

# Angeliki Gena

## Professor

School of Philosophy – Department of Educational Studies  
with cognitive subject

## «Special Education»

(Government Gazette: 1196/8-11-2012 τ.Γ')

## Director of Laboratory of Special Education and Family Counseling

(official designation with the decision of 28th-9-2016 by the General Meeting of the Department of Philosophy, Pedagogy and Psychology and for consecutive terms to date)

### Contact details

Tel. 30 210 727 7926

email: [agena@eds.uoa.gr](mailto:agena@eds.uoa.gr)

APELLA CODE: APP 672

## Studies:

- B.A. Psychology and Sociology (1985, Queens College of the City University of New York - USA)
- Diploma in Byzantine and Modern Greek Studies (1985), Department of Byzantine and Modern Greek Studies Queens College of the City University of New York - USA)
- MA Clinical Behavioral Applications in Mental Health Settings (1987, Queens College of the City University of New York – USA)
- MA in Philosophy (1994, Queens College of the City University of New York – USA)
- PhD in Psychology (Experimental Developmental Psychology – Learning Processes Program) (Dissertation title: “Training and generalization of affective behavior displayed by youth with autism”) (1994, Graduate Center of the City University of New York – USA)
- Two-year seminar in Behavioral Interventions in Family Therapy (Psychoeducational model of I. Falloon) (2007, Medical School of the University of Athens, ΕΠΙΠΥΥ, Program Director Ass. Professor Marina Oikonomou).
- Seven-year studies in Family Therapy at the Athenian Center for the Study of Anthropos («A.K.M.A.») – (2008-15, certified by the European Family Therapy Association - EFTA).

## Main scientific / research interests:

- Applications of Behavior Analytic interventions to young children with Autism Spectrum Disorder – Early Intensive Behavior Analytic Intervention
- Systemic, naturalistic Behavior Analytic interventions for the amelioration of language, cognitive, social, and emotional difficulties of children with ASD and other Neurodevelopmental Disabilities
- Inclusion interventions for children with ASD with an emphasis on social adjustment to the school setting
- Interventions pertaining to the improvement of Theory of Mind and Executive Functions of children and adolescents with ASD
- Parent training of parents of children with ASD
- Parent psychoeducational support
- Development of the model of Systemic Behavior Analysis

## Teaching during the current period:

### (a) undergraduate level:

- [Special Education](#)
- [Family Counseling](#)
- [Behavior Analysis: Epistemology and Applications](#)
- [Learning Difficulties \(Dept. of English Language and Literature\)](#)

### (b) postgraduate level:

- Research Methods in Special Education – Special Education dept. of the Graduate Program: “Theory, Praxis and Evaluation of Educational Work” NKUA
- Developmental Disabilities: Diagnosis and Intervention – Special Education dept. of the Graduate Program: “Theory, Praxis and Evaluation of Educational Work” NKUA

- Current Trends and Approaches in Special Education – Special Education dept. of the Graduate Program: “Theory, Praxis and Evaluation of Educational Work” NKUA
- Methods of Counseling and Career Development – Graduate Program: “Counseling, Career Guidance and Lifelong Learning” (NKUA)
- Multicultural Counseling, Diversity and Career Development – Graduate Program: “Counseling, Career Guidance and Lifelong Learning” (NKUA)

## Participation in research programs:

- 🇪🇺 2014–2020 European Union and Greek national funds through the Operational Program "Human Resources Development, Education and Lifelong Learning" (NSRF 2014-2020), under the call “Supporting Researchers with an Emphasis on Young Researchers – Cycle B” of the Ministry of Development and Investment (KE504814 MIS: 5048140). Project title: "A naturalistic behavior-analytic intervention toward improving the child-mother dyad communication in children with ASD based on attachment theory”.
- 🇪🇺 2014–2020 ΕΣΠΑ European Union and Greek national funds through the Operational Program "Human Resources Development, Education and Lifelong Learning" (NSRF 2014-2020), under the call “Educating Professionals about Disability” (MIS: 81577).
- 🇪🇺 2014–2020 ΕΛΙΔΕΚ: Project Title : "Language and cognitive strategies for intervention in Specific Language Disorders". Ministry of Development and Investments. Greece, Partnership Agreement 2014-2020. 1<sup>st</sup> call for University professors and researchers (Κωδ. Έργου:16322). Collaboration among NKUA, TEI OF WESTERN GREECE, JOHNS HOPKINS UNIVERSITY, UNIVERSITY OF LJUBJANA, UNIVERSITY OF AMSTERDAM
- 🇪🇺 2017-2024 Onasis Foundation «Boarding Pass for Autism»: A research project for the desensitization of children with autism for traveling through airplane, funded by the Onassis Foundation, Greece
- 🇪🇺 2019-2024 Onasis Foundation «At the heart of Autism»: A research project for the desensitization of children with autism for going for a medical checkup
- 🇪🇺 2022-2025 Onasis Foundation: Three-year funding for research in Early Intensive Behavioral Interventions for children with ASD at the Laboratory of Special Education and Family Counseling, funded by the Onassis Foundation, Greece
- 🇪🇺 2024-24 World Bank: Project Title: “Inclusive Education Model Development and Training” RFP No.: #KZEMP/QCBS-12. Inclusive Education Model proposed for Kazakhstan.

## Selected publications:

### Recent publications

1. Tsiouri, I.G. & **Gena, A.** (2025) Adaptation and Implementation of a Multi-Family Group Psychoeducational Intervention for Parents of Children with Autism: A Pilot Study. *Journal of Clinical Medicine*, 14, 2307.
2. Galanis, P., & **Gena, A.** (2025). Using Self-Management to Teach Social Interactions to Preschoolers with Autism Spectrum Disorder During Recess in School Settings. *Education Sciences*, 15(5), 587. <https://doi.org/10.3390/educsci15050587>
3. Papaleontiou- Louca, E. & **Gena, A.** (2024). Language development and theory of Mind: Presenting deficits and their importance for optimal outcomes in children with autism spectrum disorder. In D. Katsarou, (Ed.) *Childhood Developmental Language Disorders* (pp 47-58). New York, USA: IGI Global. Doi:10.4018/979-8-3693-0644-4.ch004
4. **Gena, A.**, & Sideraki, A. (2024). Enhancing executive functions of children and adolescents with ASD through virtual reality interventions. In Ch. K. Syriopoulou-Delli (Ed.), *Technology for the Education of Individuals with Developmental Disorders and Autism in Typical, Non-Typical, and Atypical Learning Environments*. Athens, Grigoris Publications.
5. Σαγρή, Α.Μ., Γενά, Α. & Ασβεστάς, Α. (2024). Συγκριτική μελέτη μαθητών Λυκείου εντός δομών παιδικής προστασίας και μαθητών Λυκείου γενικού πληθυσμού ως προς την Αυτοαποτελεσματικότητα και την Λήψη Επαγγελματικών Αποφάσεων. **A comparative study between high-school students who live in child-protection agencies and students of the general population pertaining to their self-efficacy and decision-making about vocational placements.** *Comparative and International Education Review*, 30, 12-30.
6. Peristeri E, Drakoulaki K, Boznou A, Nerantzini M, **Gena A**, Lengieris A, Varlokosta S. What Silent Pauses Can 'Tell' Us About the Storytelling Skills of Autistic Children: Relations Between Pausing, Language Skills and Executive Functions. *Journal of Autism and Developmental Disorders*. 2024 Aug 29. <https://doi.org/10.1007/s10803-024-06523-y>. Epub ahead of print. PMID: 39207583
7. Kyritsi, E., Stefanaki, A., **Gena, A.** & Varlokosta, S. (2024). “Parental linguistic input and language development in a Greek-speaking child with ASD: Results from a naturalistic intervention approach”. In T. Alexiou, E. Agathopoulou, M. Dimitrakopoulou, Th. Georgakopoulos, & N. Topintzi (Eds.), *25th International Symposium on Theoretical and Applied Linguistics - Selected Papers* (pp.336-349). School of English, Aristotle University of Thessaloniki. doi.org/10.26262/istal.v25i0.10341.
8. Kalyveza, S. Gkogkos, G. Maridaki-Kassotaki, K. **Gena, A.** & Antonopoulou, A. (2020). Promoting the social skills of adolescents with Autism Spectrum Disorder (ASD) with the use of a peer network intervention. 243-267. *Learning Disabilities: A contemporary journal*, 18 (2), 243-267.

9. Kollia, S.E., Tsirempolou, E. & **Gena, A.** (2020). Encouraging the efforts of the family system: A psychoeducational therapeutic intervention for parents of children with Autism Spectrum Disorder (ASD). *Hellenic Journal of Cognitive Behavioral Research and Therapy* 6, 47-51.
10. Roll-Pettersson L., **Gena, A.**, Eldevik, S., Moderato, P., Sigurdardottir, Z. G., Dillenburger, K., Keenan, M., & Ala'i-Rosales, S. (2020). Higher education and behavior analysis in Europe: creating a unified approach for the training of autism professionals. *European Journal of Behavior Analysis*. <https://doi.org/10.1080/15021149.2020.1758990>

## **Detailed CV**

### **Webpages**

#### **Scholar**

<http://scholar.uoa.gr/agena>

#### **Google scholar**

[https://scholar.google.com.tr/citations?user=iolc\\_gMAAAAJ&hl=es](https://scholar.google.com.tr/citations?user=iolc_gMAAAAJ&hl=es)

#### **Linkedin**

<https://www.linkedin.com/in/angeliki-gena-78719740/?originalSubdomain=gr>

#### **ResearchGate**

<https://www.researchgate.net/profile/Angeliki-Gena>

#### **Orcid**

 <https://orcid.org/0000-0002-3531-2413>