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1. EDUCATIONAL BACKGROUND

- 1999 Ph.D. in Special Education, University of Cologne, Germany (Heilpädagogische Fakultät)
Main major: Pedagogy and Didactic of individuals with mental retardation
Selective majors: (a) Pedagogy and Didactic of individuals with learning disabilities
(b) Music Education in Special Education/ Music therapy.
- 1994 BA in Preschool Education at the Department of Preschool Education, Aristotle University of Thessaloniki, Greece
- 1994 Music Degrees in Counterpoint and Harmony, Conservatorium

2. EDUCATIONAL AND PROFESSIONAL EXPERIENCE

2.1 Primary and Secondary Education

- 2002-2004 Kindergarten teacher in general and special school.
2000-2001 Substitute musicteacher in Secondary Music School (Music High School of Pieria, Greece)

2.2 Tertiary Education

2.2.1 Undergraduate courses

From 2003 until today as academic staff at the Department of Educational and Social Policy
University of Macedonia

Courses taught

- “Introduction in special education”
- “Perceptual motor and psychomotor disorders: assessment and intervention”

- “Education of individuals with mental retardation/ intellectual disability”
- “Education of individuals with profound multiple disabilities”

2005-2007 Department of Preschool Education Aristoteles University of Thessaloniki, GR
Course: “Educational Psychology”

2005 Department of Music Studies Aristoteles University of Thessaloniki, GR
Course: “Music psychology: Music education for individuals with special needs”

2.2.2 Master courses

From 2005 until today Master Studies Programm “Special Education” at the Department of Educational and Social Policy, University of Macedonia, GR

Courses taught

- “Life skills and social adaptation of individuals with profound multiple disabilities” (full time)
- “Cognitive and social skills of individuals with mental retardation” (full time)
- “Functional knowledge and skill of individuals with mental retardation and profound disabilities” (full time)
- “Methodological approaches for the implementation of ‘a school for all’ ” (3 hours)
- “Cognitive and social skills of individuals with sensory problems” (6 hours)
- “Prognose, diagnosis and treatment of individuals with special needs” (6 hours)
- “Early Intervention” (9 hours)

2010/2011, 2013/2014, 2014/2015 Master Studies Programm “Special Education” at the Department of Special Education University of Thessaly (GR) as visiting speaker in the course “Strategies for the development of social skills” & “Psychological processing and behavior of students with special educational needs”

2009-2011 Master Studies Programm “European Policies for Youth” at the Department of International and European Studies, University of Macedonia, GR,
Course taught with two other colleagues: “Counseling of Adolescents and Adults”

2.3 Guest Lectures

2001 Guest Lecturer at the Course “Inclusive education in an Inclusive Society”, Special Education Faculty (Heilpaedagogische Fakultaet) University of Cologne, DE
Presented paper titled “Integration and Inclusion. Banks of the same river“

2004 Guest Lecturer at the Course “Pedagogy of Mental Retardation in international context”, Special Education Faculty (Heilpaedagogische Fakultaet) University of Cologne, DE. Presented paper titled “Basic and In Service Training of Special Educators in Greece”.

3. PUBLICATIONS

3.1 Books published in Greek

1. Kartasidou, L. (2004)). *Music Education in Special Education* Athens, GR: tybothito –G. Dardanos.
2. Kartasidou, L. (2004). *Learning through movement – theoretical approaches and educational implementation of psychomotor activities in Special Education*. Thessaloniki, GR: University of Macedonia Press.

3.2 Chapter(s) or edited volumes published in Greek

1. Kartasidou, L. (2019). The role of music education on the enhancement of self determination skills of children with disability. *Stamou, L. (ed.) Dialektik and innocvation in Music education* Thessaloniki, GR: Greek Society for Music Education Press. ISBN: 978-618-83465-2-9, 259-276
2. Kartasidou, L. (2009). The nature and the structure of music lesson for individuals with special educational needs. *Papapanagiotou, X. (ed) Music pedagogical issues*. Thessaloniki, GR: Greek Society for Music Education Press. http://www.copycity.gr/myfiles/copy/404_-_pages.pdf, 345-368.
3. Kartasidou, L. (2008). Music in early intervention. *Dionysiou, Z. & Aggelidou, S. (ed) School music education: design, methodological and implication issues*. Thessaloniki, GR: Greek Society for Music Education Press, 115-132.
4. Kartasidou, L. & Stamou, L. (ed) (2006). Music Pedagogy, Music Education in Special Educationa, Mysictherapy: modern trends and perspectives. *Proceedings of the Conference*. Thessaloniki, GR: University of Macedonia Press.

3.3 Chapter(s) in volumes of non Greek publishers

1. Leonidou, P. & Kartasidou, L. (2019). Management of behavior problems of children with and without disabilities: towards parental training and intervention programs in Greece. In Carmo, M (edited) *Education Applications & Developments IV* ISSN 2183-2978
2. Kafedzic, L., Guska-Bjelan, S., Susnjara, S., Osmic, L., Zukic, M., Kartasidou, L., Agaliotis, I., Debevc, M. (2018) (ed). *Academic Staff training to support students with disabilities towards the transition process from higher education to labour Market* ISBN 978-9958-27-446-6 Sarajevo: Dobra knjiga d.o.o
3. Sladoje-Bosnjak, B., Perucica, R., Kaurin, S., Vijevec-Duriv, V., Kartasidou, L., Debevc, M., Pavlidou, E., Panagiotopoulou, D. (2018) (ed). *Mentor Training in inclusive education*. ISBN 978-99976-717-6-9 University of East Sarajevo. Faculty Medicine Foca
4. Kartasidou, L., & Pavlidou, E. (2017). Greece. In *M. L. Wehmeyer & J.R. Patton (Eds.), The Praeger International Handbook of Special Education (Vol. 2)*. New York: Praeger, 166-178.
5. Papadopoulos, K., Charitakis, K., Koustriava, E., Kartasidou, L., Stylianidis, E., Kouroupetroglou, G., Gumus, S., Móller, K., & Yilmaz, E. (2016). Specification of Symbols Used in Audio-Tactile Maps for Individuals with Blindness. *Lecture Notes in Computer Science, 9759*, 160–167.
6. Papadopoulos, K., Charitakis, K., Kartasidou, L., Kouroupetroglou, G., Gumus, S., Stylianidis, E., Stiefelbogen, R., Móller, K., & Yilmaz, E. Gerhard Jaworek, G., Polimeras, C., Sayin, U., Oikonomidis, N., & Lithoxopoulos, N. (2016). User Requirements Regarding Information Included in Audio-Tactile Maps for Individuals with Blindness. *Lecture Notes in Computer Science, 9759*, 168–175.
7. Soulis, S. G., Kartasidou, L., Samara, E. & Barlou, K. (2009). Assistive Communication: a challenge for Greece (Unterstützte Kommunikation: Eine Herausforderung für Griechenland). *Birngruber, C. & Arendes, S. (hrsg.) (2009). Werkstatt Unterstützte Kommunikation* ISAAC Gesellschaft für Unterstützte Kommunikation, Karlsruhe, D: von Loeper Literaturverlag, 279-293.

3.4 Articles in peer reviewed journals (in English)

1. Pavlidou, E., & Kartasidou, L. (2017). The role of the family as a support system: the views of individuals with an intellectual disability in Greece. *The International Journal of Learner Diversity and Identities* 24(23)
2. Dimitriadou, I. & Kartasidou, L. (2017). The role of support systems for the independence of individuals with intellectual disabilities. *The International Journal of Pedagogy and Curriculum* 24(3), 59-73.
3. Papadopoulos, K., Koustriava E., Koukourikos P., Kartasidou L., Barouti M., Varveris A., Misiou M., Zacharogeorga T., and Anastasiadis T. (2017). Comparison of three orientation and mobility aids for individuals with blindness: Verbal description, audio-tactile map and audio-haptic map. *Assistive Technology* 29, (1), 1–7. Dimitriadou, I., & Kartasidou L. (2014). Independent living of individuals with intellectual disability: The parents' perspective. *The International Journal of Learner Diversity and Identities* 20(3), 77-89.
4. Kartasidou, L. (2013). Preparing HEIs in Montenegro to meet the needs of students with disabilities. *Education Sciences and Society* 2, 79-96.
5. Kartasidou L., Dimitriadou, I., Pavlidou, E., & Varsamis, P. (2013). Independent living and Interpersonal relations of individuals with intellectual disability: The perspective of support staff in Greece. *The International Journal of Learner Diversity and Identities*.
6. Papadopoulos K., Koustriava E., & Kartasidou, L. (2012). Spatial Coding of Individuals with Visual Impairment. *The Journal of Special Education* 46(3), 180-190.
7. Kartasidou L., Varsamis, P., & Sampsonidou, A. (2012). Motor Performance and rhythmic perception of children with intellectual and developmental disability and developmental coordination disorder. *International Journal of Special Education* 27(1), 74-80.
8. Varsamis P., Staikopoulos K. & Kartasidou L. (2012). Effect of rhythmic auditory stimulation on controlling stepping cadence of individuals with mental retardation and cerebral palsy. *International Journal of Special Education* 27(3), 68-75.
9. Papadopoulos, K., Koustriava, E., & Kartasidou, L. (2011). The impact of residual vision in spatial skills of individuals with visual impairments. *The Journal of Special Education*, 45 (2), 118-127.
10. Kartasidou, L., Agaliotis, I., & Dimitriadou, I. (2009). Educational Design and Instructional Applications for the Promotion of Self Determination in Individuals with Intellectual Disability: A Pilot Study. *International Journal of Learning* 16(10), 317-328.
11. Kartasidou, L., Sampsonidou, A., & Varsamis, P. (2008). A transdisciplinary assessment of sensory motor and psychomotor skills of children with developmental disability. *European Psychomotricity Journal* 1(1), 17-21.
12. Agaliotis, I. & Kartasidou, L. (2004). A Cross Thematic Curriculum Framework and children with profound intellectual disability. *International Journal of Learning*, 11, 1309-1320.
13. Kartasidou, L. & Sampsonidou, A. (2003). Educational Implementations for the Promotion of a Global Culture in an Inclusive Society. *International Journal of Learning*, 10, 1281-1289.

3.5 Articles in Greek peer reviewed journals

1. Petraki, Z., Papageorgiou, G., Kartasidou, L., & Pavlidou, E. (2011). Researching the needs of Special Schools in East Thessaloniki – a pilot study. *Hellenic Review of Special Education*, 3, 29-50.
2. Mavridou, M., Kartasidou, L., & Platsidou, M. (2011). The concept of death in adolescents with mental retardation. *Mentoras*, 13, 131-145.
3. Koutsoklenis, A. & Kartasidou, L. (2010). A pilot research of the educational provision for children with visual impairment and multiple disabilities in Greece. *Pedagogical Review*, 49, 97-111.
4. Kartasidou, L. (2006). The music lesson for children with special educational needs. *Makednon*, 15, 47-57.
5. Kartasidou, L. & Charatsi, G. (2003). The educational function of music for children with hearing impairment. *Educators' Society*, 30, 16-17.

6. Kartasidou, L. (2002). Basic instructional principles of music for children and adolescents with learning disabilities and mild mental retardation. *Music Education Journal*, Greek Society for Music Education Press, 11, 320-333.
7. Kartasidou, L. (2001). Special Educational Music Therapy (Goll 1993). Basic principles of a holistic and dialogic approach and practice of musictherapy in children and adolescents with profound mental retardation. *Music Education Journal*, Greek Society for Music Education Press, 3(9), 31-42.
8. Kartasidou, L. (2000). Fathers and mothers of children with special needs – a comparison of father's and mother's role. *Educators' Society*, 25, 37-40.

3.6 Papers published in Proceedings (in English)

1. Leonidou, P., Kartasidou, L. (2019). Use of behavior management strategies in children with and without disabilities: a comparative study of Greek parents' and teachers' opinions. *Proceedings Education and New Developments ISSN: 2184-0444X ISBN: 978-989-54612-5-0*, 257-261
2. Tsikinas, St., Xinogalos, St., Satratzemi, M., Kartasidou, L. (2019). Designing a serious game for independent living skills in special education. *Proceedings of European Conference on Games Based Learning* (Oct 2019). 748-756
3. Tsikinas S., Xinogalos S., Satratzemi M., Kartasidou L. (2018). Using Serious Games for Promoting Blended Learning for People with Intellectual Disabilities and Autism: Literature vs Reality. In: Auer M., Tsiatsos T. (eds) *Interactive Mobile Communication Technologies and Learning. IMCL 2017. Advances in Intelligent Systems and Computing*, vol 725. Springer, Cham., 563-574
4. Pavlidou, E. & Kartasidou, L. (2018). Professional Quality of life of special educators and paraprofessionals in Greece. *Proceedings EDULEARN18 (Palma, Mallorca, Spain)* ISBN 978-84-09-02709-5, 473-479
5. Leonidou, P. & Kartasidou, L. (2018). Management of behavior problems of students with disabilities: Greek Parents' opinions. *Proceedings of END2018 Conference*, 23rd-25th June 2018, Budapest (Hungary), 324-328 ISSN: 978-989-99864-8-0, 189-193
6. Leonidou, P. & Kartasidou, L. (2016). Management of behavior problems of students with disabilities: Greek Teachers' opinions. *Proceedings of END2016 Conference*, 12th-14th June 2016, Ljubljana (Slovenia), 324-328 ISBN: 978-989-99389-8-4, 324-328
7. Klemenovic J., Janicic B., Milenkovic P., Dlabac T., Kovac N., Škurić M., Diamantopoulou G., Platsidou M., Kartasidou L., Papakonstantinou D., Zukić M., Hodžić L., Bjelan Guska S., Kafedžić L., Šušnjara S., Sladoje-Bošnjak B., & Vujević V. (2016). Transition planning for Higher Education (HE) students with disabilities: the opinions of employers in Serbia, Bosnia and Herzegovina and Montenegro *Proceedings 7th Conference on e-learning (e-Learning 2016)*, 29th-30th September 2016, Belgrade Metropolitan University, 89-93
8. Nataša Kovac, Maja Škurić, Tatijana Dlabac, Jasmina Klemenovic, Pavle Milenkovic, Bojan Janicic, Lefkothea Kartasidou, Maria Platsidou, Georgia Diamantopoulou, Biljana Sladoje-Bošnjak, Vera Vujević, Merima Zukić, Lejla Hodžić, Sandra Bjelan Guska, Lejla Kafedžić, & Snježana Šušnjara (2016). Transition planning for Higher Education (HE) students with disabilities: the opinions of students and employees with disabilities Serbia, Bosnia and Herzegovina and Montenegro *Proceedings 7th Conference on e-learning (e-Learning 2016)*, 29th-30th September 2016, Belgrade Metropolitan University, 94-98
9. Biljana Sladoje-Bošnjak, Vera Vujević, Nataša Kovac, Maja Škurić, Tatijana Dlabac, Pavle Milenkovic, Jasmina Klemenovic, Bojan Janicic, Maria Platsidou, Georgia Diamantopoulou, Lefkothea Kartasidou, Doxa Papakonstantinou, Merima Zukić, Lejla Hodžić, Sandra Bjelan Guska, Lejla Kafedžić, & Snježana Šušnjara (2016). Transition planning for Higher Education (HE) students with disabilities: a comparative analysis of the opinions of

employers in Serbia, Bosnia and Herzegovina and Montenegro *Proceedings 7th Conference on e-learning (e-Learning 2016)*, 29th-30th September 2016, Belgrade Metropolitan University, 99-103

10. Merima Zukić, Lejla Hodžić, Sandra Bjelan Guska, Lejla Kafedžić, Snježana Šušnjara, Tatijana Dlač, Nataša Kovač, Maja Škurić, Lefkothea Kartasidou, Maria Platsidou, Georgia Diamantopoulou, Doxa Papakonstantinou, Jasmina Klemenovic, Bojan Janicic, Pavle Milenkovic, Biljana Sladoje-Bošnjak, & Vera Vujević (2016) Transition planning for Higher Education (HE) students with disabilities: a comparative analysis of the opinions of students and employees with disabilities in Serbia, Bosnia and Herzegovina and Montenegro *Proceedings 7th Conference on e-learning (e-Learning 2016)*, 29th-30th September 2016, Belgrade Metropolitan University, 104-109
11. Matjaz Debevc, Ines Kozuh, Miroslava Raspopovic, Katarina Kaplarski, Danijela Ljubojevic, Lefkothea Kartasidou, Donata Konzcyk & Pawel Wdowik (2016). E learning approaches for supporting Higher Education (HE) students with disabilities on transition planning Montenegro *Proceedings 7th Conference on e-learning (e-Learning 2016)*, 29th-30th September 2016, Belgrade Metropolitan University, 110-115
12. Dimitriadou, I., Pavlidou, E. & Kartasidou, L. (2016) Independent living and Interpersonal relationships of individuals with intellectual disability: The perspective of individuals with intellectual disability in Greece *Proceedings of INTED2016 International Technology, Education and Development Conference*, 7th-8th March 2016, Valencia (Spain), ISBN: 978-84-608-5617-7, 5965-5972
13. Sendelj R., Ognjanovic I., & Kartasidou L. (2014). The national star model of accessibility support center ofr university students with disabilities in Montenegro. *Proceedings of EDULEARN14 Conference*, 7th-9th July, Barcelona, 7366-7373, ISBN 978-84-617-0557-3
14. Kartasidou L., Pavlidou E., & Chideridou A. (2014). Quality of life of adultes with intellectual disability – a research study in Greece. *Proceedings of EDULEARN14 Conference*, 7th-9th July, Barcelona, 7502-7509, ISBN 978-84-617-0557-3
15. Papadopoulos K., Kartasidou L., Papakonstantinou D., Koutsoklenis A., & Koustriava E. (2009). Self-esteem of Adults with Visual Impairments. *Proceedings of the 7th ICEVI European Conference*, <http://www.icevi-europe.org/dublin2009/index.html>.
16. Kartasidou, L. (2005). “Creativity in its broadest sense” and its role in the education of children with severe disabilities – a case study. *Proceedings of the 2nd World Conference, e-book*, <http://www.inter-disciplinary.net/publishing-files/idp/eBooks/CE%20v1.9.pdf>, 13-17.

3.7 Papers published in Proceedings (indicative)

1. Kartasidou, L. & Varsamis, P. (2016). School Function Assessment – a research study of its usability, *Proceedings of the 14th International Conference of the Greek Pedagogical Society*, Thessaloniki, GR: University of Macedonia Press, 98-113
2. Varsamis, P. & Kartasidou, L. (2016). The relationship between body-esteem, self-esteem of individuals with physical disability and gender – a pilot study, *Proceedings of the 14th International Conference of the Greek Pedagogical Society*, Thessaloniki, GR: University of Macedonia Press, 380-389
3. Dimitriadou, I. & Kartasidou, L. (2011). Self-determination and Independent Living of individuals with intellectual disability, *Proceedings of the International Conference “Education and Social Integration of vulnerable Groups”*, Thessaloniki, GR: University of Macedonia Press, 745-760.
4. Pavlidou, E. & Kartasidou, L. (2011). Self-determination and interpersonal relations of of individuals with intellectual disability, *Proceedings of the International Conference “Education and Social Integration of vulnerable Groups”*, Thessaloniki, GR: University of Macedonia Press, 722-734

5. Agaliotis, I. Platsidou, M., & Kartasidou, L. (2011). Assessment of mild disabilities in the general classroom: Aspects, practices, and training needs of primary educators, *Proceedings of the Conference titled "Initial and in-service training of the educators: Theoretical and research approaches"*, Athens, GR: Pedio, 990-1002
6. Avgerinou, D., Kartasidou, L. & Platsidou, M. (2010). Recognition and interpretation of emotions from individuals with mental retardation – a pilot study, *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 250-263.
7. Dimitriadou, I. & Kartasidou, L. (2010). Independent Living Skills of Individuals with Mental Retardation, *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 264-276.
8. Glavini, A., Kartasidou, L. & Goudiras, D. (2011). Design and implementation of a program based on Positive Behavior Support – a case study of a student with mental retardation and behavioral problems, *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 277-290
9. Kartasidou, L., Agaliotis, I., Dimitriadou, I., & Fetsi, O. (2010). Presentation of the Self-Determined Learning Model of Instruction for Individuals with Mental Retardation, *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 291-303.
10. Kartasidou, L. & Agaliotis, I. (2009). The notion of self-determination in the Secondary Cross-Curricular Program of Studies for students with special needs and disabilities, *Proceedings of the 13th International Conference of the Pedagogical Society of Greece*. Athens, GR: Diadrasa. 666-674.
11. Papa, O. & Kartasidou, L. (2009). Music skills of individuals with visual impairment. *Proceedings of the 6th International conference of the Greek Society for Music Education*, Thessaloniki, GR: Greek Society for Music Education Press, 764-773.
12. Kalatzoglou, Ch. & Kartasidou, L. (2009). Music perception of individuals with cochlear implant, *Proceedings of the 6th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 523-532.
13. Papadopoulou, M. Kartasidou, L. (2009). Enhancement of academic skills of children with special needs and disabilities through music, *Proceedings of the 6th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 774-784.
14. Kartasidou, L., Dimitriadou, I., & Fetsi, O. (2009). Adaptation and implementation of the Arc's Self-Determination Scale on individuals with mental retardation, *Proceedings of the 6th Panhellenic Conference of the Pedagogical Society of Greece*, Athens, GR: Atrapos Publishing, 521-529.
15. Kartasidou, L. & Tsiris, G. (2007). The lesson of music for individuals with special needs: A pilot study for the opinions of the music teachers in Greece, *Proceedings of the 5th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 160-168.
16. Kartasidou, L. & Staikopoulos, K. (2007) Music Teacher- Education in themes for special education: exploring the Greek reality, *Proceedings of the 5th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 169-181.
17. Kartasidou, L. & Drosou, G. (2007). The educational status of children with muscular dystrophy Duchenne: a pilot study of parents' views, *Proceedings 1st Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris Publishing, 155-165.

18. Kartasidou, L. (2007). The influence of the educational environment on the pedagogic interaction of children with severe disabilities, *Proceedings of the European Conference titled "The European dimension of special education"*, Thessaloniki, GR: University Studio Press, 30-40.
19. Kartasidou, L. (2007). Self-determination of individuals with special needs in education and inclusive education, *Proceedings of the Conference* organized by the School of Educational Sciences, University of Ioannina, Greece, 1243-1252.
20. Kartasidou, L. & Tsiris, G. (2006). Music improvisation and special education, *Kartasidou, L. & Stamou, L. (ed) (2006), Music Pedagogy, Music Education in Special Education, Musictherapy: modern trends and perspectives. Proceedings of the Conference.* Thessaloniki: University of Macedonia Press, 61-71.
21. Kartasidou, L. & Staikopoulos, K. (2006). Music as assessment tool of musical and non musical skills of children with special needs, *Kartasidou, L. & Stamou, L. (ed) (2006). Music Pedagogy, Music Education in Special Education, Musictherapy: modern trends and perspectives. Proceedings of the Conference.* Thessaloniki: University of Macedonia Press, 46-60.
22. Kartasidou, L. (2006). The effect of music in the treatment of self-injurious behavior of individuals with profound multiple disabilities, *Proceedings of the Conference titled "Musictherapy and other music approaches for children and adolescents with disabilities"*, Athens: edition Orpheus Nikolaidis, 124-133.
23. Kartasidou, L. (2005). Education of individuals with mental retardation, *Proceedings of the Conference at the University of Macedonia with the collaboration of Central Greece Prefecture*, 51-57.
24. Kartasidou, L. (2001). Dramaturgy in the lesson and Learning in new Dimensions as aspects of individualized instruction, *Proceedings of the Panhellenic Conference*, 234-242.
25. Soulis, Sp. & Kartasidou, L. (2000). Music: education or therapy in special education? – a survey of special educators' and other professionals' views, *Proceedings of the Conference in Special Education (Kypriotakis, A. ed.)*, Athens, GR: Ellinika Grammata, 782-793.

3.8 Other publications

1. Soulis, Sp., Agaliotis, I., Voutyra, A. & Kartasidou, L. (2004) Curriculum for individuals with profound mental retardation- Cross Thematic Curriculum Framework Profound Mental Retardation <http://repository.edulll.gr/edulll/handle/10795/986>
2. Kartasidou, L. (2000) Music as education and therapy. *Proseggisi*, 23, 29-32
3. Kartasidou, L. (1999) Personality development in individuals with mental retardation. *Proseggisi*, 21, 3-9

4. PRESENTATIONS IN CONFERENCES (indicative)

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|------|---|
| 2019 | END2019 International Conference on education and new developments 22 nd -24th June 2019, Porto (Portugal) <ul style="list-style-type: none"> • Leonidou, P. & Kartasidou, L.: Use of behavior management strategies in children with and without disabilities: a comparative study of Greek parents' and teachers' opinions. |
| 2018 | International Association for the Scientific Study of Intellectual and Developmental Disabilities IASSIDD 5 th Europt Congress Diversity & Belonging: Celebrating difference Athens, Greece |

1. Marouda, A. & Kartasidou, L.: Quality of Life of Adults with Intellectual and Developmental Disabilities (IDD): a research study in Greece
 2. Kartasidou, L., Pavlidou, E. & Liapi, E.: Quality of life of adults with intellectual and developmental disabilities: a research study in Greece
- 2018 10th International Conference on Education and New Learning Technologies 2-4 July, 2018, Palma, Spain
1. Pavlidou, E. & Kartasidou, L.: Professional quality of life of special educators and paraprofessionals in Greece
- 2018 END2018 International Conference on education and new developments 23rd-25th June 2018, Budapest (Hungary)
- Leonidou, P. & Kartasidou, L. (2016). Management of behavior problems of students with disabilities: Greek Teachers' opinions.
- 2016 INTED 2016 *International Technology, Education and Development Conference*, 7th-8th March 2016, Valencia (Spain)
- Dimitriadou, I., Pavlidou, E. & Kartasidou, L. (2016) Independent living and Interpersonal relationships of individuals with intellectual disability: The perspective of individuals with intellectual disability in Greece
- 2016 *END2016 International Conference on education and new developments* 12th-14th June 2016, Lubljana (Slovenia)
- Leonidou, P. & Kartasidou, L. (2016). Management of behavior problems of students with disabilities: Greek Teachers' opinions.
- 2016 The 23rd International Conference on Learning
- Pavlidou, E. & Kartasidou, L.: The Role of Family as a Support System in the Interpersonal Relationships of Individuals with Intellectual Disability: The Views of Individuals with Intellectual Disability in Greece.
 - Dimitriadou, I. & Kartasidou, L.: The Role of Support Systems for the Independence of Individuals with Intellectual Disabilities
- 2014 *EDULEARN14 Conference* 7th-9th July, Barcelona
1. Sendelj R., Ognjanovic I., & Kartasidou L. The national star model of accessibility support center of university students with disabilities in Montenegro.
 2. Kartasidou L., Pavlidou E., & Chideridou A. Quality of life of adults with intellectual disability – a research study in Greece
- 2011 *14th International Conference of the Greek Pedagogical Society*, titled "Education of individuals with special needs: A challenge for school and society", Thessaloniki, Greece.
- Kartasidou, L. & Varsamis, P. "School Function Assessment – a research study of its usability".
 - Varsamis, P. & Kartasidou, L. "The relationship between body-esteem, self-esteem of individuals with physical disability and gender – a pilot study".
 - Deliyanni, E., Agaliotis, I., & Kartasidou, L. "Eco-behavioral analysis as method of assessment of instructional adequacy in ordinary classrooms and Resource Rooms: Applications in the case of students with mild disabilities".
 - Pavlidou, E. & Kartasidou, L. "Friendships and quality of life of individuals with intellectual and developmental disabilities".
 - Dimitriadou, I. & Kartasidou, L. "Basic educational principles of individuals with intellectual disability on independent living skills".

- 2011 *International Conference “Education and Social Integration of vulnerable Groups”,* Thessaloniki, Greece.
- Kartasidou, L. “Self monitoring and education of students with intellectual disability in general school”.
 - Dimitriadou, I. & Kartasidou, L. “Self-determination and Independent Living of individuals with intellectual disability.
 - Pavlidou, E. & Kartasidou, L. “Self-determination and interpersonal relations of individuals with intellectual disability”.
- 2010 *2nd Panhellenic Conference of the Greek Society of Special Education,* Athens, Greece
- Avgerinou, D., Kartasidou, L., & Platsidou, M. “Recognition and interpretation of emotions from individuals with mental retardation – a pilot study”.
 - Dimitriadou, I. & Kartasidou, L. “Independent Living Skills of Individuals with Mental Retardation”.
 - Glavini, A., Kartasidou, L. & Goudiras, D. “Design and implementation of a program based on Positive Behavior Support – a case study of a student with mental retardation and behavioral problems”.
 - Kartasidou, L., Agaliotis, I., Dimitriadou, I. & Fetsi, O. “Presentation of the Self-Determined Learning Model of Instruction for Individuals with Mental Retardation”.
- 2009 *6th International conference of the Greek Society for Music Education.* Athens, Greece
- Papa, O. & Kartasidou, L. “Music skills of individuals with visual impairment”.
 - Kalatzoglou, Ch. & Kartasidou, L. “Music perception of individuals with cochlear implant”.
 - Papadopoulou, M. & Kartasidou, L. “Enhancement of academic skills of children with special needs and disabilities through music”.
- 2009 *13th International Conference of the Pedagogical Society of Greece*
- Kartasidou, L. & Agaliotis, I. “The notion of self-determination in the Secondary Cross-Curricular Program of Studies for students with special needs and disabilities”
- 2009 *16th International Conference on Learning, University of Barcelona,* Spain
- Kartasidou, L., Agaliotis, I. & Dimitriadou, I. “Educational design and implementation for the promotion of self determination for individuals with intellectual disability – a Greek pilot study”

- 2009 *Conference titled "Initial and in-service training of the educators: Theoretical and research approaches"*, Rethymno, Crete, Greece
- Agaliotis, I., Platsidou, M., & Kartasidou, L. "Assesment of mild disabilities in the general classroom: Aspects, practices, and training needs of primary educators"
- 2009 *Conference "Integration und Inklusion auf dem Weg ins Gemeinwesen. Moeglichkeitsraeume und Perspektiven"* Evangelliche Diakonie Darmstadt, Germany
- Kartasidou, L. & Samara E. "Aspekte der Integration aus der Sicht der Schueler ohne Behinderung – eine Studie in griechischen Schulen" (Aspects of Integration according to students without disabilities – a survey in Greek schools)
- 2008 *6th Panhellenic Conference of the Pedagogical Society of Greece*, Athens, Greece
- Kartasidou, L., Dimitriadou, I. & Fetsi, O. "Adaptation and implementation of the Arc's Self-Determination Scale on individuals with mental retardation"
- 2008 *2nd International Conference on Special Education*, Marmaris, Turkey.
- Kartasidou, L. & Papaioannou, I. "Effects of an intervention to increase indices of happiness for a child with severe/profound disabilities – a case study»
 - Agaliotis, I. & Kartasidou, L. "Including students with learning disabilities and mental retardation in Greek ordinary schools: developments in ideology and practices over the last 25 years"
 - Kartasidou, L., Vaiou, I., Kazakos D., Kleitsioti, M., Kokkini, E., Papadopoulos, Ch., Trigonis, N., & Psaroumba, E. "What do special educators and therapists think about the education of children with severe/profound disabilities in Greece? – a pilot study"
- 2008 *International Conference titled "School Psychology"*, Rethymno, Crete, Greece
- Leonidou, P., Goudiras, D. & Kartasidou, L. "ADHD and aggressive behavior"
- 2007 *5th International conference of the Greek Society for Music Education*. Thessaloniki, Greece
- Kartasidou, L. & Tsiris, G. "The lesson of music for individuals with special needs: A pilot study for the opinions of the music teachers in Greece".
 - Kartasidou, L. & Staikopoulos, K. "Music Teacher- Education in themes for special education: exploring the Greek reality"
- 2007 *13th International Conference of the Pedagogical Society of Greece*, Ioannina, Greece
- Kartasidou, L. "The notion of self-determination in the Secondary Cross-Curricular Program of Studies for students with special needs and disabilities"
- 2007 *1st Panhellenic Conference of the Greek Society of Special Education*, Athens, Greece
- Kartasidou, L. & Drosou, G. "The educational status of children with muscular dystrophy Duchenne: a pilot study of parents' views"
- 2006 *Conference titled "Musictherapy and other music approaches for children and adolescents with disabilities"*, Corfu, Greece
- Kartasidou, L. "The effect of music in the treatment of self-injurious behavior of individuals with profound multiple disabilities"

- 2005 *Conference at the University of Macedonia with the collaboration of Central Greece Prefecture* Thessaloniki, Greece
- Kartasidou, L. “Education of individuals with mental retardation”
- 2005 *2nd International Conference titled “Creative Engagements – Thinking with children”* Mansfield College, Oxford, UK
- Kartasidou, L. “‘Creativity in its broadest sense’ and its role in the education of children with severe disabilities – a case study”.
- 2005 *Panhellenic Conference of the Psychological Association of Northern Greece,* Ioannina, Greece
- Kartasidou, L. “School and family: collaboration and cooperation principles”
- 2004 *European Conference titled “The European dimension of special education”* Thessaloniki, Greece
- Kartasidou, L. “The influence of the educational environment on the pedagogic interaction of children with severe disabilities”
- 2004 *11th International Learning Conference,* Cuba
- Agaliotis, I. & Kartasidou, L. “A Cross Thematic Curriculum Framework and its contribution to the education of children with profound mental retardation – A preliminary study”
- 2003 *1st Conference of the Psychological Society of Northern Greece.* Volos, Greece
- Soulis, S., Agaliotis, I., & Kartasidou, L. “The role of group dynamic in inclusion: Prospective teachers’ aspects”
- 2003 *10th International Learning Conference,* London, UK
- Kartasidou, L. & Sampsonidou, A. “Educational Implementations for the Promotion of a Global Culture in an Inclusive Society - The role of education in the implementation of a ‘global culture’ in an inclusive society”
- 2002 *3rd Panhellenic Conference of the Greek Society for Music Education titled “Instruction of Music: strategies and methods”,* Volos, Greece
- Kartasidou, L. “Basic instructional principles of music for children and adolescents with learning disabilities and mild mental retardation”.
- 2001 *Panhellenic Conference,* Ioannina, Greece
- Kartasidou, L. “Dramaturgy in the lesson and Learning in new Dimensions as aspects of individualized instruction”.
- 2001 *International Conference of the Greek Society for Music Education titled “The therapeutic perspective of music”* Athens, Greece
- Kartasidou, L. “Basic principles of musictherapy in children and adolescents with profound mental retardation”
- 2001 *8th International Learning Conference* Spetses, Greece
- Vlachou, A. & Kartasidou, L. “Inclusive learning initiatives: From policy to practice implementation”
- 2000 *Conference in Special Education* Rethymno, Crete, Greece
- Soulis, Sp. & Kartasidou, L. “Music: education or therapy in special education? – a survey of special educators’ and other professionals’ views”
- 1999 *4th Panhellenic Conference titled “Diversity inf Education”,* Alexandroupoli, Greece
- Kartasidou, L. “The acceptance of diversity in personal and interpersonal level as a prerequisite of school integration”

- Soulis, Sp. & Kartasidou, L. “Special Educators’ attitudes and views on their role”

5. WORKSHOPS, PANEL PRESENTATIONS (INVITED), AND MEETINGS (INDICATIVE)

- 2012, December Parents Association of Individuals with Special Needs, Presented invited session titled “*Transition skills of individuals with intellectual disability*”
- 2010, October Annual Meeting of the Association of Individuals with Paraplegy, Presented invited session titled “*Disability and transition*”
- 2009, March Scientific meeting titled “Psychomotor education in 21st century”, Department of Preschool Education, University of Crete, Rethymno, Crete, GR, Presented invited session titled “*Psychomotor education and Special Education: theory and practice*”
- 2009, June Annual Meeting 7th School District of Special Education (North and Central Greece), Presented invited session titled “*Enhancement of communication and interaction on students with profound multiple disabilities*”
- 2008, April Greek Association for the Protection of Individuals with Autism, Presented invited session titled “*Music and Early Intervention*”
- 2007, April School District of East Thessaloniki, Presented invited session titled “*School and Family: cooperation perspectives*”
- 2006, March School District of Secondary Education East Thessaloniki, Presented invited session titled “*The notion of music in education of individuals with mental retardation*”
- 2005, November School district of Secondary Education West Greece titled “Education of individuals with disabilities in the 21st Century” Secondary, Presented invited session titled “*Assessment of individuals with profound multiple disabilities*”
- 2007, February 21st Annual Meeting titled “Inklusion im Grossen und Kleinen. Internationale und Regionale Perspektiven“, Erfurt (Germany), Presented session titled “*Integrationsforschung in Griechenland von 1990-2005 (Research on Integration in Greece from 1990-2005)*”
- 2007, May Annual Meeting titled “Quality of life of individuals with disability: the contribution of Education”, Athens, GR, Presented session titled “*Quality of Life of families with children with muscular dystrophy Duchenne*” (Drosou, G. & Kartasidou, L.)
- 2006, February 20th Annual Meeting titled „Research on Integration“, Rheinsberg Germany, Presented session titled “*Darstellung der Lehrerausbildung fuer die Gemeinsame Erziehung von 1995-2005 in Griechenland“ (Presentation of teacher training on integration from 1995-2005 in Greece)*
- 2005, September Annual Meeting titled “BeWEGung pro Inklusion – MOVEMENT pro Inclusion” Cologne, Germany, Presented session titled “*Present and Future of Inclusion in Greece*” (Kartasidou, L. & Agaliotis, I.)

1. ORGANIZATIONAL ACTIVITIES (indicative)

- 2012, July Organization Committee 30th Conference International Society of Music Education (ISME) Music in Special Education, Music Therapy and Music Medicine Commission, Thessaloniki, Greece.
- 2010, November Organization Committee International Symposium titled “*Individuals with profound multiple disabilities: education, therapy, rehabilitation*” University of Macedonia, Thessaloniki, Greece.

2006, May Organisation Committee Conference “*Music Pedagogy, Music Education in Special Education, Musictherapy: modern trends and perspectives*” University of Macedonia, Thessaloniki, Greece.

2. ADVISORY AND GUIDANCE ACTIVITY

- 2012 Peer reviewer and Associate editor in *International Journal of Learner Diversity and Identities*, a section of *The International Journal of Learning*
- 2008-2013 Reviewer and member of the editorial board of *Approaches: Music Therapy & Special Music Education* (<http://approaches.primarymusic.gr>); an open access, international peer-reviewed journal which is an affiliated partner of the Greek Association of Primary Music Education Teachers (GAPMET, www.primarymusic.gr)
- 2005-2013 Advisor and Dissertation Committee for Master Students at the Department of Educational and Social Policy, University of Macedonia
Master Students (Completed Only-indicative):
- Sakalidou, E. (2012). “Transdisciplinary Play Based Assessment TBPA: preliminary findings of a pilot survey”
 - Nikolaou, O. (2012). “Self-determination and Social Support of individuals with physical disability”
 - Bourda, Ai. (2011). “Professional Quality of Life of Special Educators – a pilot study”
 - Mavridou, M. (2010). “Perceptions of death of adolescents with mental retardation”
 - Mpouchorikou, E. (2009).”Self-determination of individuals with visual impairment”
 - Fetsi, O. (2008). “Self-determination and intellectual disability: a survey on ARC’s Self Determination Scale in Greece”
 - Avgerinou, D. (2008). “Recognition and interpretation of emotions from individuals with mental retardation”
 - Dimitriadou, I. (2008). “Enhancement of self-determination of individuals with mental retardation in independent living settings”
- 2005-2013 Member, Doctoral Advisory Committee and Dissertation Committee
Ph.D. students (ongoing):
- Dimitriadou, I. “Independent living of individuals with intellectual disability – Investigation and Recording of the present situation in Greece”
 - Pavlidou, E. “Quality of life of individuals with intellectual disability: investigation of the interpersonal relations indicator”
- 2003-2013 Advisory Committee on Undergraduate Thesis at the Department of Educational and Social Policy, University of Macedonia
- 2003-2013 Supervisor of School Practice Undergraduate Studies, in Special Schools and Special Education Institutions at the Department of Educational and Social Policy, University of Macedonia
- 2010 Scientific Committee 2nd *Panhellenic Conference of the Greek Society of Special Education*, Athens, GR, April
- 2009 Scientific Committee 6th *International conference of the Greek Society for Music Education*, Athens, GR, October
- 2007 Scientific Committee 1st *Panhellenic Conference of the Greek Society of Special Education*, Athens, GR, April

- 2007 Scientific Committee 2nd Panhellenic Conference on Music education, Union of Music Teachers, Athens, GR, April
- 2003-2004 Peer reviewer and Associate Editor in *International Journal of Learning*

3. RESEARCH PROGRAMS AND PROJECTS

- 2020 Member of the scientific team supervising and implementing the Erasmus+ «Enabling Students with Neurodiversity (ENTENDER)» Project Ref. No: 610302--EPP-1-2019-1-UK-EPPKA2-CBHE-JP-GA.NO: 2019-2098/001-001 Key Action 2-COOPERATION FOR INNOVATION-CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION» (15/1/2020 -14/01/2023) Project Coordinator Coventry University (UK), Budget 683213€
- 2020 Member of the scientific team supervising and implementing the Erasmus+ «Promoting Accessibility of students with disability to Higher Education in Cuba, Costa Rica and Dominican Republic (ACCESS)», Project Ref.No: 610273--EPP-1-2019-1-UK-EPPKA2-CBHE-SP-GA.NO: 2020-0026/001-001, Key Action 2-COOPERATION FOR INNOVATION-CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION (15/1/2020-14/01/2023). Project Coordinator University of Alicante (ES), Budget 997067€,
- 2019 Member of the scientific team supervising and implementing the Erasmus+ 2019-1-TR01-KA203-074720 Developing Virtual Reality Resources Introducing Technology Tools for Children with Autism Spectrum Disorder to SEN Teaching Undergraduatesγια” για το χρονικό διάστημα 01/09/2019 μέχρι 31/08/2021. Project Coordinator Duzce Üniversitesi (TR), Budget 223155€
- 2018 Member of the scientific team supervising and implementing the Erasmus+ «Integration of Experiential Learning and Virtual Reality on Gifted Education» 2018-1-TR01-KA203-058805 (01/11/2018- 31/08/2020). Project Coordinator CANAKKALE Üniversitesi (TR), Budget 216795€
- 2017 Member of the scientific team supervising and implementing the Erasmus+ «Progression of Accessibility Centres in higher Education for Students with disabilities in North Africa (PACES)» Project Number: 585901-EPP-1-2017-1-UK-EPPKA2-CBHE-JP (2017-2897/001-001), ERASMUS PLUS: Higher Education - International Capacity Building (15/10/2017-14/10/2020). Project Coordinator Coventry University (UK), Budget 998034€
- 2015 Project coordinator of the Erasmus+ School-to-Work Transition for Higher education students with disabilities in Serbia, Montenegro and Bosnia & Herzegovina (Trans2Work)» KA2 Capacity Building in the field of Higher Education « (15/10/2015-14/10/2018). Project Coordinator University of Macedonia Budget 995.333 €
- 2014 Member of the scientific team implementing the Life Long Learning Programm (KA3 ICT) “Specification of symbols used on audio-tactile maps for individuals with blindness (ATMAPS)” (1/1/2014 to 31/12/2016), Project Coordinator University of Macedonia, Budget 533008 €
- 2013 Member of the scientific team supervising and implementing the TEMPUS Project «The Establishment of a Foundation for the Integration of Disabled People into HEIs of Azerbaijan” (ESFIDIP) (1/12/2013 to 30/11/2016), as a partner. Project Coordinator University of (Azerbaijan) Budget 722.014,60 €
- 2012 Member of the scientific team implementing the Research Funding Project: “THALIS- University of Macedonia- KAIKOS: Audio and Tactile Access to Knowledge for Individuals with Visual Impairments”, MIS 380442. This research is being co-financed by the European Union (European Social Fund – ESF) and Greek national funds through the Operational Program "Education and Lifelong Learning" of the National Strategic Reference Framework (NSRF). (1/1/2012 to 30/09/2015) Budget 540.000€

- 2012 Project coordinator of the TEMPUS Project «Support and Inclusion of Students with disabilities at HEIs in Montenegro» SINC@HE (15 October 2011 to 15 October 2014). Funded by the Education, Audiovisual and Culture Executive Agency (EACEA), Project Coordinator University of Macedonia, Budget 640.482 €.
- 2012 Research project director “Quality of life of individuals with intellectual disability”, funded by the Research Committee of the University of Macedonia (4 November 2012 to 30 June 2013). Budget 4.000,00 €
- 2010 Research project director “Translation and adaptation of the School Function Assessment (SFA) – usability and implementation”, funded by the Research Committee of the University of Macedonia (4 March 2008 to 30 June 2010). Budget 2.930,00 €
- 2008 Member of the educational and research team “Pilot study: Enhancement of the auditory skills of deaf children with cochlear implant – a child-oriented intervention program” funded by the Greek Ministry of Education and Religious Affairs and the European Community (5 November 2007 until 31/10/2008). Budget 127.000,00 €
- 2008 Member of the educational and research team Study 13 “Deviant behaviours – Crisis management in schools” funded by the National Organization for Teacher Training (27 July 2007 to 27 January 2008) Source: <http://repository.edulll.gr/edulll/handle/10795/1132> and http://www.oepek.gr/research_gr.html. Budget 25.000,00 €
- 2008 Member of the educational and research team Study 15 “Support to students with special educational needs or behavioural problems” funded by the National Organization for Teacher Training (27 July 2007 to 27 January 2008) Source: <http://repository.edulll.gr/edulll/handle/10795/1124> and http://www.oepek.gr/research_gr.html. Budget 25.000,00 €
- 2006 Research project director: “Criteria for the educational assessment of the academic skills of children with mental retardation through music”, funded by the Research Committee of the University of Macedonia (4 March 2005 to 31 October 2007). Budget 1.000,00 €
- 2006 Member of the educational and research team: “Standardization of measurement instruments of music talent in Greece – intercultural comparisons and factors that influence music talent and music sense and behaviour” PYTHAGORAS II, co-funded by the Greek Ministry of Education and Religious Affairs and the European Community. Budget 130.000,00 €
- 2003 Member of the educational and research team: “Curriculum for the education of individuals with profound mental retardation” funded by the Greek Ministry of Education and Religious Affairs and the European Community. (June 2003 to December 2003) Budget 80.000,00 €

PARTICIPATION IN MOBILITY PROGRAMS

- 2008 Academic Staff Mobility for LLP/ Erasmus “Week of Intercultural Dialog” in University of Linz (Austria)
- 2006 Mobility program Leonardo Da Vinci European Platform for Dutch Education “Skills in parents counseling”
- 2005 Academic Staff Mobility for LLP/ Erasmus in University of Diozese in Linz (Austria)

4. OTHER ACTIVITIES

- 2010 Certificate of Attendance “Intensive Interaction and ASD”
- 2009 Certificate of Attendance: Professional Development Program “The Sensory Integration Perspective” from the University of Southern California Division of Occupational Science and Therapy & Western Psychological Services

5. ACTIVITIES IN THE COMMUNITY (indicative)

- 2012 Working meeting with Special Schools, Special Education Institutions and undergraduate students of the Department of Educational and Social Policy.
- 2012 Working meeting with Secondary Special Schools of Thessaloniki titled “Transition skills of students with disabilities” in collaboration with Associate Prof Deborah Merchant Keene State University (US) as Fulbright fellow.
- 2010 Hosting Undergraduate Students from the University of Heidelberg (Germany) and organizing visits to Special Schools in Central Greece.
- 2004-2012 Study visits with the undergraduate students in Special Schools and Special Education Institutions in North and Central Greece
- 2008 Consultant of the Early Intervention Program and the Music Educational Program at the Daily Center of the Hellenic Association for the Protection of Individuals with Autism, Thessaloniki, Greece
- 2008 Design and implementation of a Music Educational Program, 5th Special Primary School, Thessaloniki, Greece
- 2008 Design and implementation of a Music Educational Activity, 2nd Special Primary School, Thessaloniki, Greece
- 2007 Hosting Undergraduate Students from the University of Freiburg (Germany) and organizing visits to Special Schools in Central Greece

6. MEMBER ON SCIENTIFIC ASSOCIATIONS AND ORGANIZATIONS

- Member of the Greek Society of Special Education
- Member of the Greek Union of Special Educators
- Member of the Greek Society of Music Education
- Member of the Greek Pedagogic Society
- Member of the Hellenic Association of Individuals with Visual Impairment

7. EDUCATIONAL SCHOLARSHIPS AND GRANTS

- 1997-1999 University of Cologne, Germany, two years Scholarship of Graduate Studies (Graduierföderungsgesetz)
- 2000 University of Cologne, Germany, Money Award for the scientific validity of the dissertation

8. APPENDIX WITH OVERVIEW OF DISSERTATIONS, PUBLICATIONS, PRESENTATIONS

13.1 Books published in Greek

- Kartasidou, L (2004). *Music Education in Special Education*, Athens, GR: tipothito – G. Dardanos

This book aims to introduce the aspect of Music Education in Special Education. In Greece, so far, the role of music in special education has not been clear and only its therapeutic aspect has been discussed. The first chapter introduces the term ‘music’ historically and grammatically and its role in school is identified. The second chapter endeavors to highlight the educational and therapeutical function of music in Special Education by analyzing the terms ‘education’ and ‘therapy’ in order to differentiate ‘music education’ and ‘music therapy’. Thus, in the third chapter, the theoretical and practical perspective of music education and music therapy is pointed out. In the fourth chapter the term ‘music in its broadest sense’ as a unit of movement, speech and sound, is introduced. These three essential elements of music (movement, speech and sound) are initiation for a proposed music curriculum in Special Education based on the German and English literature. This proposed curriculum is in line with the Cross Thematic Curriculum Framework that was introduced in the compulsory education system of Greece in 2001. The book ends with the presentation of implemented music programs according to the previously introduced theory and hopefully it can serve as a curricular basis for music education in special education.

- Kartasidou, L. (2004). *Learning through movement – theoretical approaches and educational implementation of psychomotor activities in Special Education*. Thessaloniki, GR: University of Macedonia Press.

Perceptual motor (psychomotor, is a term used in Greek literature) skills are prerequisite for the development of academic and social skills. Children with disabilities face different kind of perceptual motor disorders and the success of assessment and intervention depends on the cooperation among various professionals. This books aims to present the theory and practice of perceptual motor, sensory motor and psychomotor disorders as introduced in the international and national literature. The first part of the book introduces theories based on educational, brain and behavioral research in order to investigate the importance of parameters regarding assessment, intervention and educational programs. The second part of the book focuses on (a) perceptual motor (psychomotor) disorders in terms of assessment and (b) practical issues regarding adaptations, modifications and educational programs focusing on perceptual motor (psychomotor) skills such as fine motor, spatial perception, etc. While the international research community acknowledges the significance of interdisciplinary assessment, in Greece relevant research and empirical evidence is lacking. Thus, the chapter on Sensory Integration promotes the need of common understanding and cooperation among special education professionals such as occupational therapists, physiotherapists and special educators. Further the music aspect is also here introduced since physical movement and music are closely related i.e. they share common elements such as tempo, rhythm etc. The book finishes with the presentation of educational programs that (a) can be offered individually or in small groups and (b) include the musical aspect so that is can be used as a guide by special educators and other professionals.

13.2 Chapter(s) or edited volumes published in Greek

- Kartasidou, L. (2009). The nature and the structure of music lesson for individuals with special educational needs. *Papapanagiotou, X. (ed) Music pedagogical issues*. Thessaloniki, GR: Greek Society for Music Education Press http://www.copycity.gr/myfiles/copy/404_pages.pdf, 345-368

The questions that are being discussed in Greece in reference to music in Special Education are 'what must be taught', 'how must be taught', 'by whom' and 'what should be the structure of music lesson'. Before discussing the aforementioned questions it is essential to understand the doubts some music educators have towards the inclusion of ALL students with disabilities in music lesson. These doubts are connected with the content of Greek music curriculum that somehow enhances the involvement in music activities only of students with mild disabilities. This chapter through literature review and by highlighting practical aspects, according to international surveys aims (a) to redefine the goals of music lesson for all students with disabilities, (b) to present instructional strategies and adaptations that music teacher must take into consideration when planning music activities and (c) to examine the non-musical skills that can be taught.

- Kartasidou, L. (2008). Music in early intervention. *Dionysiou, Z. & Aggelidou, S. (ed) School music education: design, methodological and implication issues*. Thessaloniki, GR: Greek Society for Music Education Press, 115-132.

Research supports that using music with young children is a tool improving or enhancing communication, academic, social, motor, sensory skills. Over the past two decades music research has focused on early intervention programs. In Greece by early intervention it is mostly understood in reference to the support of the child and not its environment too. At the same time music early intervention programs are designed and implemented by the music therapist exclusively and only when in profound multiple disabilities music early intervention is based on interdisciplinarity. The present chapter endeavors through an extended literature review to present all recent research on music early intervention and especially for 'children at risk'. Both educational and therapeutical aspects will be discussed in terms of not only how to support children but the family as well. The main aim is to highlight those aspects of music early intervention that must be taken into consideration for developing similar early intervention programs in Greece in schools and institutions.

- Kartasidou, L. & Stamou, L. (ed) (2006). *Music Pedagogy, Music Education in Special Education, Music therapy: modern trends and perspectives*. Proceedings of the Conference. Thessaloniki, GR: University of Macedonia Press.

Music is a research area and a scientifically field in medicine, psychology, social and educational sciences. Internationally many researches introduce the impact of music on the child development from an educational and therapeutic perspective. There is a need to understand that music is universal and a means to serve therapy and education. Music is a tool for professionals (educators, therapists, psychologists) that enable them work with individuals with special educational needs and/or disabilities. This assumption was the motive behind this the Conference titled "Music Pedagogy, Music Education in Special Education, Music therapy: modern trends and perspectives" organized by two Departments (a) Department of Educational and Social Policy and (b) Department of Music Science and Art. The aim was to bring together researchers and practitioners from the broad field of Music to share, discuss, and present their work in order to (a) start a creative dialog and (b) help audience (educators, therapists and students) to understand the commonalities and differences between scientifically fields of music such as Music Psychology, Music Therapy and Music Education in Special Education.

13.3 Chapter(s) in volumes of non Greek publishers

- Soulis, S. G., Kartasidou, L., Samara, E. & Barlou, K. (2009). Assistive Communication: a challenge for Greece (Unterstützte Kommunikation: Eine Herausforderung für Griechenland). *Birngruber, C. & Arendes, S. (hrsg.) (2009) Werkstatt Unterstützte Kommunikation ISAAC Gesellschaft für Unterstützte Kommunikation Karlsruhe, D: von Loeper Literaturverlag, 279-293.*

The aim of the present research was to investigate (a) the knowledge and skills of Greek special educators and therapists who work in public special schools or in the private sector, (b) the opinions of the same group regarding the use of Augmentative and Assistive Communication (AAC). The questionnaire used for collecting the data referred to the following main subjects: (a) what kind of AAC they used, (b) how effective, and (c) how important AAC was for their work. Participants were 135 special educators (54,1%) and therapists (45,9%) from Northern, Central, and Southern Greece. Main findings of the study were: (a) the most known AAC systems are PECS and MAKATON, (b) special educators mostly use AAC for the enhancement of academic skills, (c) they adapt the AAC system according to the needs of each student with disability, thus, design and implementation takes place on an individualized basis, (d) there is no cooperation among special educators and therapists working at the same school although both groups indicate the importance of interdisciplinary cooperation and communication. Those findings indicate (a) the need for further investigation of this area, and (b) the necessity for training of both groups on theoretical and practical implementation of AAC.

13.4 Articles in peer reviewed journals (in English)

- Dimitriadou, I., & Kartasidou L. (2014). Independent living of individuals with intellectual disability: The parents' perspective. *The International Journal of Learner Diversity and Identities* 20(3), 77-89.

Independence and independent living in reference to individuals with intellectual disability (ID) has only recently been taken up as a research domain in Greece. The consequence is a lack of research data and educational approaches in the Greek Special Education System on this issue. Since individuals with ID and their parents are the main stakeholders of any educational approach concerning independence and independent living, aim of this exploratory research was to explore their views and attitudes towards the above mentioned issues. A survey questionnaire was designed and disseminated to 65 parents of individuals with ID from postsecondary special educational support services in the region of Thessaloniki, Greece. The results agree with the international literature. Results are discussed in terms of their implications for the design and implementation of respective programs in the Greek and other similar educational settings and support services.

- Kartasidou, L. (2013). Preparing HEIs in Montenegro to meet the needs of students with disabilities. *Education Sciences and Society* 2, 79-96.

Aim of this article is to present the TEMPUS Project "Support and Inclusion of Students with Disabilities at Higher Education Institutions in Montenegro (SINC@HE)" that has been funded with the support of the Education, Audiovisual and Culture Executive Agency. Main priority of the project is to promote the reform and modernization of higher education in Montenegro. More specifically the SINC@HE project has been designed to improve the quality and relevance of support and inclusion of higher education students with disabilities in Montenegro. The main project objective is to create the conditions that will assimilate the quality of inclusion of students with disabilities in EU HEIs and will be harmonized according to EU practices and policies. A long term objective of the outcomes will be to strengthen the open society values regarding the inclusion of students with disabilities in HEIs.

- Kartasidou L., Dimitriadou, I., Pavlidou, E., & Varsamis, P. (2013). Independent living and Interpersonal relations of individuals with intellectual disability: The perspective of support staff in Greece. *The International Journal of Learner Diversity and Identities* 19(2), 59-73.

Over the last 20 years independent living and interpersonal relations, which are directly associated with the concept of quality of life of individuals with intellectual disability, are being two of the most popular issues in the research and academic field of special education. However in Greece there is lack of research data and educational approaches on this issue. Main aim of the present study is to examine the support staff's views and perspectives on independent living and interpersonal relations of individuals with intellectual disability, as they interact with them on a daily basis and confront a huge number of their problems. The research method used was a semi-structured interview consisting of open-ended questions, divided in two sections: (a) independent living, and (b) interpersonal relations. Participants were 30 support staff members from three special education institutions in Thessaloniki (Greece) providing daily care and support to individuals with intellectual disability. The results have shown that participants believe that (a) individuals with intellectual disability in Greece lack independent living skills, and face limited chances for independence, and that (b) social isolation and insufficient quality of life are being enhanced by poor interpersonal relations. The participants supported the view that Greek educational policy has to focus on the improvement of the above domains, since both independent living and interpersonal relations are important aspects of quality of life and self-determination. Although this research has some limitations i.e. regarding the number of participants, it is obvious that there is a necessity for further research and educational implementations in this particular field.

- Papadopoulos K., Koustriava E. & Kartasidou, L. (2012). Spatial Coding of Individuals with Visual Impairment. *The Journal of Special Education*. 46(3), 180-190.

The aim of this study is to examine the ability of children and adolescents with visual impairments to code and represent near space. Moreover, it examines the impact of the strategies they use and individual differences in their performance. A total of 30 individuals with visual impairments up to the age of 18 were given eight different object patterns in different arrays and were asked to code and represent each of them. The results revealed better performance by those who use an allocentric approach during spatial coding and those with residual vision. In fact, allocentric strategies were more prevalent in coding near space than egocentric ones. Moreover, the ability of participants to move independently was positively correlated with their ability to use the most effective haptic strategies. These findings suggest that children and adolescents with visual impairments are capable of using allocentric reference and provide a different perspective to the currently dominant one.

- Kartasidou L., Varsamis, P., & Sampsonidou, A. (2012). Motor Performance and rhythmic perception of children with intellectual and developmental disability and developmental coordination disorder. *International Journal of Special Education* 27(1), 74-80.

Professionals who work with children presenting intellectual and developmental disability (IDD) and developmental coordination disorder (DCD) are concerned with their motor development and their rhythmic perception. The aim of this study is to investigate the correlation between a motor performance test and a music rhythmic test that measures performance of rhythmic perception in tactile, auditory, auditory-visual, auditory-visual-tactile sensory conditions. Participants were 19 children, ten with intellectual and developmental disability (IDD) and nine with developmental coordination disorder (DCD), their age ranging between 5 to 12 years. The results confirmed numerous links between motor performance scores and rhythmic perception scores. These findings are in line with previous theoretical standpoints and empirical research. However, further research is needed to determine the exact relationship between suggested motor performance factors and rhythmic perception factors.

- Varsamis P., Staikopoulos K., & Kartasidou L. (2012). Effect of rhythmic auditory stimulation on controlling stepping cadence of individuals with mental retardation and cerebral palsy. *International Journal of Special Education* 27(3), 68-75.

One of the purposes of Rhythmic Auditory Stimulation (RAS) is to improve the control of dysfunctional movement patterns. This study aimed to extend the line of research by focusing on secondary students with mental retardation and cerebral palsy. Our assumption was that cadence can be controlled through a stable and low signal cadence to the benefit of endurance during an aerobic exercise on a stair stepper. Two conditions (Do your best and RAS) were applied in a Latin square design. Results show that in the RAS condition, as compared to the Do your best condition, students significantly decreased their cadence, increased their training duration, kept their heart rate between the bounds suggested for aerobic exercise and decreased their intra-individual standard deviations in both cadence and heart rate per minute. The researchers suggest that a variable signal cadence could have an even greater effect on exercise duration.

- Papadopoulou, K., Koustriava, E., & Kartasidou, L. (2011). The impact of residual vision in spatial skills of individuals with visual impairments *The Journal of Special Education*, 45 (2), 118-127.

Loss of vision is believed to have a great impact on the acquisition of spatial knowledge. The aims of the present study are to examine the performance of individuals with visual impairments on spatial tasks and the impact of residual vision on processing these tasks. 28 individuals with visual impairments—blindness or low vision—participated in this study. The results reveal that participants with visual impairments were competent to perform spatial tasks, and their performance is related to the existence of residual vision.

- Kartasidou, L., Agaliotis, I. & Dimitriadou, I. (2009). Educational Design and Instructional Applications for the Promotion of Self Determination in Individuals with Intellectual Disability: A Pilot Study. *International Journal of Learning* 16(10), 317-328.

The present research explored the development of self-determination in individuals with intellectual disability through a combination of self-determined learning model and video self-modelling. The participants were four adults with intellectual disability who visited a day-care centre, and the intervention lasted 17 weeks. The intervention was oriented toward improving the participants' ability to make decisions in the areas of daily activities and personal care, leisure time, and participation in social interactions. The participants' initial self-determination scores, as they were measured through the Arc's Self-determination Scale were low to moderate. The scores following the intervention were higher for three of the participant, with the smallest improvement being recorded in the domain of social interactions. The combination of self-determined learning model and video self-modeling proved to be effective. However, due to the small sample the conclusions are rather tentative and the study should be repeated with larger sample.

- Kartasidou, L., Sampsonidou, A., & Varsamis, P. (2008). A transdisciplinary assessment of sensory motor and psychomotor skills of children with developmental disability. *European Psychomotricity Journal*, 1(1), 17-21.

The need to better understand the complex problems that can reflect the profile of a developmental disability seems to be served by multidimensional solutions. Therefore this paper will present the results of a transdisciplinary assessment of sensory motor and psychomotor skills of children with developmental disability. Subjects were 19 children, eleven with mild mental retardation and seven with developmental disabilities. The mean age was 7.3 years old. The instruments used were the LOSKF-18, the sensory profile and a music rhythmic test. In interpreting the results it appears that the important cross-correlations found between LOS-KF-18, the sensory profile and the music rhythmic test conform to theoretical precedents and inquiring data. All correlations are statistically

significant. A multidimensional assessment such as the transdisciplinary approach can provide a more functional profile of the child with developmental disability since it refers to the correlation between functional skills. Further research is needed to determine the correlation between sensory motor and psychomotor development in order to determine the best practices for the intervention in children with developmental disability.

- Agaliotis, I. & Kartasidou, L. (2004). A Cross Thematic Curriculum Framework and children with profound intellectual disability. *International Journal of Learning*, 11, 1309-1320.

In 2001 a Cross Curricular Thematic Program of Studies (C.C.T.P.S.) was introduced in the compulsory education system of Greece. In 2003 there was an attempt to expand the guidelines of C.C.T.P.S. to Special Education Programs. Many questions arose regarding the functionality of the C.C.T.P.S. for Special Education, most notably for using it with children with profound intellectual disability. In the case of these children the traditional academic skills dominating the C.C.T.P.S. should take a practical form and be directly connected to daily life skills and communication. The quality of this connection was deemed as a critical variable of the effectiveness of the respective instruction. The present researchers, as members of the scientific group responsible for the production of the new program, undertook the enterprise of putting into practice an educational intervention combining the principles of C.C.T.P.S. and the needs of students with profound intellectual disability. The results show that with the necessary adaptations, C.C.T.P.S. can serve as a curricular basis for instruction of students with profound intellectual disability.

- Kartasidou, L. & Sampsonidou, A. (2003). Educational Implementations for the Promotion of a Global Culture in an Inclusive Society. *International Journal of Learning*, 10, 1281-1289.

The main issues to be explored in this presentation will be in reference to the following questions. What is globalization? What is culture? What is global in culture? What is an inclusive society? How do we integrate globalization and inclusion, which infer to opposite yet complimentary meanings – sameness vs. diversity – and transfer them into the educational system? Can education promote a broader acceptance and implementation of a “global culture” in an inclusive society? The child may be seen as a designer of his/ her culture and at the same time the children are active transformers of a global culture. If children must learn to behave with responsibility they must do so within the acceptable norms and values of the society. With this in mind we as educators must accept that society has to follow the internal and external changes that occur and affect it. On the other hand this means that society must have a certain amount of flexibility so that it can deconstruct and reconstruct its structure (Constructivism Theory) and readjust its norms and values. If we each have the tendency to choose values and habits that create our own subjective culture then the school system mechanisms must be the base of support for our choices. This framework assumption will provide the basis of an objective culture that will focus on the main goal of education: LET NO CHILD EVER DOUBT HIMSELF OR HIS MIND BECAUSE WE ARE UNSURE OF OUR COMMITMENT (ALAN MARTIN 1993)

13.5 Articles in Greek peer reviewed journals

- Petraki, Z., Papageorgiou, G., Kartasidou, L., & Pavlidou, E. (2011). Researching the needs of Special Schools in East Thessaloniki – a pilot study. *Hellenic Review of Special Education*, 3, 29-50.

Since Special Education is a fairly new area for the Greek educational reality, it is expected to face multiple problems. The educational staff of Special Schools often feels frustrated because they can not ensure equal educational opportunities for students, due to the difficulties they encounter during daily school life. What the difficulties are and whether or not they differ depending on the type of disabilities to be addressed was the main question of this research, conducted in collaboration with seven directors of Special Schools in spring 2008. The findings of this survey show that, despite the

apparent differences i.e. Special Schools for Students with Autism and Special Schools for Students with Multiple Disabilities, these problems are common and, therefore, a solution through joint efforts of special education teachers is feasible.

- Mavridou, M., Kartasidou, L., & Platsidou, M. (2011). The concept of death in adolescents with mental retardation. *Mentoras*, 13, 131-145.

Review of the Greek literature shows an enormous lack of research on how individuals with mental retardation perceive the concept of death. The present research investigates the perceptions of death as held by 32 adolescents with mental retardation. The research method used was a semi-structured interview consisting of open-ended questions that was focusing on the cognitive aspect of death. The findings revealed that adolescents with mental retardation (a) understand the concept of death, (b) have knowledge about different aspects of death, such as causes, physical conditions, and (c) their answers reflect a realistic view of death without any imaginary or mythical notion. Although this research has some limitations i.e. regarding the number of participants, it is obvious that there is a necessity for further research and educational implementations in this particular field.

- Koutsoklenis, A. & Kartasidou, L. (2010). A pilot research of the educational provision for children with visual impairment and multiple disabilities in Greece. *Pedagogical Review*, 49, 97-111.

The purpose of this study is to examine the educational provision for children with visual impairment and multiple disabilities in Greece. In Greece, the needs of children with visual impairment and multiple disabilities are currently being met in two main types of school: 1) special schools for children who have VI and 2) other special schools, such as schools for children with SLD, PMLD or physical disabilities. The findings suggest that those types of school face significant difficulties in meeting the complex needs of children with visual impairments and multiple disabilities. In particular, these difficulties are related to significant areas of provision, such as the specialisation of the teaching staff, the learning and physical environment, the assistive technology and equipment, and the delivery of an appropriate curriculum.

- Kartasidou, L. (2006). The music lesson for children with special educational needs. *Makednon*, 15, 47-57.

Although the educational and therapeutical value of music in special education is internationally recognized the music lesson for students with disabilities is not appropriate design and implemented. Music was a subject area in the General and Special Education Curriculum only in theoretical and not in a practical level, then. This paper focuses on the design and implementation of a module called "writing a rhythmic music score" according to the Music Curriculum that was implemented in Nord Rhein Westfalen (Germany). Basic principles of the music instruction are presented such as adaptations and modifications. The proposed module combines activities for the enhancement of musical skills, such as auditive perception and memory, rhythmic analysis and performance, and non musical skills, such as attention, memory. Furthermore since this module is based on General Education Curriculum it supports the notion of inclusive education. This paper concludes with a model curriculum for Music in Special Education that underlines the need for a systematic design and implementation of music lessons for students with special educational needs.

- Kartasidou, L. & Charatsi, G. (2003). The educational function of music for children with hearing impairment. *Educators' Society*, 30, 16-17

In international literature and research (a) music is understood as a total of elements such as sound, melody, rhythm, harmony and (b) children with hearing impairment can have musical experience through their whole body, i.e. through vibrations. Taken into consideration these two facts this paper endeavors to investigate the following questions: (a) To what extent is there a link between music

and children with hearing impairment? (b) How can music contribute to the education of children with hearing impairment? The answers to these questions reveal the basic principles that a music educator should follow in order to include students with hearing impairment in regular music lessons.

- Kartasidou, L. (2002). Basic instructional principles of music for children and adolescents with learning disabilities and mild mental retardation. *Music Education Journal*, Greek Society for Music Education Press, 11, 320-333.

Music purifies the imagination and dignifies emotions that are very important for our existence, our universal human needs and rights. Although the value of music is appreciated, it seems that its function is not always included in the educational process. Our challenge as music educators is to consider the goals we are pursuing. Individual personal development goals (physical, mental, emotional, social, and perceptive) can be achieved or supported by the use of music. The function of music in special education is often ignored, while taking part in music and non-music activities is a physical, emotional and creative experience that enables behaviors such as encounter, contact, and feelings of bonding and togetherness to move us physically, emotionally and communicatively. If we consider music education as unity of sound, movement and speech, then we can define and enhance its role as “education with music” rather than merely “education in music”. In this context a music lesson should be organized to support personal and social development through music, movement and language. In Greece such music education programs are not yet integrated in special education curricula despite their importance and effectiveness. This paper proposes a music curriculum, based on German music curricular principles, that might be suitable for the Greek educational system.

- Kartasidou, L. (2001). Special Educational Music Therapy (Goll 1993) - Basic principles of a holistic and dialogic approach and practice of music therapy in children and adolescents with profound mental retardation. *Music Education Journal*, Greek Society for Music Education Press, 3(9), 31-42.

According to Harald Goll music therapy and music pedagogy go hand in hand because they both work with music and because every person is capable of having a music experience in his/ her own way. “Music is an area, whose object and content is an experience without a predefined purpose regarding the educational intention” (Laufer). Musical behavior has to do with musical educational activities and non - musical behavior has to do with music therapy activities. Through his long experience with severely mentally retarded children and adolescents Goll formulated his theory of “Special Educational Music Therapy”. In his effort to communicate with these children and adolescents, Goll emphasized two points: first the relationship between therapist and client and second the use of music in a very global meaning. The special need that we have identified in Greek Special Education considering the practice of music in special schools is the importance of the study and processing of the different theories and methods, known in Europe and the USA, before the educator starts to adapt and practice in Greece. The concept of Goll’s theory will be presented in order to define these points which could help draw a common line considering the role of music therapy and music education in Special Education in Greece.

- Kartasidou, L. (2000). Fathers and mothers of children with special needs – a comparison of father’s and mother’s role. *Educators’ Society*, 25, 37-40.

This paper investigates the consistency of the families with children with special needs and how it influences each parent’s role. Through the comparison of two families in Germany and in Greece the view is supported that although there are cultural and social differences among these two families parents face the same problems and have the same needs. Both families feel helpless to support their child as they should and to face the ignorance of relatives and society. From the qualitative analysis of the data it is shown that their reactions and perceptions are being influenced from their personal

experiences, the sociocultural background of each parent, and the socioeconomic situation of the family.

13.6 Papers published in Proceedings (in english)

- Sendelj R., Ognjanovic I., & Kartasidou L. (2014). The national star model of accessibility support center of university students with disabilities in Montenegro. *Proceedings of EDULEARN14 Conference, 7th-9th July, Barcelona, 7366-7373, ISBN 978-84-617-0557-3*

The vast majority of today's young adults see higher education as a way to earn society's respect and insure career advancement and financial security. The decision on choosing a university is a hard process on its own and has a considerable consequential effect on future career prospects and professional opportunities. The complex task about university enrolment becomes even more complex for individuals with disabilities. In many countries, university regulations, teaching processes and student organisations are adopted in order to provide full support for students with disabilities providing equal opportunities for studying, acquiring new knowledge and skills, and expanding social links and connections. The general lesson learned from many countries is that communicate effectively with learners, parents and colleagues from all agencies and support collaborative practice to benefit learners; work with colleagues to develop individual plans to ensure the consistent deployment of any necessary support, aids and adaptations to meet learners' needs. However, countries that are facing rapid changes and development challenges in all areas that are relevant for societal progress and prosperity are still lagging behind in the provision of support to students with disabilities. In this paper we present the model with star structure at national level which is established in Montenegro reflecting all the specifics of this country. All activities presented in the paper are funded by TEMPUS project titled '*Support and inclusion of students with disabilities at Higher Education Institutions in Montenegro (SINC@HE)*'.

- Kartasidou L., Pavlidou E., & Chideridou A. (2014). Quality of life of adults with intellectual disability – a research study in Greece. *Proceedings of EDULEARN14 Conference, 7th-9th July, Barcelona, 7502-7509, ISBN 978-84-617-0557-3*

The changes taking place during the last decades regarding disability approach, focus on social inclusion and the design of family-centered intervention programs, led to more emphasis to the individual with disability as an entity and to the quality of life (QoL) from infancy to adulthood. Deeper problem lies within the adults with intellectual disability (ID), because despite their age, they are being treated like "children" who can not control their lives, take decisions or make choices for situations that please them. Also, the active participation of individuals with ID in the community is limited, affecting the range of social interactions and leading them to a decreased sense of belonging. All the above constitute basic domains in a person's QoL and although emphasis should be put to amplifying and improving them, the support programs in Greece are slow and not always complete or focused on the needs of an adult with ID. The goal of this research study is to assess (a) the reliability of the Quality of Life Questionnaire (QoLQ) in Greece and (b) the QoL of adults with ID in a Special Educational Setting in Greece. The sample consists of 31 adults with intellectual disability, age 19 to 48, 20 of which were living in an institution for disabilities' boarding house, whereas the rest 11 were living with their families but were occupied during the morning hours in the sheltered workshop programs of the institution. From the analysis of the results, both the group living in the institution and the group living with their families showed low levels of independence, compared to other quality of life domains. As far as social inclusion is concerned, adults living with their families showed reduced levels compared to those living in the institution. By giving adults with ID the opportunity to express their opinion for the quality of their life, the chances to change aspects of their lives and improve the support they receive in order to live a better life are increased. This research study shows the necessity of further investigation in a bigger sample and points out also the need for an evidence based practice that will aim to improve the QoL of individuals with ID.

- Papadopoulos K., Kartasidou L., Papakonstantinou D., Koutsoklenis A., & Koustriava E. (2009). Self-esteem of Adults with Visual Impairments. *Proceedings of the 7th ICEVI European Conference*, <http://www.icevi-europe.org/dublin2009/index.html>

Several researchers have argued that vision loss has a detrimental effect on a person's self-esteem. Nevertheless, the review of relevant literature demonstrates a dissonance among research results pertaining to the self-esteem of people with visual impairments. The main aim of this study is a) to investigate the possible differences in the self-esteem between the two groups of the participants – adults with visual impairments and sighted adults and b) to examine whether the self-esteem of people with visual impairments is related to their individual characteristics, such as gender, age, age at the onset of visual impairment, degree of vision loss, ability to travel independently, educational level, economic status and level of employment. The participants were 150 sighted adults and 102 adults with visual impairments. The results showed that sighted adults demonstrate higher self-esteem than adults with visual impairments. Moreover, a multiple regression analysis was implemented to examine the degree to which the individual differences of the participants with visual impairments are related to their self-esteem. From the analysis the educational level emerged as the most significant predictor of self-esteem of people with visual impairments.

- Kartasidou, L. (2005). "Creativity in its broadest sense" and its role in the education of children with severe disabilities – a case study. *Proceedings of the 2nd World Conference, e-book*, <http://www.inter-disciplinary.net/publishing-files/idp/eBooks/CE%20v1.9.pdf>, 13-17.

Creative thinking refers to the possibility that every human being has to express themselves, his or her preferences and choices. The question that arises regarding special education is the meaning of creative thinking and acting especially in the case of children with severe disabilities. In order to make it possible for children with severe disabilities to be part of all possible activities in daily school programs it is important to redefine the meaning of creativity. The opportunity to express preferences and to make choices is very seldom given to these children and the educational programs and environments are very restricted and controlled. This paper endeavours to show possible solutions for a teacher to integrate creative – aesthetic activities as rituals/ routines in special school settings in order to help children with severe disabilities to communicate and interact. The educational program took place in a special school setting in Greece for over 6 months and a child (9 years old) with severe disabilities (severe mental retardation, epilepsy, visual impairment) participated in this program. The results of this case study show that creativity in its broadest sense combined with daily routines can help a child with severe disabilities increase interactions. Further investigation regarding similar educational programs is to be considered for the future.

13.7 Papers published in *Proceedings* (in Greek)

- Kartasidou, L. & Varsamis, P. (in print). School Function Assessment – a research study of its usability. *Proceedings of the 14th International Conference of the Greek Pedagogical Society*, Thessaloniki, GR: University of Macedonia Press.

Not only is there a lack of assessment tools in Greece that can support special educators to do their work but those that are being used are norm referenced. The present paper aims to investigate the usability of School Function Assessment (SFA) a criterion referenced scale and judgement-based assessment that assesses the ability of students with special educational needs and/or disabilities to perform in functional tasks. By functional tasks we mean the participation of the student in academic and social educational program. Researchers developed a usability questionnaire with Likert scale and referred to the following subscales: (a) usefulness ($\alpha=.93$), (b) 'easy to use' ($\alpha=.85$), (c) 'easy to learn' ($\alpha=.88$), (d) 'satisfaction' ($\alpha=.93$), and (e) 'translation problems' ($\alpha=.84$). Participants were 60 educators from General and Special Education and paraprofessionals (i.e. therapists). The findings indicate that the mean score of the subscales 'usefulness', 'easy to learn' and 'satisfaction' was higher than of subscales 'easy to use' and 'translation problems' in both groups. There is no

statistical significance between participants' views and factors as gender, age, experience in Special Education and the educational setting (special or integrative). The only statistical significance is between the two groups (educators and paraprofessionals) regarding 'usefulness', where educators (special and general) find SFA more useful as paraprofessionals. On the one hand, through this research it is clear that in Greece further systematical investigation is needed towards the usability of assessment tools, especially the ones which are criterion based and on the other hand the educational society must focus on preparing educators and paraprofessionals to use criterion referenced tools in their daily work with students with disabilities.

- Varsamis, P. & Kartasidou, L. (in print). The relationship between body-esteem, self-esteem of individuals with physical disability and gender – a pilot study. *Proceedings of the 14th International Conference of the Greek Pedagogical Society*, Thessaloniki, GR: University of Macedonia Press.

The aim of this pilot study is to investigate the beliefs that individuals with congenital motor disorders hold about themselves and their bodies in the context of the relationships formed between sexes. For this purpose, questionnaires or subscales were selected, which were previously used in both general and special populations. In all cases, internal consistence was satisfactory. The survey involved 18 adults (postsecondary education students) with physical disabilities, both men and women, of whom 10 had mild intellectual disability too. According to the results, students expressed positive views about their general self, their body selves and their relationships with the opposite sex. Their views on their social selves were not so positive. The correlation between physical self and relationships with the opposite sex were not statistically significant. However, there were some significant correlations between views of the opposite sex and items of the body esteem questionnaire, referring to physical condition, physical attractiveness and sexual attractiveness. These correlations were particularly strong for students who had normal cognitive development. In conclusion, the aforementioned parameters of the body esteem may play an important role in shaping the views of individuals with physical disabilities with the opposite sex. Certainly, further research is needed in order to clarify these correlations across sexes and disability subgroups.

- Agaliotis, I. Platsidou, M., & Kartasidou, L. (2012). Assessment of mild disabilities in the general classroom: Aspects, practices, and training needs of primary educators. *Proceedings of the Conference titled "Initial and in-service training of the educators: Theoretical and research approaches"*, Athens, GR: Pedio, 990-1001.

Effective assessment of students with mild disabilities by general educators constitutes an important prerequisite of (a) the referral of students to diagnostic services, which will corroborate the existence of special needs or disabilities, (b) the organization of individualized educational program, (c) the implementation of inclusion programs. Aim of the present research, then, was to investigate (a) the knowledge and skills of primary general educators regarding educational assessment of mild disabilities, (b) the opinions and expectations of the same group regarding their in-service training on assessment. The questionnaire used for collecting the data referred to the following main topics: (a) assessment procedures and tools that educators use in daily practice, and their opinion about their effectiveness, (b) parameters of student function that educators regard as priorities in assessment, (c) educator's knowledge on specialized assessment issues, such as learning potential, and (d) educator's preferences regarding in-service training. Participants were 331 primary teachers from prefectures of Northern, Central, and South Greece. Main findings of the study are: (a) almost half of the educators do not regard the assessment of mild disabilities as their own responsibility, (b) the minority of educators who decide to go about assessment of mild disability regard themselves as moderately effective as assessors, (c) most educators seem not to possess a specific philosophy and culture of assessment in general (not necessarily connected to students with disabilities), (d) many educators seem to ignore fundamental procedures for the assessment of important parameters of learning, such

as prerequisite knowledge and learning strategies, and (e) the majority of educators prefer brief in-service training programs with a practical orientation.

- Dimitriadou, I. & Kartasidou, L. (2011). Self-determination and Independent Living of individuals with intellectual disability. *Proceedings of the International Conference "Education and Social Integration of vulnerable Groups"*, Thessaloniki, GR: University of Macedonia Press, 745-760.

The ultimate goal of all international education programs and support services for individuals with intellectual disabilities is to enhance self-determination skills to a good level of autonomy in daily life and a smooth transition from adolescence to adulthood. Independent living for individuals with intellectual disabilities and self-determination are two interrelated concepts. In order for a person to develop independent living skills, he/she should have a good level of self-determination, but simultaneously self-determination develops within the framework of independent living. In Greece, compared to international and European standards, there is a significant deficit in terms of (a) the provision of independent living services and (b) research in self determination and independent living skills. The main aim of this paper is to explore the literature on self-determination and independent living and to present (a) the relationship between self-determination and independent living, (b) that independent living indicates a good level of self-determined behavior, and (c) those self-determination skills which are prerequisite for independent living for people with intellectual disabilities. Self-determination and independent living are key demands within the framework of rights of individuals with intellectual disabilities and their families. The desired change framework in Greece should be based on empirical data and research reports in order to develop strategies at the level of educational and social policy that will promote the development of independent living skills and self-determination of people with intellectual disabilities.

- Pavlidou, E. & Kartasidou, L. (2011). Self-determination and interpersonal relations of individuals with intellectual disability. *Proceedings of the International Conference "Education and Social Integration of vulnerable Groups"*, Thessaloniki, GR: University of Macedonia Press, 722-734.

The purpose of this paper is to study and investigate the literature on issues of self-determination and interpersonal relations of people with intellectual disabilities. More specifically, the present work will focus on (a) the prerequisite skills for the development of self –determination and interpersonal relations, (b) the relationship of self –determination and interpersonal relations, and (c) their contribution to social inclusion and independence of people with intellectual disability. The study will focus on the international literature presented for both the concept of self-determination and for interpersonal relationships separately in order to better understand the conceptual modeling and then search their possible relationship by setting a basic assumption of labor dynamic relationship that develops between them and the high degree of their association. Self-determination and interpersonal relationships in literature are referred to as dimensions of quality of life, which is one of the most popular research topics in the field of special education. The need to define the relationship between the self-determinaton and interpersonal relationships are crucial especially with regard to education and support for people with intellectual disabilities. International research has highlighted the positive influence of self-determination in various aspects of life of individuals with disabilities, such as independent living and transition. On the other hand interpersonal relationships refer to all the relationships of an individual during his life and play a key role in cognitive and social development.

- Avgerinou, D., Kartasidou, L. & Platsidou, M. (2010). Recognition and interpretation of emotions from individuals with mental retardation – a pilot study. *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 250-263.

Recognition and interpretation of emotions is prerequisite for the development of social skills. Individuals with mental retardation have difficulties in functional skills, such as control, regulation and monitoring, that is directly correlated with emotional development. Recent research has defined the difficulties individuals with mental retardation face in interpreting the emotions of others even after their maturity. This assumption is related with the limitations in adaptive behaviors, especially in social skills. The present research aims to investigate the qualitative and quantitative differences in recognition and interpretation of emotions from individuals with mild and moderate mental retardation. The findings of this research are in alignment with international research findings. There is a need in Greek research community to deepen on this research field but also on educational implementations for the emotional development of individuals with mental retardation.

- Dimitriadou, I. & Kartasidou, L. (2010). Independent Living Skills of Individuals with Mental Retardation. *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 264-276.

Independent living is a field of research and action, which is in infancy in the Greek reality and education. Independent living skills are the main targets for adolescents' and young adults' with intellectual disability educational programs. This paper is an attempt to explore the concept that independent living has in the Greek educational system, and secondly whether independent living skills are cultivated and taught in Greek schools, especially in Primary and Secondary Education. The ultimate goal is to highlight the strengths and deficits in basic level research and social policy with regard to education and support of individuals with intellectual disability in the field of independent living skills.

- Glavini, A., Kartasidou, L. & Goudiras, D. (2010). Design and implementation of a program based on Positive Behavior Support – a case study of a student with mental retardation and behavioral problems. *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 277-290.

Functional Behavioral Analysis (FBA) has significantly improved the success of behavioral treatment of problem behaviors in individuals with mental retardation. FBA is defined as the set of procedures that define the relationship between events in the environment and specific target behaviors. FBA is strongly connected with Positive Behavior Support (PBS) since PBS has incorporated the elements of applied behavior analysis which originated the notion of FBA. PBS is an applied science that uses educational and systems change methods (environmental redesign) to enhance quality of life and minimize problem behavior. PBS has not been applied in a broad sense in Greek school settings. The aim of the present study is to design and implement an intervention program based on PBS on a student with mental retardation and behavioral problems. The student was integrated in general school and in the intervention the general, special educator and the parent participated actively. Although this is a case study the findings indicate the importance of designing and implementing multilevel programs based on PBS especially in inclusive settings.

- Kartasidou, L. Agaliotis, I., Dimitriadou, I. & Fetsi, O. (2010). The Self – Determined Learning Model of Instruction adapted for persons with intellectual disability. *Proceedings of the 2nd Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 291-303.

This presentation aims at proposing procedures through which the Self – Determined Learning Model of Instruction (Argan, Blanchard & Wehmeyer, 2000) can be incorporated in the instructional choices of Greek educators and particularly used for teaching students with intellectual disability. More specifically, the presentation delineates the basic aims of the model and the basic characteristics of the instruction of students with intellectual disability in Greece, and offers suggestions for achieving a synthesis which will allow students with intellectual disability to

improve in solving problems of daily life showing self-regulatory behaviours, to set manageable goals and to achieve an ever increasing level of self-determination.

- Kartasidou, L. & Agaliotis, I. (2009). The notion of self-determination in the Secondary Cross-Curricular Program of Studies for students with special needs and disabilities. *Proceedings of the 13th International Conference of the Pedagogical Society of Greece*, Athens, GR: Diadrasi, 666-674.

The development of self-determination is considered an important goal of contemporary programs for students with special educational needs and disabilities. The present study investigates the degree to which the Cross-curricular Program of Studies for Special Education, which was introduced in 2003 in the Greek special education units, includes sufficient and appropriate activities for supporting students with disabilities in developing self-determination skills.

The results revealed that some elements of self-determination, especially the issue of independent living, are included in the Program. However, the respective activities are not oriented toward the development of a general decision –making ability by the persons with disabilities, but are rather restricted in the domains of self-care and leisure time activities. The other three structural parts of self-determination, namely self-regulation, psychological empowerment, and self-realization, are not sufficiently presented. This fact may have negative consequences for individuals with disabilities, as they will not have the opportunity to develop the abilities necessary for balanced personal life, effective social interaction, and responsible adult life.

- Papa, O. & Kartasidou, L. (2009). Music skills of individuals with visual impairment. *Proceedings of the 6th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 764-773.

Music skills are essential to all areas of the curriculum for all children but they assume a special level of importance to individuals with a visual impairment. Music is an essential element of the education of individuals with visual impairment, especially due to the fact that auditory training is one of the most important goals of their education. Individuals with visual impairment rely on tactile and auditory stimuli in order to replace the visual loss and to solve tasks like spatial perception. Thus, individuals with visual impairment should be trained at the early years on tactile and auditory skills since they are expected to rely more on their tactile and auditory skills in order to cope with tasks that demand their attention and communication. The benefits of music skills in other areas of the curriculum have been clearly addressed in several research studies and for anyone actively involved in music and music making these findings are not unexpected. Since 1940 many researchers have focused their studies on the field of music aptitude and music achievement of individuals with visual impairment in order to compare them with those of typically developed individuals. This paper is a bibliography review of studies on the music skills of individuals with visual impairment. This review seeks to outline the important implications of music education to individuals with visual impairment in Greece.

- Kalatzoglou, Ch. & Kartasidou, L. (2009). Music perception of individuals with cochlear implant. *Proceedings of the 6th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 523-532.

The acceptance of cochlear implantation as an effective and safe treatment for deafness has increased over the past decades. Since 1960 an increased number of individuals with a hearing loss have obtained sensations of sound through the direct electrical stimulation of surviving cochlear neurons. The cochlear implant is a sensory prosthetic device that has been designed primarily to enhance verbal communication and it is little wonder that the issue of music perception remains essentially unexplored. Furthermore, since music is a prevalent art form and social activity, better understanding of musical perception by cochlear implants users may provide insights into issues of user satisfaction

in daily functioning. One of the first challenges in this new area of research is the assessment and training of music perception that are suitable for the technical features of the device and for the individual abilities and characteristics of cochlear implant users. This study endeavors to review the studies that have been directed towards cochlear implant users' perception of nonspeech sounds, especially music. Aim of this paper is to discuss published experimental results in terms of both psychophysical observations and device function and to conclude with some practical suggestions about how music perception might contribute to music education of individuals with cochlear implantation in Greece.

- Papadopoulou, M. & Kartasidou, L. (2009). Enhancement of academic skills of children with special needs and disabilities through music. *Proceedings of the 6th International conference of the Greek Society for Music Education*. Thessaloniki, GR: Greek Society for Music Education Press, 774-784.

Many researchers from very different scientific areas such as neuropsychology, music psychology, etc have indicated the effect of music on the moods, emotions and behaviour as educational and as therapy process. During the last thirty years there have been many claims regarding the beneficial effects of music on behaviour and development. Research has shown the existence of a relationship between music and cognitive (memory, attention), academic (mathematics, literacy) and motor skills (gross motor skills, spatial awareness) etc.. This paper is a literature review of the studies on the effect of music on both the development of typically developed children and the development of children with special needs and disabilities. Researchers have focused on the study of those skills which are prerequisites for the enhancement of academic skills that begin in the early years of childhood. This review seeks to outline the relationship of music with the basic elements of human behaviour and learning process, a relationship which can be benefit for the education of children with special needs and disabilities.

- Kartasidou, L., Dimitriadou, I. & Fetsi, O. (2009). Adaptation and implementation of the Arc's Self-Determination Scale on individuals with mental retardation. *Proceedings of the 6th Panhellenic Conference of the Pedagogical Society of Greece*, Athens, GR: Atrapos Publishing, 521-529.

Self-determination refers to the right and the individual need to make choices in accordance with one's desires, needs and preferences. In international literature there has been a systematic exploration of the concept of self-determination of individuals with disabilities over the last twenty years. However, in Greece the concept of self-determination is a relatively new concept in the special education field. This paper endeavors to (a) introduce the Arc's self determination scale and (b) present the results of the adaptation and application of the Arc's scale. This work is part of two postgraduate dissertations in the Master Program for Special Education of the Department of Educational and Social Policy. The scale was translated (permission granted by Prof M. Wehmeyer) using the back translation method (from English to Greek and back to English again). The applicability of Arc's self-determination scale was first investigated in younger students without disabilities in order to determine whether there were verbal expression issues, which would particularly complicate the understanding of the scale. The next step was to pilot the scale to a group of individuals with special needs. Participants were 32 students, aged 13-21 years (mean 17.06) with intellectual disability (17) and learning disabilities (15). The scale was administered individually to each participant for about 30-40 minutes. On a second level, the particular scale was used in a research intervention program, to enhance self determination in four individuals with intellectual disability. The program took place in an apartment of semi-independent living of individuals with intellectual disability, which is owned by a Parents Association with children with disabilities in the city of Thessaloniki. The results of this study demonstrate that with appropriate adjustments, The

Arc's self-determination scale can be used at the level of assessment and intervention to develop self-determination in Greece.

- Kartasidou, L. & Tsiris, G. (2007). The lesson of music for individuals with special needs: A pilot study on the opinions of music teachers in Greece. *Proceedings of the 5th International conference of the Greek Society for Music Education*. Thessaloniki: Greek Society for Music Education Press, 160-168.

Music as a school subject is integrated in the curriculum of general and special education. Only in the last few years music teachers have been assigned to work in special education. Music teachers' insufficient training concerning special education issues, as well as the minor importance that has been usually granted to music lessons for individuals with special needs, raises many difficulties regarding its systematic instruction and educational planning. The aim of music is the joy, the fun and the pleasure that a person can experience as well as the development and support both of musical and non-musical skills. This paper endeavors to enlighten some critical aspects of music as a school subject for individuals with special needs. Thus a pilot study was conducted through a questionnaire, based on the international literature, regarding the views held by music teachers on music as a school subject for individuals with special needs. More specifically, results concerning music teachers' knowledge about special education issues, their competencies, as well as the structure and planning of the music lesson will be presented. Through this process, various weaknesses and/or concerns regarding the cultural identity of music lesson will emerge that the Greek education faces and should resolve. The results of this study show that there is much to be done before music education finds its appropriate place in special education, and before equal educational opportunities will be a reality for individuals with special needs. Further investigation regarding issues of the cultural identity of music special education that arise, and that can be improved in special education should be considered in future research in Greece.

- Kartasidou, L. & Staikopoulos, K. (2007). Music Teacher Education in special education: exploring the Greek reality. *Proceedings of the 5th International conference of the Greek Society for Music Education*. Thessaloniki: Greek Society for Music Education Press, 169-181.

In the last few years a big opening has been observed in the area of special education with regard to the integration of new specializations in the School Units of Special Education (S.U.S.E.). One of these specializations is that, of the music teacher. Music has been completely incorporated in the schedule of general education where however there often are cases of children with special needs in the integration classes in general schools attending simultaneously courses of general education as well as in music. Despite the fact that the placement of music teachers in S. U. S. E. is a reality there are many gaps with regard to their training on issues of special education. This issue has not yet been addressed officially either by the state or by the Academic Institutions from which the music teachers graduate, whether at undergraduate or at postgraduate level of study. The present paper poses a question for discussion and investigation of programs of study at Greek Universities. Against this backdrop, it compares the programs of study of various universities abroad (Germany, England, USA, Sweden). Naturally in no case should one also forget the Greek reality and identity of the Greek education as it is shaped by Greek culture. The present paper does not want to offer solutions to any particular situation but to raise issues regarding the cultural identity of music teacher education for individuals with special needs.

- Kartasidou, L. & Drosou, G. (2007). The educational status of children with muscular dystrophy Duchenne: a pilot study of parents' views. *Proceedings 1st Panhellenic Conference of the Greek Society of Special Education*, Athens, GR: Grigoris, 155-165.

The aim of this paper is to investigate the views of parents of children with muscular dystrophy Duchenne regarding the educational status (needs and limitations) of their children. The

questionnaire used is a translation and adaptation by authorization of the questionnaire that was administered in a survey in Germany. This is a questionnaire with 41 questions in total out of which 11 questions are open-ended and 30 Likert questions. Data collection took place from September to December 2006. The number of children with Duchenne muscular dystrophy who were registered in Greece is 50 according to the Association for the Care of Individuals with neuromuscular diseases. 31 questionnaires were administered either personally or by mail and 19 were returned, of which 17 were completed, a number which corresponds to 25% of the existing families in Greece. Findings show that parents in general appreciate the school's role in the socialization and believe that the school should provide the necessary assistance in the area of socialization. Nevertheless they believe that what is offered at school is not direct with the child's needs in the family connected. For most of the parents the school operates as a form of emotional discharge of the family and that is why parents believe that within the school more psychological support must be offered to parents and children. This is specifically related with results of other investigations referred to the fact that there is a need to link the school and family. The scientific interest of this study is related to the utilization of research findings to improve the quality and quantity of educational services for children with muscular dystrophy Duchenne. Certainly the small survey sample does not contribute to the generalization of the results nonetheless gives an insight into how parents perceive the educational reality of their children. In addition, the school and the family as the main carriers of socialization should be able to help children develop physically, emotionally, mentally, socially in the fullest possible way.

- Kartasidou, L. (2007). The influence of the educational environment on the pedagogic interaction of children with severe disabilities. *Proceedings of the European Conference "The European dimension of special education"*, Thessaloniki, GR: University Studio Press, 30-40.

The education of children/ individuals with severe disabilities constitutes a challenge for special educators, psychologists and more generally for all therapists. Children with severe disabilities present low IQ and limited verbal communication, present psychomotor disorders, and correspond minimally to visual, auditory and olfactory stimuli. Recent research dealing with behaviors and communication which children with severe disabilities develop in the school classrooms focus on the benefit of opportunities that will enhance interaction in the classroom. Within this framework, a 4-month (September-December 2003) research plan was implemented in a special kindergarten. Five children with severe disabilities, between the ages of 6 and 8 years, were studied. The aim of the program was to determine the factors of the educational environment that the teacher should take into consideration so that she or he can increase the qualitative and quantitative experiences through the aid of pedagogic interaction (educator – child and team) in children with severe disabilities. The planning of this program was based on three factors: the physical, the spatiotemporal, and the sensory environment, and how these influence the daily classroom program. After pilot observations adaptations were made with regard to all previously mentioned factors. The individual needs and preferences of the children were taken into consideration in basic functional situations of school routines. The evaluation of the educational plan was made based on quantitative and qualitative data of the type and frequency of interactions that were developed on the level of instructive content and interpersonal relation.

- Kartasidou, L. (2007). Self-determination of individuals with special needs in education and inclusive education. *Proceedings of the Conference* organized by the School of Educational Sciences, University of Ioannina, Greece, 1243-1252.

Self-determination is a concept that reflects the beliefs that all individuals with and without disabilities have the right of personal choice, autonomy and self-realization in order to ensure a better quality of life. The primary emphasis in self-determination is mostly due to the theory of empowerment, and therefore self-determination and empowerment are often used as synonymous.

Self-determination is a prerequisite for transition to adulthood and to a better quality of life for individuals with disabilities. A self-determined individual has control over his life and is integrated in the society. The concept of self-determination of individuals with disabilities is very new in the Greek literature and there is a lack of theoretical and practical background. Under those aforementioned claims, this paper explores the literature on the concept of self-determination for individuals with disabilities, focusing especially on two points: (a) self-determination as an educational outcome, (b) and the contribution of self-determination in inclusion. The literature indicates that, if we wish to consider self-determination as a cultural property, it should be set in relation to the characteristics of human behavior and to assess its achievement through lifelong learning opportunities and experiences. Apart from the necessity to include self-determination activities in the curriculum, it is necessary to involve and inform parents and educators on issues related to self-determination. In this paper the four characteristics of self-determination were analyzed (autonomy, self-regulation, self-realization and psychological empowerment), according to the international literature and their contribution to special and inclusive education was discussed. The ultimate aim of this work is to put the problem as a challenge and a call for further study and research in the area of special education, in Greece.

- Kartasidou, L. (2006). The effect of music in the treatment of self-injurious behavior of individuals with profound multiple disabilities. *Proceedings of the Conference "Musictherapy and other music approaches for children and adolescents with disabilities"*, Athens: edition Orpheus Nikolaidis, 124-133.

Self-injurious behaviour is an unpleasant, severe, nearly unsolvable situation not only for people with disabilities but also for people who work with them (parents, educators, therapists). Especially for people with profound multiple disabilities self-injurious behaviour occurs very often and in different types. According to the literature the increase of social interaction and communication through sensory stimulus contributes to the decrease of self-injurious behaviour. Many intervention programs for people with profound multiple disabilities use music activities and music instruments in order to create a safe environment for people with profound multiple disabilities and stimulate their senses. This paper describes different aspects of treatment and specific guidelines for treatment through music activity. Through the presentation of a case study, the aim of this paper is to investigate the effect of music in the treatment of self-injurious behaviour of a 8-year old girl with profound multiple disabilities

- Soulis, Sp. & Kartasidou, L. (2000). Music: education or therapy in special education? – a survey of special educators' and other professionals' views. *Proceedings of the Conference in Special Education (Kypriotakis, A. ed.)*, Athens, GR: Ellinika Grammata, 782-793.

According to general curriculum the role of music is important for the development of every child. In terms of its contribution music is an educational tool for the enhancement of academic, motor, and social skills both in General and Special Education. The aim of this paper is to research the aspects of special educators (54%) and paraprofessionals (46%) towards the role of music in Special Education. Participants were asked to fulfill a questionnaire regarding (a) the concept of music in special education and (b) the content of music in general and special education. Findings show that all participants recognize both the educational and therapeutical function of music in Special Education although most of them emphasize on the importance of the therapeutic perspective. The involvement of a child with disability in music activities has to do with its abilities and limitations and this is the reason why most participants support the view that children with disabilities can be involved in music group activities. Participants believe that there is a need for training music teachers and other professionals who want to implement music activities on music education in special education (77%), on child's skills and music education in special education (19%). These findings are discussed in terms of further investigation of music programs that are implemented in

special education and their effects but also in terms of training special educators and other professionals on music as therapy and as an educational outcome.

13.8 Non published presentations in conferences (indicative)

- Deliyanni, E., Agaliotis, I., & Kartasidou, L. (2011, December). *“Eco-behavioral analysis as method of assessment of instructional adequacy in ordinary classrooms and Resource Rooms: Applications in the case of students with mild disabilities”*. 14th International Conference of the Greek Pedagogical Society, titled “Education of individuals with special needs: A challenge for school and society”, Thessaloniki, Greece.

Eco-behavioral analysis is a method of assessing the adequacy of instruction. It is based on the premises that a student’s school achievement and behavior are parts of an eco-system, which includes a physical environment and an activity environment. A main aim of the present research was to investigate the usability and the effectiveness of the eco-behavioral analysis as a tool of data collection regarding the instruction received by students with mild disabilities in the general classrooms and the Resource Rooms of the Greek educational system. Another aim of the study was to investigate the quality of the instruction received by students with mild disabilities in the Greek educational system, provided that eco-behavioral analysis yields important information. The participants were 52 students with mild disabilities who were observed for 6 hours each, both in the general classroom and the Resource Room. For the analysis of the results conditional probability was used. Results showed that students with mild disabilities present learning and behaviour differences, depending on the environment they are, the activities of the teachers, and type of knowledge they try to acquire. The findings may have considerable impact on the design and implementation of instructional programs for students with mild disabilities, in the sense that desired learning and social behaviours on the side of the students may be achieved through appropriate choices in terms of physical arrangements, instructional activities and content selection.

- Pavlidou, E. & Kartasidou, L. (2011, December). *“Friendships and quality of life of individuals with intellectual and developmental disabilities”*. 14th International Conference of the Greek Pedagogical Society, titled “Education of individuals with special needs: A challenge for school and society”, Thessaloniki, Greece.

The concept of quality of life in recent years was examined in the field of special education to both the theoretical understanding of the term and its application. Quality of Life is described as a process and a holistic sensitization phenomenon, which extends throughout the life of the individual and is subject to interaction of various elements. This paper aims to review the literature regarding friendships as an indicator of quality of life for individuals with intellectual disability (ID) and developmental disabilities (DD). The dimension that is considered the most critical to the quality of life of individuals with ID and DD is social relationships and especially the concept of friendship. As highlighted by Lunskey and Benson (2001), it is very important to study further the social relations especially of adults with ID and DD as an integral part of enhancing the quality of life. Parents and educators must understand that the development of friendships is very important part of life for individuals with disabilities since it provides emotional intimacy, companionship, self-esteem and strengthen initiatives. Through the international review this paper endeavours to designate the prerequisites for the enhancement of friendships in individuals with ID and DD and point out the involvement of parents and educators that will determine the opportunities offered to develop and maintain friendships.

- Dimitriadou, I. & Kartasidou, L. (2011, December). *“Basic educational principles of individuals with intellectual disability on independent living skills”*. 14th International Conference of the Greek Pedagogical Society, titled “Education of individuals with special needs: A challenge for school and society”, Thessaloniki, Greece.

The purpose of this paper is to present the basic theoretical and practical principles, which should underline the teaching of independent living skills to individuals with intellectual disability (ID). Independent living skills is a field of teaching for all students with disabilities at all levels of education. Intervention programs need to focus on the fact that "students learn by doing" and the priority should be the experiential teaching in this particular field. The methodology being followed is an international literature review and editorial emphasis was given on teaching and implementing training programs for independent living skills at both primary and secondary level education. There is, also, a brief reference to the curriculum for the students with ID and then we present a teaching program on independent living skills, in planning and implementation for the Elementary and Secondary education for students with ID. International practices focus on different teaching principles and techniques of education, depending on the disability and the age of the students. In Greece, Special Education Curriculum consider the matter worthy of independent living instruction only to students of secondary education while at the same time there is a "gap" on teaching methodology. This paper highlights the key principles that should be followed when designing and implementing programs for teaching independent living skills.

- Kartasidou, L. & Papaioannou, I. (2008, June). *"Effects of an intervention to increase indices of happiness for a child with severe/profound disabilities – a case study"*. 2nd International Conference on Special Education, Marmaris, Turkey.

The education of children/ individuals with severe/ profound disabilities constitutes a challenge for special education generally. Recent research dealing with behaviors and communication of children with severe/ profound disabilities focus on the benefit of choice making opportunities and preferences that will enhance interaction and that will affect a better quality of life for these children and their families. The purpose of this case study is to research the educational factors that must be taken into consideration in order to increase indices of happiness. Thus, the aim of the intervention was to determine and evaluate the indices of happiness of a child with severe/ profound disabilities that are recorded at home and at the physiotherapy session. The opportunity to express preferences and to make choices is very seldom given to these children and the educational programs and environments are very restricted and controlled. This paper endeavors to show possible solutions for a special educator, therapist and parent to integrate different sensory stimuli in order to help children with severe/profound disabilities to communicate and interact.

The intervention followed the structure of a single subject design and was applied from September 2006 up to June 2007. At first, the individual needs and preferences of the child were taken into consideration in basic functional situations at home and at the physiotherapy session (baseline). Data were selected through

- Interviews from parents and therapists
- Videotaped therapy sessions and interventions
- Direct observations and recording from the researcher
- Recording the indices of happiness from two external observers

The evaluation of the intervention was made based on quantitative and qualitative data regarding the type and the frequency of indices of happiness that were developed on the level of instructive content and interpersonal relation. The results have shown that it is very important to record the indices of happiness of a child with severe/ profound disabilities but at the same time very difficult and complicated to evaluate these indices and integrate them in the child's daily life. Further investigation regarding similar interventions is to be considered for the future.

- Agaliotis, I. & Kartasidou, L. (2008, June). *"Including students with learning disabilities and mental retardation in Greek ordinary schools: Developments in ideology and practices over the last 25 years"*. 2nd International Conference on Special Education, Marmaris, Turkey.

The presentation aimed at the description of the developmental course of educational ideology and instructional practices related to the inclusion of students with Learning Disabilities (LD) or Intellectual Disability (ID) in the Greek educational system in the last 25 years. The presentation started with a critical review of the legislation on the support of students with LD and students with ID, which was passed from the '80s until the present day, in which the differences in the philosophy and the practices meant for the two groups are illustrated. This was followed by references to Greek studies referring to aspects and attitudes of educators and other groups of the society toward the inclusion of persons with LD or ID. It was concluded that the attitudes are rather positive, but there are some open questions, such as the need for re-organizing the national curriculum, and the necessity for thoughtfully setting the priorities in the case of systematic efforts for changing the attitude of educators and the society. Furthermore, there was reference to the way Greek mass media deal with the issue of inclusion of students with disabilities. The presentation continues with a description of practices used in the Greek school for including students with LD or ID, and an example of a specific program meant for students with LD was presented in detail. Finally, specific proposals were formulated for all issues taken up in the presentation or other issues which were directly connected to inclusion, such as the educators' initial and in-service training.

- Kartasidou, L., Vaiou, I., Kazakos, D., Kleitsioti M., Kokkini, E., Papadopoulos, Ch., Trigonis. N., & Psaroumpa, E. (2008, June). *“What do special educators and therapists think about the education of children with severe/ profound disabilities in Greece? – a pilot study”*. 2nd International Conference on Special Education, Marmaris, Turkey.

The aim of this pilot study is to investigate the views of special educators and therapists regarding

- the education and therapy of children with severe/ profound disabilities, and
- their work with children with severe/ profound disabilities.

Children with severe/ profound disabilities do not seem to be a “considerable” group in Greek special education. Most of these children are in special schools or receive education at home. This pilot study refers to the special educators and therapists that work in the three special schools in Thessaloniki (Northern Greece) which children with severe/ profound disabilities attend.

The methodology and the process of this study follow the philosophy of a relevant research that took place in Baden-Württemberg Germany. The pilot study was implemented from September 2006 up to December 2007. The method of the study is questionnaires for both target groups, special educators and therapists. With the researchers' permission from Baden-Württemberg, the questionnaires were translated (back translation method) and adapted to the Greek language and educational culture. The questionnaires are structured with open-ended questions and questions with Likert scale. The selected data gave important information about the training of special educators and therapists. Special educators don't have any special training (initial or in service) for these children and very few therapists have an expertise in working with these children. An important aspect of this study is to compare the opinions of both special educators and therapists. Some questions that arise are:

- Is there an initial difference between the two groups in their work with children with severe/ profound disabilities?
- What do they find as most difficult in their work with children with severe/ profound disabilities?
- What do they like from their work with children with severe/ profound disabilities?

The results of this study reflect an important perspective of the educational situation of children with severe/ profound disabilities in Greece. Further investigation regarding the educational situation of children with severe/ profound disabilities is to be considered for the future.

- Soulis, S., Agaliotis, I., & Kartasidou, L. (2003, November). *“The role of group dynamic in inclusion: Prospective teachers’ aspects”*. 1st Conference of the Psychological Society of Northern Greece. Volos, Greece.

Group Dynamic is a vital parameter of the success of inclusionary programs. The attitudes and the behavior of typical students toward their peers with disabilities, as well as the way teachers implement instruction and generally cope with the demands of their profession constitute important determinants of Group Dynamic. Prospective teachers should be aware of the role of Group Dynamic, so that they undertake the necessary measures when they will start teaching, and may have to deal with students with disabilities. Hence, an interesting research question is whether the programs of studies implemented in Faculties educating prospective teachers give them the necessary knowledge regarding Group Dynamic. In order for this question to be answered, students from the Universities of Macedonia, Ioannina and Thessaly, studying to become special educators or ordinary teachers, were asked to fulfill a questionnaire regarding the basic theoretical and practical dimensions of Group Dynamic. The results revealed that prospective teachers ignore the importance of Group Dynamic, have limited understanding of concepts dimensions, and are unaware of the influence of Group Dynamic on inclusion. These results should be taken in consideration when designing programs of studies in Departments of Education and other Departments in which study prospective teachers.