

# **CURRICULUM VITAE**

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**K A L A M A T A**

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## 1 STUDIES - LIFELONG TRAINING

- (2014) - Congres National d'Autisme France on: " Chercher, inventer, innover : c'est possible" Palais des Congrès - Paris décembre, [www.autisme-france.fr](http://www.autisme-france.fr)
- (2013) - Congres National d'Autisme France on: "Le changement des pratiques en autisme, c'est maintenant " Palais des Congrès - Paris novembre, [www.autisme-france.fr](http://www.autisme-france.fr)
- (2010) - Federation Francophone - Psychologie et Psychopathologie de L'Enfant (FFPP) - Paris entitled: "l 'Examen psychologique et l' utilisation des mesures en Psychologie de l 'Enfant' ". (June)
- (2008) - Certificate of Key-CERT IT Specialist in Design and e-Learning Content Development, issued in accordance with the requirements of the certification body KeyCERT, SP01 0002333
- (2008) - Foundation Scholarship, Lifelong Learning Programme, Grundtvig Interservice Training, in Limassol on Cyprus? «Reading and Writing Difficulties among Adults". Move with the decision. Arithm.6492 / 10.06.2008 Judgment approval of the Secretary of the Ministry of Education.
- (2007) - Certified knowledge in computers: Very good knowledge of the operating system Windows XP, Microsoft Office 2004 Excel, Word, Power Point, Internet, ease of use and navigation.
- (2007) - Institute of Child Health - address family relationships. Training "to promote health and quality of life of the future: Education and health education for the control and prevention of child abuse - neglect."
- (2005) – Ptyxion from National Kapodistrian University of Athens, Department of Education and Early Childhood Education.
- (2005) - Chapel Hill N.C. - 'TEACCH- Fundamentals of Structured Education' ', Treatment Education of Autistic and Related Communication Handicapped Children.
- (2003) - Behavioral Treatment Unit of the Centre for Mental Health Education in Athens 'Introduction to behaviour and cognitive psychotherapy' and Traineeships in pathological anxiety disorders.
- (2002) - Marseille France, the European SOCRATES -ARION on "Integration Scolaire des publics spécifiques» (avril).
- (2001) - Certificate of Proficiency in educational psychology training program using the Athena Test Diagnosing Learning Disabilities. Publishers' Greek Letters. "
- (2001) - Brussels, multi-purpose center for special education in secondary education «Le Treffle» in Chievre, with administrative responsibility in Francophone Communaute the Ministry of Education of Belgium. The program included "Education of children with severe autism and other multiple disabilities, aged 13 to 22 years in a structured educational program in the TEACCH method" (May).
- (2000) - Pittsburgh USA. The Pressley Ridge Schools, Inc. The Pittsburgh International Children & Families Institute & The Bayer Center for Non-profit Management at Robert Morris College on "The Education of Individuals with children with serious emotional disorders and autism and basic social support system in the United States." The program was organized by the State of Pennsylvania, the Greek Embassy in Washington and the International Institute for the Protection of Children and Families of America in Pittsburgh (October).
- (1999-2000) - Greek Autistic Society for the Protection of Persons. (E.E.P.A.A.). Specialized training and dedicated staff in Autism.
- (1999) - National Kapodistrian University of Athens, School of Philosophy, Psychology and Education, Department of Education, Special Education specializing

in educational issues: a) school and social integration of students with special needs, b) Education and Teaching of pupils with special educational needs, c) Perspective and development of special education in Greece and the United Europe.

(1999) - Ph.D. in clinical psychology at the University of Social Sciences, Department of Psychology on "Organization and mechanisms of juvenile delinquency through Psychological and Social Structures." Support with distinction honors.

(1997) - "Interdisciplinary Study Group Special Education (for Deafness and Mental Retardation) 'counterparts in England. (November).

(1997) - Montovi in Northern Italy With program 4 –HELIOS, under the Socrates "Promoting teaching programs for children with severe learning difficulties through the open and distance education." Tracking Integration with learning difficulties in kindergarten with the support of new technologies (Materna Scuola, with responsibility for the Via Cuneo: Integration class / informatic Laboratory). (April).

(1997) - Linden Bridge, Great Britain, Surrey London, specializing in training autistic children aged 4.6 to 16 years with a teaching intervention based on alternative pedagogical methodologies - «The Makaton Vocabulary Development Project».

(1996) –Ministry of Education: 3rd Regional Training Center, PEK Athens. Training on topics: a) Difficulties and problems of children of preschool age, b) psychology and pedagogy (80 hours).

(1996) -With the ARION study visits within the European Community program SOCRATES & Youth, in northern Sweden on "Introduction in the New Technologies into Education. (Skelleftea).

(1996) -With Socrates in action 3.2 of COMENIUS, in the context of in-service training, in Lombardy in northern Italy, on "Integrating children with specific educational needs (Handicapped) in ordinary schools: studies in Europe". (Decenzano).

(1996) - Main instructor at levels 1-4 of the language MAKATON Workshop (No. 1, 2, 3, 4- The Makaton Vocabulary Development).

(1995) -HELIOS II, the Ministry of Education and Special Education on "legislation on Educational integration in Europe: trends and changes " Astir Vouliagmeni". (Athens).

(1992) - National Kapodistrian University of Athens, Pedagogical Department of Primary Education, the process of qualifying exams and a grade Very Good (7.65).

(1987) - Training in school Moraitis on "Psychomotor education through music system Dalcrosse Orff».

(1987) - National Kapodistrian University of Athens, Marasleio - "Special Education Retraining teachers' degree with Honours degree (9.65).

(1985) - Ripon Great Britain in New York with a scholarship from the Council of Europe on "Provision for preschool children with special and educational needs". (North of England).

(1984) – Strasbourg France "Update on Treating Learning Disabilities in the Educational System of France." (Northern France).

(1984) - British Council Office "Special Educational Needs of Young Handicapped Children". An international Seminar. (London).

(1983) - Council of Europe Seminar: "Problems and possibilities in art in the upper primary school", (Scotland).

(1981) - School for Preschool education, Ekali with degree: Very Good (8, 40).

(1979) Conservation Foundation -National Deaf E.I.P.K, specializing in Deaf and Hard of Hearing students to Process Language (visual, leaps reading, sound meanings). (Athens).

(1978) - Arsakeios Pedagogical Academy for primary teachers Education Psychico, Athens with a grade Very Good (8.68).

## 2 TEACHING EXPERIENCE

### 2.1. UNIVERSITY OF PELOPONNESE

#### 2.1.1. Curriculum of the Department of Philology

Teaching courses in the following seven (7) recent academic years.

(8) Academic year 2014-2015 by the General Assembly of the Department of Literature, as an assistant professor

1 Pedagogy of school integration. I - 13E65\_14: E semester. - Elective

2 Teaching students with specific learning difficulties (dyslexia) I - 13E64\_14: E semester. - Elective

(7) Academic year 2014-2015 by the General Assembly of the Department of History and Cultural Resource Management, as an assistant professor

1 Introduction to Educational Learning -Theories - 12 I / TMP-1: Z (winter) - Core Course

(6) Academic year 2013-2014 (Honorary teaching by the General Assembly of the Department of Literature).

1. Special Education and Training- 13K43\_II: The Semester - Core Course.

2. Social Integration for disabled people- 13 E 23: The Half - Elective.

(5) Academic year 2012-13 (P.D.407 / 80).

1. Special Education and Training- 13K43\_II: The Semester - Core Course.

2. Social Integration for disabled people-13 E 23: The Half - Elective.

(4) Academic year 2011-12 (P.D.407 / 80).

1. Special Education and Training- 13K43\_II: The Semester - Core Course.

2. Social Integration for disabled people - 13 E 23: The Half - Elective.

(3) Academic year 2010-11 (P.D.407 / 80).

1. Special Education and Training- 13K43\_II: The Semester - Core Course.

2. Social Integration for disabled people- 13 E 23: The Half - Elective.

3. Teaching pupils with SEN 13K46: The Semester - Core Course.

4. Subjects of Special Education - Education of persons with disabilities - 13E52: The Half - Elective.

(2) Academic year 2009-10 (P.D.407 / 80).

1. Special Education and Training- 13K43\_II: The Semester - Core Course.

2. Social Integration for disabled people- 13 E 23: The Half - Elective.

3 Teaching pupils with SEN 13K46: The Semester - Core Course.

4. Subjects Special Education - Education of persons with disabilities - 13E52: The Half - Elective.

(1) Academic year 2008-2009 (P.D.407 / 80).

1 Teaching students with SEN 13K46: The Semester - Core Course.

2. Social Integration for disabled people- 13 E 23: The Half - Elective.

### 3 . Inclusion People with Special Abilities - Department of History, Archaeology and Cultural Resource Management

2.1.2. The Transnational Post Graduate Programme (DI.P.M.S.) 'Developing skills of teachers in Special Education for management problems in children with complex cognitive, emotional and social difficulties and their families, "which is shared by Department of Literature and History, Archaeology and Cultural Resource Management Faculty of Humanities and Cultural Studies at the University of Peloponnese and the School of Psychology at the University of Turin.

Academic year 2014-2015

- 1.The management's groups in the context of inclusion (EAE09)
- 2.Psychology of Organizations and Institutions of Special Education (EAE10)
3. Teaching Practice Exercises (EAE11) to inclusion Schools in Primary and Secondary Education and in the Special Schools (SMEAE) KEDDY, Diagnostical Centers for Special Educational Needs, Centers for Supporting persons with disabilities, and day centers.

Academic year 2013-2014

1. Teaching students with Special Educational Needs (SEN) (EAE01)
- 2.Pedagogy for Special needs (EAE02)
- 3.Methodology of Observation of pupils with Special Educational Needs (EAE03)
- 4 Methodology of Intervention. Inclusion and Special Education (EAE04)
- 5.Psychology of Disabilities and Persons with Special Educational Needs and Disabilities (EAE05)
- 6.Psychodynamic Development and Family Relations (EAE06)
- 7.Psychodynamic Relationships Help students and families with complex difficulties (EAE07)
- 8.Technical physical expression to students with problems of verbal communication (EAE08)
- 9.Theory of management groups in the context of inclusion (EAE09)
- 10.Psychology of Organizations and Institutions of Special Education (EAE10)
11. Teaching Practice Exercises (EAE11) to inclusion Schools in Primary and Secondary Education and in the Special Schools (SMEAE) KEDDY, Diagnostical Centers for Special Educational Needs, Centers for Supporting persons with disabilities, and day centers.

Academic year 2012-2013

1. Teaching students with Special Educational Needs (SEN) (EAE01)
- 2.Pedagogy for Special needs (EAE02)
- 3.Methodology of Observation of pupils with Special Educational Needs (EAE03)
- 4.Methodology of Intervention. Inclusion and Special Education (EAE04)

## 2.2. UNIVERSITY OF ATHENS

Retraining of Teachers in Primary Teachers Training (MDDE) in special education Marasleio

Teaching the following courses commissioned by the Board of MDDE

Academic year 2000-1999

Teaching intervention and treatment of children with behavioral problems in small groups (4.6 to 10 years) with a focus on applications of individualized support programs in the area of emotional organization.

Academic year 2002-2001.

Curricula and books for the Pupils with Special Educational Needs (SEN). Philosophy Content and Structure-technical use, spring semester.

Academic year 2005-2002.

Special Education EP29, E30, EP31). Required courses and practical applications in integration classes, with emphasis: "the education of children with special educational needs in the public school through: a) the definition of area in the learning readiness of the selected instructional priorities, b) understanding of the phases of structured curriculum in special education. "

Academic year 2005-2004.

Compensatory Education (Pedagogy of Immigration) Education and Treatment of children from socio busy environment. (EPS16 & EP16). Second cycle. Special Pedagogy and Psychology, Study Guide, p. 56-57.

Academic year 2006-2005.

Education and Teaching individuals with learning and specific learning difficulties - dyslexia (Ey 24) (EE01), fall semester. Elective courses, Study Guide, p. 51.

2007-2006 academic year, 2006-2005.

Education and Teaching individuals with learning and specific learning difficulties - dyslexia (EE01), fall semester.

Academic year 2010-2009, 2009-2008, 2008-2007.

Education and Teaching people with learning difficulties. Required courses in Special Education YEA05, YEAO6, YEA07 in winter and spring semester.

### **2.3. UNIVERSITY OF TURIN**

#### **GRADUATE PROGRAM IN SPECIAL EDUCATION**

Teaching the following courses (selected through an open competition).

Academic year 2010-2011

- 1) Psicopatologia e didattica dei disturbi di lettura e scrittura,
- 2) Psicopatologia e didattica dei disturbi Del calcolo e Della soluzione dei problem,

### **2.4. New YORK COLLEGE- EUROPEAN & AMERICAN EDUCATION.**

Academic year 2010-2011, 2011-2012



- 1) Management pupils with syndrome Autism-Asperger ", (Managing Students with Autistic Spectrum Disorders: Etiology and Symptoms).
- 2) Management Students with Emotional and Behavioural difficulties (Managing Students with Emotional & Behavioural Disorders in Children).
- 3) Management of pupils' Special Educational Needs "(Managing Students with Different Educational Needs in an Inclusive Environment. Educational, Social & Psychological).
- 4) Management of Students with Special Educational Needs. (Managing Students with Different Educational Needs in an Inclusive Environment. Educational, Social & Psychological).
- 5) Postgraduate research theses from Bolton University, United Kingdom (UK) of Great Britain in the graduate program titled: MPhil / Innovation ii Special Needs with over 1.5 year. In particular monitoring the investigations:
  - 5.1. Study of the parameters that affect the orthography of students, with Dyslexia.
  - 5.2. Inclusive behaviors to people Autism through swimming with emphasis placed ON energetic rehabilitation.
  - 5.3. Facilitating Greek young learners with Asperger syndrome into the mainstream English Language Teaching (EAL) classroom through the use of new technologies.
  - 5.4. Managing Linguistic problems in students with syndrome with the support of cell-phone text, writing.

## **2.5. REGIONAL TRAINING CENTERS**

Teaching teachers in primary and secondary education.

(2006) –Intensive Teaching training program in "Management Problems classroom" in which teachers taught in primary and secondary education in the third SBC Athens - Peristeri (42 hours) and SBC Piraeus- Rhodes (10 hours), the thematic areas: 1) Add specificities students. 1.2. How to support students with learning difficulties and 1.4. Case Study. Applications in various cases schools (eg full day / multigrade school and Vocational schools). 2) Problems of behavior 2.6. Case Study with violent and aggressive behavior, phobias etc. Applications in various cases schools.

(2004) - Introductory training on "Learning Disabilities-Behavioral Problems" in first year teachers in the secondary education -Mathematicians- PE03, filologias- PEO2 in SBC Piraeus and Annexes Kos and Aegina (20 hours).

(2004) - Introductory training on "Sensitization to manage diversity particularities of the student population (cultural, learning, social, psychosocial problems) in children and adolescents" in the third SBC Athens (8 hours). 2004.

(2003) - Introductory training on "Learning Disabilities" in the first year teacher in the secondary Mathematics-PE03, in CUP Piraeus and Annexes of Kos and Rhodes (12 hours).

(2002) - Introductory training on "Learning Disabilities" in the first year teacher in primary and secondary education PE17, IP 11 on the SBC Tripoli (8 hours) and in the first year teacher in secondary education PE01, PE02, PE03, PE04, in CUP Piraeus (17 hours).



(2001) - Introductory training on "Learning Disabilities" in the first year teacher in the secondary education WP2, IP 16, WP3, IP 11, SBC Piraeus (10 hours).

(2000) - Training program on 'Learning Difficulties - Dyslexia: Trends and Prospects' in primary and secondary education, SBC Kifissia.

(2000) - Introductory training on "Learning Disabilities" in the first years teachers in secondary education WP2, IP 16, WP3, IP 11, SBC Piraeus (10 hours).

## **2.6. SCHOOL POLICE OFFICERS - MINISTRY OF PUBLIC ORDER**

(2005-2004) - Teaching the Lesson Prison forth grade students in the science of Prisons. Topics: - Purpose and method of punishment, personalization of penalties, development stages of criminal sanctions, Specific determinants of criminal tools and methods, penalties and security measures in the Greek Criminal Code, Measures for juvenile offenders (offenders).

(2005) - Supervisor tripartite committee study, evaluation and grading Individual Thesis of Cadet Inspectors 4th Cadet Inspectors Education Department issues: a) 24th. Trafficking of Children and Women (trafficking) and b) 25th. Stress and traumatic experience of stress (PTSD) as a result of labor relations officer.

(2004-2003) – Teaching Lessons for the students in the Prison: 'prison bonds and criminal record, the international movement for human rights and the prisoner, The Greek Correctional Code, the specific organization of the Greek prisons, the treatment of prisoners, Trends and prospects of criminal suppression voltage for rational treatment of criminals, new forms of treatment of criminals (labor supply in rural prisons, learning the art of minors), Comparative observations on foreign prison systems, the Swedish model. The birth of the prison in the 16th century, the degeneration of the institution of the prison during the 17-18 century, The effects of the Enlightenment in law enforcement, correctional systems, the progressive system, the first modern Greek penal codification

## **2.7. PUBLIC PRIMARY EDUCATION GENERAL AND SPECIAL EDUCATION**

Teaching in a school specially Education (SUSE), special primary schools and special classes for pupils with special educational needs and disabilities by the Ministry of Education, Lifelong Learning and Religious Affairs.

School years (5) Five: 1994-1993, 1993-1992, 1992-1991, 1991-1990, 1990-1989  
Teaching in Special classes (ET) on learning disabilities in the 57th and 61st Elementary School Athens, 1st Primary school in Hill Kolonou (Establishment and Operation).

School year 1988-1989

Special classroom teaching (ET) on learning disabilities in the 56th Primary School of Athens, competence first Primary Education Office, the Academy of Plato (Establishment and Operation).

School year 1988-1987

Special classroom teaching (ET) on learning disabilities in the 14th Primary School of Athens, competence 3rd Primary Education Office, Lycabettus Hill (Establishment and Operation).

School years three (3): 1983-1984, 1984-1985, 1985-1986

Teaching in Elementary school full time for trainable mentally retarded children Egaleo with debts Director (Establishment and Operation).

School year 1982-1983

Teaching in Elementary school, special full-time kindergarten for deaf and hard of hearing children in Ekali with debts and director liability to the proper functioning of the single special schools after publication - the 'Foundation Staroyiannis'.

School year 1981-1982

Teaching in Primary Schools: a) Livadia Boeotia (appointment with the yearbook of Primary Education), b) Dew eastern Attica.

### **3. PEDAGOGICAL INSTITUTE**

(2010 - 2011) - Permanent Counselor at the Pedagogical Institute (PI) on the subjects of delinquent behavior.

(2009-2011) - Member of the Department of Special Education, Secondary Education, Technical Training, Research, Documentation and Educational Technology and rapporteur on educational issues related competence of the Pedagogical Institute (PI).

(2009-2011) - Member of the Division of School Career Guidance (SEP), responsible for special education at the Pedagogical Institute (PI) and a representative of the National Centre for Vocational Guidance (EKEP).

(2009-2011) - Member of the 'Network to Combat Violence at School', as a representative of the Pedagogical Institute in Psychosocial Health of Children and Adolescents (APHCA).

(2007-2010) – Deputy Counselor for five years at the Pedagogical Institute (PI) on Special session; Learning Difficulties.

(2000- 2005) - Deputy Counselor for five years at the Pedagogical Institute (PI) on Special Education (Ministry. Ap. 364 / 04.02.2000, 28 GG, vol. C. / 15.02.2000).

#### **4. MANAGEMENT ADMINISTRATION PROJECTS**

(2012-2013), (2013-2014), (2014-2015) - Teaching Coordinator of the Transnational Graduate Programme (DI.P.M.S.) 'Developing skills of teachers in special education and training to management problems in children with complex cognitive, emotional and social difficulties and their families, "the School of Humanities and Cultural Studies at the University of Peloponnese.

(2011) - Member of the Valuation Committee literary and research work of the candidate of School Councils, Ministerial Decision ar.prot.F.351.1 / 38/70396 / D1, 22-06-2011 (Law, 3848/2010, article 13 , nPr. k '), www.minedu.gov.gr.

(2009) - Member of the committee to study the scope of work requests AEI-TEI graduates to join as secondary school teachers. (Act 18 / 08-07-2009 Coordinating Council UI).

(2008) - Member of the editorial team of curriculum and creator of the training material for the special educational needs of pupils with Severe Mental Aftismo-ysterisi- mild mental retardation for the training of directors and a special education teacher with. Nos. Operations Coordinating Council of the PI 31/2008, 40/2008 and under, no. Ministerial Decision 7390 / 31-10-2008, under the project entitled "Training teachers to make optimum use of special software and accessible", which implemented the Pedagogical Institute of the Act 'Actions Support Disabled students' OP 'Information Society'.

(2005), (2003), (2001) – Assessment in Athens center of the Supreme Council for Personnel Selection (ASEP) written PE60 Preschool Sector a) the first module - Expertise and b) the second theme - the competition training.

(2005) - Member of the Working Group for the study of the subject 'Introduction to Higher Education and timetables FT and General Lyceum, Decision Coordinating Council' no. Championships. 3893 / 05.05.27.

(2003) - Head of the Institute of Education - the book entitled 'Elements of Special Education and Care' Specificity in Social Carers, second round of the Division of Health and Welfare of Technical Vocational Education (TEE: Act 8 / 22-05- 2003).

(2002-2004) - Coordinator of the editorial team driver TEE A and B grade special education under the project funded by the European Union: 'Mapping - Curricula special treatment'. 2002-2004.

(2001) - Posting and assign duties to the Director of Special Education in the Ministry of Education Central Office, with responsibility for the implementation of Law 2817/2000 on the "education of people with special educational needs" of 22.01.2001 (Y. A. F.908 / H / 490 / 22.01.2001 till 12-11-2001 (UNHCR 1464 / 02.15.2005, Official Gazette 39 t. C. / 02.25.2005).

#### **5. COUNSELING STUDENTS WITH DISABILITIES, SPECIAL EDUCATIONAL NEEDS, IN AGRICULTURAL UNIVERSITY OF ATHENS.**

Academic years (13) thirteen 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012 , 2012-2013, 2013-2014, 2014-2015.

Personalized educational counseling students with disabilities, special educational needs, learning difficulties and specific learning difficulties, dyslexia, dysgraphia, dyscalculia, complex cognitive emotional and social difficulties, and autism (Asperger's).

Academic years (12), twelve: 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012 2012- 2013, 2013-2014, 2014-2015.

Small groups experiential and interactive educational monthly workshops on counseling mnemonic techniques.

1. mnemonic functions and automatic thoughts. The curriculum semester.
2. study of mnemonic techniques and feelings.
3. mnemonic functions and identification of cognitive errors and interworking.
4. Mnemonic techniques and the way of thinking in 'searching' data.
5. study of mnemonic techniques and beliefs 'logic rather than five'.
6. mnemonic functions and 'things we love to do'.
7. mnemonic techniques, challenging the knowledge content and 'acronyms'.
8. mnemonic functions and attention span 'just before' tests.
9. mnemonic techniques and disturbing study habits.
10. mnemonic techniques - exercises for successful processing and use of information. [www.career.aua.gr](http://www.career.aua.gr).

Academic years (8) Eight: 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012.

Seminars General Advisory.

1. Transition from high school to university. Whats changed; The transition from secondary to tertiary education. Meet the new reality. [www.career.aua.gr](http://www.career.aua.gr).

2 The Student life is not just exam! The "Smart" presentation of personal needs and the use of leisure time.

3 The development of skills, the development of attitudes, values and CV preparation. How important is knowing the abilities and desires of the individual job search.

4. Ptychio agronomist and now what? Decision making in professional careers. Concerns for the future, plan for implementation aspirations and realization of dreams.

5. The Self-assessment of occupational preferences. Employees often need to be flexible, to adapt to constant changes occurring in the modern workplace

## 6 RESEARCH EXPERIENCE - AND WRITING REPORTS

2009-2010, 2010-2011

Participation in the research group at the National Technical University as a teacher with teaching object operations in identifying and analyzing requirements for educational game design controversy for High School Students - (WP2: User and Technology requirements / game scenario design and users, Task 2.1 Development of a set of user requirements for teachers and users). The scenarios are based on disputes experiences of students in school and everyday life. These fall within the framework of the project "SIREN: Social games for conflict Resolution based on natural Interaction", to which the United Kingdom, Portugal, Denmark, the USA and Greece.

2009-2010

Member of the research team to conduct research into the. Arithm.12 / 27-05-2009 act Coordinating Board of the Pedagogical Institute with workpiece: 'Homework assignments of students in Special Education'.

2009-2010

A cross-functional committee of PI the Minister. arithm.12 / 27-05-2009 act Coordinating Board of the Pedagogical Institute with workpiece: no. Championships. 1672 / 06.05.09) entitled: 'Assessing students with disabilities and special educational needs in mainstream High Schools (GEL), Vocational Lyceum (EPAL) and Vocational Schools (EPAS) in design and technology lessons'. (the findings are submitted to the Coordinating Council of the Pedagogical Institute).

2008-2009

1. Epistimoniki responsible research on "Special Education (CIE) people with disabilities and special educational needs Special Education Schools and Education (SMEAE) and integration classes (TE) in the secondary."  
2 Scientific responsible of the research on "Special Education (CIE) A decision of the Boards of the Pedagogical Institute: a) Special Education and b) Documentation Research and Educational Technology in the work of the Boards (Acts 6/7 -05-2009 and 4 / 14-5-2009) and with approval of the Ministry of Education.

2006-2005

A subgroup subproject in the program of the Pedagogical Institute and the Department of Special Education 'Curriculum Learning Dyskolion- Update - Raising'.

2004-2003, 2003-2002, 2002-2001, 2001-2000

Scientific responsible of research in special education as a member of the Boards) Special Education b) Primary c) Secondary d) Technical Training, e) Research and Documentation at the Pedagogical Institute.

2009-2008, 2003-2002, 2002-2001, 2001-2000

Scientific and Pedagogical supervision of publications and reprints of books for special education 'Learning Readiness Activities' under the Framework Curriculum of Special Education (P.AP.E.A.) by OEDB

2002- 2001, 2001-2000

Member of Committee work on recommendations for the problem of 'dyslexia', Nos.. 11/02, sitting (Act 11 / 04.24.2002) . Katathesi Experimental Curriculum for specific learning difficulties. (Dyslexia). Pedagogical Institute, Athens (see. K. Paper. Christakis. (2000). Particular difficulties and needs in elementary school. Theoretical and Practical Approach, pp 321-350, Athens: Ed. Atrapos).

2000

Recording material with the computer in a structured educational program for the documentation of a) teacher b) student, c) filming and production of slides teaching applications under sections: 1) Body knowledge - Self Psychomotricity - 2) Cleanliness 3) Healthy diet 4) Prevention of accidents, 5) First helps- Integration Program 'health education for children with mental disability' under the project funded by the European Union: APRC.

1996

Member of the writing team for the Proceedings of the European Conference HELIOS Thematic Group 1, workpiece "Changes and Trends in Primary Education ", reportedly a) the laws of Luxembourg, J. Pull, and b) the experience of Belgium Flemish community, Aug. Dens. Pedagogical Institute, Department of Primary Education, Ministry of Education Special Education sector. Athens.

1995

Highlights of research for special education in our country with reference to inclusion and special classes. OEDB.

## **7 EDUCATIONAL RESEARCH AND PUBLICATIONS**

7.1. IN ELECTRONIC FORM (2009-2011) with the jury members of the Board of Special Education and the Board of Research, Documentation and Educational Technology.

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## **9. PARTICIPATION IN NETWORKS AND SCIENTIFIC ORGANIZATIONS**

AUTISME FRANCE: [www.autisme-france.fr](http://www.autisme-france.fr), (France)

BASPCAN Member: British Association for the Study and Prevention of Child Abuse and Neglect, [www.baspcan.org.uk](http://www.baspcan.org.uk), (Great Britain)

BDA Member: British Dyslexia Association,

<http://www.bdadyslexia.org.uk/membership/join-us/individual.html>, (Great Britain)

E.E.P.E. Etaireia Special Education Greece, <http://www.eepe.gr>, (Greece)

FEDORA: Forum European De L'Orientation Academique - Pan-European Forum of

Vocational Counseling in higher education (represented Greece in Group Equal Opportunities), (France)  
F.F.P.P. Member: Fédération Française des Psychologues et de Psychologie, <http://www.psychologues-psychologie.net>, (France)  
NASEN Member: The National Association for Special Educational Needs with Membership no. 15255. (Supporting and developing good practice into 21st century), <http://www.nasenlive.org.uk/>  
SEBDA Member : The Social Emotional and Behavioural Difficulties Association, <http://www.sebda.org/> (Great Britain)  
E.E.P.A.A., helper member: Greek Society for the Protection of Autistic People, <http://www.autismgreece.gr>, (Greece)  
IAA P .: International Association of Applied Psychology. Founded 1920, [www.iaapsy.org](http://www.iaapsy.org), (USA)  
P E S E A: Hellenic Scientific Association of Special Education, <http://www.pesea.gr/>, (Greece)  
P.A.L.O: National Association for the help deafness, [www.palo-totalcom.org](http://www.palo-totalcom.org) (Greece)

## 10. INTERESTS

Apart from the Greek is my native language, understand and communicate well with English (very good), with French (very good) and Italian (very good).

I am interested in interdisciplinary developments in the science of Special Education and for this reason I participate - as far as possible - in conferences and scientific organizations.

The research and scientific interests are human-oriented in accordance with the socio-educational model of EAE, with emphasis on structured Personal Inclusive Targeted Intervention for people with Special Educational Needs. Particular focus on teaching strategies for students with: Mental Disabilities (mental retardation), delinquent behavior, specific learning difficulties (dyslexia), Pervasive Developmental Disorders in the Autism Spectrum.

Still, the last 13 years I have developed individual advisory, counseling support programs and I have developed small interactive groups to memory techniques for the Students with special educational needs with emphasis in dyslexia at the Agricultural University of Athens.