχρονα Θέματα της Ειδικής Παιδαγωγικής. Αθήνα: Διάδραση.
- Singh, I. (2011). A disorder of anger and aggression: Children's perspectives on attention deficit/hyperactivity disorder in the UK. *Soc Sci Med*. 73(6): 889–896.
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	<ul style="list-style-type: none"> • Ginsburg, K. (2011). Building Resilience in Children and Teens: Giving Kids Roots and Wings. New York: American Academy of Pediatrics • Caravolas M, Lervag A, Mousikou P, et al (2012). Common patterns of prediction of literacy development in different alphabetic orthographies. Psychol Sci; 23:678–686. • Θάνου, Α. Γ. (2009). Το ψάρι που προσπαθεί. Ένα εκπαιδευτικό πρόγραμμα συναισθηματικής αγωγής για παιδιά προσχολικής και πρωτοσχολικής ηλικίας. Αθήνα: Πατάκης. • Schonfeld, D. J. & Quackenbush, M. (2009). After a Loved One Dies—How Children Grieve And how parents and other adults can support them. N. Y: New York Life Foundation. • Τριλίβα, Σ., Αναγνωστοπούλου, Τ., & Χατζηνικολάου, Σ. (2008). Ούτε καλύτερος, ούτε χειρότερος... απλά διαφορετικός! Ασκήσεις ευαισθητοποίησης στη διαφορετικότητα για παιδιά Δημοτικού και Γυμνασίου. Αθήνα: Gutenberg. • Stallard, P. (2006). ΣΚΕΦΤΟΜΑΙ ΣΩΣΤΑ - ΝΙΩΘΩ ΚΑΛΑ (Επιστημονική επιμέλεια Μ. Ζαφειροπούλου). Αθήνα: Δαρδανός.
Planned learning activities and teaching methods:	Various evaluation activities. Specifically, the assessment of the course includes the following: a final written exam, one assignment delivered during the semester, 4 quizzes, 2 online interaction activities, as well as a variety of weekly educational and self-assessment activities. The aim of the above educational activities and tasks is to consolidate the teaching material and the cognitive object.
Assessment methods and criteria:	<ul style="list-style-type: none"> • Two individual written assignments 2*10 =20% • 4 quiz-type tests 4*2.5= 10% • 2 Dynamics Activities Online Interaction 2*5= 10% • 1 written final exam 50%
Language of instruction:	Greek
Work placement(s):	No