

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program Studies
DEMOKRITUS UNIVERSITY OF THRACE Department of Hellenic Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**ASSOCIATION OF LEARNING DISABILITIES WITH THE OCCURRENCE
OF MENTAL HEALTH PROBLEMS IN CHILDHOOD AND EARLY
ADOLESCENCE**

POLIDERA ELENİ

**POSTGRADUATE
THESIS**

SUPERVISOR – COMMITTEE

**1. ΠΕΤΡΟΓΙΑΝΝΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ
ΚΑΘΗΓΗΤΗΣ ΕΑΠ**

2. ΚΑΡΑΜΠΑΤΖΑΚΗ ΖΩΗ

ΣΥΝΕΡΓΑΖΟΜΕΝΗ ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

3. ΣΤΑΘΟΠΟΥΛΟΥ ΑΓΑΘΗ

ΣΥΝΕΡΓΑΖΟΜΕΝΗ ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

ATHENS 2018

ABSTRACT

Learning Disabilities are a heterogeneous group of disorders which is characterized by serious deficits and problems in the domain of school learning. Learning disorders consist a common phenomenon nowadays as there is a substantial number of children that face problems in learning and are referred for evaluation. Research indicates that pupils who have learning disabilities also tend to exhibit mental health issues. The aim of the present study was to explore whether the presence of learning disabilities is associated with the appearance of mental health issues in childhood and early adolescence. The sample of this study were 30 primary and secondary school students aged 7-13 and their parents. Children were referred to K.E.D.D.Y. Arkadias, due to low school performance, psychological difficulties and behavior problems. For the collection of data was used the Achenbach Inventory for parents namely subscales anxiety-depression, social problems and attention problems, while children completed the Depression Inventory for Children (CDI). The collection of data lasted 5 months and was analyzed using the SPSS 23.0 program. According to the results of the present study 43% of children who have learning difficulties face moderate depressive symptoms according to the inventories that completed themselves (CDI). According to the scores of their parents the large majority of children is in the normal range at the subscales anxiety-depression, social problems and attention problems. There is no significant correlation between the mental health of children as evaluated by them and their mental health as evaluated by their parents. Furthermore, above all the social-demographic characteristics of children and parents under study, the participation of children in special education seems to be a statistical significant finding. Children that participate in special education seem to have higher mean scores in anxiety, depression and attention difficulties compared to the children who do not participate in special education. Furthermore, the presence of anxiety/depression in the lives of children appears to correlate significantly with attention deficits as well as with problems in their interpersonal relationships. It also appears that there is a significant positive correlation between social problems of learning disabled children with attention difficulties. The study found that the presence of learning difficulties is associated with mental health problems in childhood and early adolescence. At last, it appears that there are personal characteristics of the children which connect with higher levels in subscales of psychopathology.

References

- Achenbach, H.M & Rescorla, E.A. (2003). *Εγχειρίδιο για τα Ερωτηματολόγια και Προφίλ Σχολικής Ηλικίας του ΣΑΒΕΑ (Σύστημα Achenbach για Εμπειρικά Βασισμένη Αξιολόγηση)*. Εκδόσεις Ελληνικά Γράμματα, Αθήνα.
- Alesi, M., Rappo, G. & Pepi, A. (2014). Depression, Anxiety at School and Self-Esteem in Children with Learning Disabilities. *Journal of Psychology Abnormalities in Children*, 3(3). doi.org/10.4172/2329-9525.1000125
- Allen, A., & Leary, M. (2010). Self-compassion, stress, and coping social and personality. *Psychology Compass*, 4(2), 107-118.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. DSM-V Washington, DC: American Psychiatric Association.
- Andersson, G., Miniscalco, C., & Gillberg, N. (2017). A 6-year follow-up of children assessed for suspected autism spectrum disorder: parents' experiences of society's support. *Neuropsychiatric Disease and Treatment*, 13: 1783-1796.
- Αλεξόπουλος, Α.Δ. (2017). Οι Αντιλήψεις για τη Γονεϊκή Τυπολογία και ο Ρόλος τους στην Ανάπτυξη Καταθλιπτικής Συμπτωματολογίας σε Παιδιά Προεφηβικής Ηλικίας. Πανεπιστήμιο Θεσσαλίας, Institutional Repository - Library & Information Centre, 11/12/2017 21:06:38 EET - 94.66.222.54
- Barrett, M. L., Berney, T. P., Bhate, S. R., Famuyiwa, O. O., Fundudis & T., Kolvin, I. (1991). Diagnosing childhood depression. Who should be interviewed – parent or child? *British Journal of Psychiatry*, 159, 11: 22 -28.
- Barkley, R. A. (1998). *Attention deficit hyperactivity disorder. A handbook for diagnosis and treatment. (2nd ed.)*. New York: Guilford Press.

- Beitchman & Young 1998). Ben-Zur H , Duvdevany, I., & Lury, L. (2005). Associations of social support and hardiness with mental health among mothers of adult children with intellectual disability. *Journal of Intellectual Disability Research*, 49 (1): 54-62.
- Berninger, V., Nielsen, K.H., Abbott R.D., Wijsman E. & Raskind W. (2008). Gender differences in severity of writing and reading disabilities. *Journal of School Psychology*, Vol.46(2): 151-172. doi.org/10.1016/j.jsp.2007.02.007.
- Blackman, G.L., Ostrander R. & Herman, K.C. (2005). Children With ADHD and Depression: A Multisource, Multimethod Assessment of Clinical, Social, and Academic Functioning. *Journal of Attention Disorders*, 8(4):195-207. doi.org/10.1177/1087054705278777.
- Blanchett, W. J. (2010). "Telling it like it is: The role of Race, Class & Culture in the Perpetuation of Learning Disability as a Privileged Category for the White Middle Class".*Disabilities Studies Quarterly*, 30 (2).
- Bos, S. & Vaughn, S. (2002). *Strategies for Teaching Students with Learning and Behavior Problems*. Fifth Edition.
- Briesch, A.M., Sanetti, L.M.H. & Briesch J.M. (2010). Reducing the Prevalence of Anxiety in Children and Adolescents: An Evaluation of the Evidence Base for the FRIENDS for Life Program. *School Mental Health*, 2, 4: 155-165.
- By LaGrange, B., Cole, D. A., Dallaire, D. H., Ciesla, J.A., Pineda, A.Q., Truss, A. E., Folmer, A. (2008). Developmental changes in depressive cognitions: A longitudinal evaluation of the Cognitive Triad Inventory for Children. *Psychological Assessment*, 20(3): 217-226.
- Cantwell, D. P., & Baker, L. (1991b). *Psychiatric and developmental disorders in children with communication disorder*. Washington, DC: American Psychiatric Press.
- Carroll, J. M., Maughan, B., Goodman, R., & Meltzer, H. (2005). Literacy difficulties and psychiatric disorders: Evidence for comorbidity. *Journal of Child Psychology and Psychiatry*, 46(5): 524–532. doi.org/10.1111/j.1469-7610.2004.00366.x

- Colbert, P., Newman, B., Ney, P., & Young, J. (1982). Learning disabilities as a symptom of depression in children. *Journal of Learning Disabilities*, 15, 333 -336.
- Conners,F.A.,Atwell,J.A.,Rosenquist,C.J.,Sligh, A.C. (2001). Abilities underlying decoding differences in children with intellectual disability. *Journal of intellectual disability research*, 45(4), 292-299.
- Costello, J., Mustillo, S., Erkanli, A., Keeler, G. & Angold, A. (2003). Prevalence and Development of Psychiatric Disorders in Childhood and Adolescence. *Arch. Gen. Psychiatry*, 60: 837-844.
- Cohen, D., Plaza, M., Perez-Diaz, F., Lanthier, O., Chauvin, D.,Hambourg, N., et al. (2006). Individual cognitive training of reading disability improves word identification and sentence comprehension in adults with mild mental retardation. *Research in developmental disabilities*, 27: 501-516.
- Didaskalou, E. & Kleftaras, G. (2007). Οι αντιλήψεις Ελλήνων μαθητών και δασκάλων σχετικά με τη συμπτωματολογία της κατάθλιψης. Στα: Πρακτικά του Πανευρωπαϊκού Συνεδρίου Ειδικής Αγωγής, με τίτλο: Η Ευρωπαϊκή Διάσταση της Ειδικής Αγωγής (σελ.266-276). Θεσσαλονίκη.
- Dockrell, J. & McShane, J. (2003). *Children's learning difficulties. A cognitive approach*. Oxford: Blackwell Publishing
- Doren, B., Murray C. & Gau J.M.(2014). Salient Predictors of School Dropout among Secondary Students with Learning Disabilities *Learning Disabilities Research*, 29,4: 150-159. doi.org/10.1111/ldrp.12044
- Ellen, A. S. (1989). Discriminant validity of teacher ratings for normal, learning- disabled and emotionally handicapped boys. *Journal of School Psychology*, 27, 15-25.

- Emerson, E. & Hatton, C. (2007). "The Mental Health of Children and Adolescents with Learning Disabilities in Britain", *Advances in Mental Health and Learning Disabilities*, Vol. 1 (3), 62-63. doi.org/10.1108/17530180200700033.
- Emerson, E. (2003). Prevalence of psychiatric disorders in children and adolescents with and without intellectual disability. *Journal of Intellectual Disability Research*. Vol 47(1).
- Fletcher, T.V. & Navarrete, L. (2017). Learning Disabilities or Difference: A Critical Look at Issues Associated with the Misidentification and Placement of Hispanic Students in Special Education Programs. *Rural Special Education Quarterly*, Vol.30(1). doi/abs/10.1177/875687051103000106.
- Fomess, S. R., & Knitzer, J. (1992). A new proposed definition and terminology to replace "serious emotional disturbance" in the individuals with disabilities. Education Act. *School Psychology Review*, 21, 12-20.
- Fomess, S. R., Kavale, K., & Lopez, M. (1993). Conduct disorders in school: Special education eligibility and comorbidity. *Journal of Emotional and Behavioral Disorders*, 1, 101-108.
- Forbonne, E. (2002). Case Identification in an Epidemiological Context. In M. RUTTER & E.TAYLOR (Eds), *Child and Adolescent Psychiatry*. 4th ed. Oxford: Blackwell Publishing
- Giannakopoulos, G., Tzavara, C., Dimitrakaki, C., Kolaitis, G., Rotsika, V. & Tountas, Y. (2009). The factor structure of the Strengths and Difficulties Questionnaire (SDQ) in Greek adolescents. *Annals of General Psychiatry*, Vol. 8:20 doi:10.1186/1744-859X-8-20
- Gilbert, P., & Procter, S., (2006). Compassionate mind training for people with high shame and self-criticism: overview and pilot study of a group therapy approach. *Clinical Psychology and Psychotherapy*, 13, 353-379.

- Good, C. Aronson, J. & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology*, 24, Issue 6, 645-662 doi.org/10.1016/j.appdev.2003.09.002.
- Hall, C. & Haws, d. (1989). Depressive symptomatology in learning-disabled and nonlearning-disabled students. *Psychology in the School*, 26: 359-364.
- Heath, N.L. Shana Ross, S. (2000). Prevalence and Expression of Depressive Symptomatology in Students with and without Learning Disabilities. *Learning Disability Quaterly*, 23, 1. doi/pdf/10.2307/1511097.
- Heiervang, E, Stevenson, J, Lund, A, Hugdahl, K (2001). Behaviour problems in children with dyslexia. *Nordic Journal of Psychiatry*, 55, 251-256.
- Heiman, T. (2001). Depressive mood in students with mild intellectual disability: students' reports and teachers' evaluations. *Journal of Intellectual Disability Research*. Vol.45(6):526-534.
- Herring, S., Gray, K., Taffe, J., Tonge, B., Sweeney, D. & Einfeld, S. (2006). "Behaviour and emotional problems in toddlers with pervasive developmental disorders and developmental delay: associations with parental mental health and family functioning", *Journal of intellectual disability research*, 50(12): 874-882.
- Hill, N. E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K.E., Bates, J.E., & Pettit, G.S., (2004). Parent academic involvement as related to school behaviour, achievement, and aspirations: demographic variations across adolescence. *Child Development*, 75, 1491-1509
- Jolyn D. Whitaker Sena, Patricia A. Lowe & Steven W. Lee (2007). Significant Predictors of Test Anxiety among Students with and without Learning Disabilities. *Research Article*

- Kaslow, N.J., Stark K.D., Printz, B., Livingston, R. & Ling Tsai, S. (2010). Cognitive Triad Inventory for Children: Development and Relation to Depression and Anxiety. *Journal of Clinical Child psychology*, Vol.21 : 339-347.
- Kauffman, J. M., Cullinan, D., & Epstein, M. H. (1987). Characteristics of students placed in special programs for the serious emotionally disturbed . *Behavioral Disorders*, 12, 175-184.
- Kavale, K.A. & Forness, S.R. (1995). *The nature of Learning Disabilities*. Routledge, Taylor & Francis Group.
- Kleftaras, G. & Didaskalou, E. (2006). Incidence and teachers' perceived causation of depression in primary school children in Greece. *School Psychology International*, 27, 3,: 296-315.
- Kovach, K.. Wilgosh, L. R., & Stewin, L. L. (1998). Dealing with test anxiety and underachievement in postsecondary students with learning disabilities. *Developmental Disabilities Bulletin*, 26, 63-76.
- Kovacs M. & Beck A.T. (1977) An empirical clinical approach toward a definition of childhood depression. In: *Depression in Childhood: Diagnosis, Treatment and Conceptual Models* (eds J. Schletterbran & A. Raskin), pp. 56-67. Raven Press, New York, NY.
- Kovacs M. (1996). Presentation and course of major depressive disorder during childhood and later years of the life span. *J Am Acad Child Adolesc Psychiatry*, 35:705–715.
- Kovacs, M. (1992). *The Children's Depression Inventory (CDI) Manual*. Pennsylvania. PA: Multi-Health Systems
- Kovacs, M. (2008). *Children's Depression Inventory, technical manual update*. Published by Multi-Health Systems Inc., Toronto / New York.

Kovacs, M., & Goldston, D. (1991). Cognitive and social cognitive development of depressed children and adolescent. *Journal of the American Academy of Child and Adolescent Psychiatry*, 30: 388 -392.

Landerl, K. & Moll, K. (2010). Comorbidity of learning disorders: prevalence and familial transmission. *The Journal of Child Psychology and Psychiatry*, 51(3):287-294 doi/full/10.1111/j.1469-7610.2009.02164

Lanfranchi, S., Jerman O., Dal Pont, E., Alberti, A. & Vianello R. (2010). Executive function in adolescents with down syndrome. *Journal of Intellectual Disability Research*, Vol.54 (4).

Lee, S., Burns, L.G., Snell, J& McBurnett, K. (2014). Validity of the Sluggish Cognitive Tempo Symptom Dimension in Children: Sluggish Cognitive Tempo and ADHD-Inattention as Distinct Symptom Dimensions. *Journal of Abnormal Child Psychology*, 42, 1: 7-19.

Lee, G. K., Lopata, C., Volker, M. A., Thomeer, M. L., Nida, R. E., Toomey, J. A., & Smerbeck, A. M. (2009). Health-related quality of life of parents of children with high-functioning autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, Vol.24(4):227-239.

Maehler C. & Schuchardt K. (2008). Working memory functioning in children with learning disabilities: does intelligence make a difference? *Journal of Intellectual Disability Research*, 53(1): 3-10. doi.org/10.1111/j.1365-2788.2008.01105.x

Mammarella, I. C., Ghisi, M., Bomba, M., Bottesi, G., Caviola, S., Broggi, F., Nacinovich, R. (2014). Anxiety and Depression in Children With Nonverbal Learning Disabilities, Reading Disabilities, or Typical Development. *Journal of Learning Disabilities* doi:0022219414529336.

Maegden J.W. & Carlson, C. (2010). Social Functioning and Emotional Regulation in the Attention Deficit Hyperactivity Disorder Subtypes, *Journal of Clinical Child Psychology*, 30-42. doi.org/10.1207/S15374424jccp29014.

- Maughan, B., & Carroll, J. (2006). Literacy and psychiatric disorders .*Current Opinion in Psychiatry*, 19, 350–354.
- McConaughy, S. 1L. Mattison. R. 1.. & Peterson, R. L. (1994). Behavior- emotional problems of children with serious emotional disturbance and learning disabilities. *School Psychology Review*, 23: 81-98.
- McConaughy, S. II. (1986). Social competence and behavioral problems of learning disabled boys aged 12-16. *Journal of Learning Disabilities*, 19: 101-106.
- McConaughy, S. IL. & Ritter, D. R. (1986). Social competence and behavioral problems of learning disabled boys aged 6-11. *Journal of Learning Disabilities*, 19: 39-45.
- Volkmar,Reichsow & MacPartalnd, (2012). Classification of autism and related conditions: progress, challenges, and opportunities. *Dialogues Clin. Neurosci.*14(3): 229–237.
- Mogasale V. V., Patil, V.D., Patil, N.M. & Mogasale, V. (2012). Prevalence of Specific Learning Disabilities Among Primary School Children in a South Indian City. *The Indian Journal of Pediatrics*, 79(3): 342-347. link.springer.com/article/10.1007/s12098-011-0553-3.
- Monzalvo K., Fluss, J., Billard C. Dehaene S. & Dehaene-Lambertz G. (2012). Cortical networks for vision and language in dyslexic and normal children of variable socio-economic status. *NeuroImage*, 61(1): 258-274
- Mugno, D., Ruta, L., D'Arrigo, V.G. & Mazzone, L. (2007). "Impairment of quality of life in parents of children and adolescents with pervasive developmental disorder", *Health and Quality of Life Outcomes*, 5(22).
- National Joint Committee of Learning Difficulties – NJCLD (1988).
- Nolen-Hoeksema, S. (1991). Responses to depression and their effects on the duration of depressive episodes. *Journal of Abnormal Psychology*, 100: 569-582.

- Philippe, A., Boddaert, N., Vaivre-Douret, L., Robel, L., Danon-Boileau, L., Malan, V., De Blois, M-C., Heron, D., Colleaux, L., Golse, B., Zilbovicius, M. & Munnich A. (2008). *Neurobehavioral Profile and Brain Imaging Study of the 22q13.3 Deletion Syndrome in Childhood*, 122(2). pediatrics.aappublications.org/content/122/2/e376.short
- Plaisted-Grant, C.K. (2001). *The development of Autism: Perspectives from Theory and Research*. Lawrence Erlbaum Associates, Inc, Publishers, pp: 149-169.
- Puura, K., Almqvist, F., Piha, J., Moilanen, I., Tamminen, T., Kumpulainen, K., et al. (1998). Children with symptoms of depression – What do the adults see? *Journal of Child Psychology and Psychiatry*, 39: 577 – 585.
- Razak, A. & Ahmad, A. (2016). Is Williams Syndrome The ‘Converse’ of Autism Spectrum Disorder? *The Online Journal of New Horizons in Education*, 6(2).
- Rechsly, D.J., Hosp, J.L., & Schmied, C.M. (2003). And miles to go: state SLD requirements and authoritative recommendations. www.nrcld.org/html/research/states/milestogo.pdf
- Reid, G. (2009). *Dyslexia*. Routledge, Taylor and Francis Group. London and New York.
- Ritzema, A. M. & Shaw, S. R. (2012) Grade Retention and Borderline Intelligence: The Social Emotional Cost. *School Psychology Forum*, Vol.6(1): 1-14.
- Roussos A, Francis K, Zoubou V, Kiprianos S, Prokopiou A, Richardson C: The standardization of Achenbach's Youth Self-Report in Greece in a national sample of high school students. *Eur Child Adolesc Psychiatry*, 10:47-53.
- Schachter, DJC., Pless, L. B., & Brack, M. (1991). The prevalence and correlates of behavior problems in learning disabled children. *Canadian Journal of Psychiatry*, 36(6), 323-331.

- Schuchardt K., Gebhardt, M. & Maehler, C (2010). Working memory functions in children with different degrees of intellectual disability". *Journal of Intellectual Disability Research*, Vol.54(4), 346-353.
- Shaffer, D. & Waslick, B. D. (2002). The many faces of depression in children and adolescents. *Review of Psychiatry Series*, 21(2).
- Siegel, L.S. (2003). IQ-discrepancy definitions and the diagnosis of LD: Introduction to the special issue. *Journal of Learning Disabilities*, 36(1): 2-3.
- Silver, L. & Brunstetter, R. (1987). Learning Disabilities: Recent Advances. In Nosbpitz, J. (Eds.), *Basic Handbook of Child Psychiatry*, (V, pp. 494-502), New York, Basic Books.
- Sinclair, E., Fomess, S., & Alexson, J. (1985). Psychiatric diagnosis: A study of its relationship to school needs. *The Journal of Special Education*, 19, 333-344.
- Siu, A.L. (2016). Screening for Depression in Children and Adolescents: U.S. Preventive Services Task Force Recommendation Statement. *Annals of Internal medicine*, 164(5):360-366. DOI: 10.7326/M15-2957
- Solish, A., Perry, A. & Minnes P. (2010). Participation of Children with and without Disabilities in Social, Recreational and Leisure Activities, *JOARID*, 23(3):226-236. doi.org/10.1111/j.1468-3148.2009.00525.x
- Stockings, E., Degenhardt, Y., Yilee, Y., Mihalopoulos, C., Liu, A., Hobbs, M. & Patton, G. (2015). Symptom screening scales for detecting major depressive disorder in children and adolescents: A systematic review and meta-analysis of reliability, validity and diagnostic utility. *Journal of Affective Disorders*, 174 : 447-463.
- Sundberg, M.L. & Partington J.W. (2013). *Teaching Language to Children with Autism and other Developmental Disabilities*. Cambridge Center for Behavioral Studies, England.

- Swanson, H. L., & Malone, S. (1992). Social skills and learning disabilities: A meta- analysis of the literature. *School Psychology Review*, 21: 427-443.
- Torgesen, J.K. (1989). Why IQ is relevant to the definition of learning disabilities. *Journal of Learning Disabilities*, 22: 484-486.
- Unheim A.M. (2004). Short and long-term outcome of emotional and behavioural problems in young adolescents with and without reading difficulties. Doctoral Thesis, University of Science and Technology, Norwegian.
- Vellutino, F.R., Fletcher, J.M., Snowling, M.J & Scanlon D.M. (2004). Specific reading disability(dyslexia) : what we have learned in the past four decades?*The Journal Of Child Psychology and Psychiatry*,45(1):2-40. doi.org/10.1046/j.0021-9630.2003.00305.x
- Watkins, M.W., & Worrell, F.C. (1999). Diagnostic utility of the number of WISC-III subtests deviating from mean performance among students with learning disabilities. *Psychology in the Schools*, 37, 303-309.
- Wesselhoeft, R. T. (2016). Childhood Depressive Disorders. *Danish Medical Journal*, 63(10).
- Wessely, S., Nimnuan, C., & Sharpe, M. (1999). Functional somatic syndromes: one or many? *Lancet* 354:936-939.
- Wheelan, S. & Kesselring, J. (2005). Link Between Faculty Group: Development and Elementary Student Performance on Standardized Tests. *The Journal of Educational Research*, 98, 6:323-330. doi.org/10.3200/JOER.98.6.323-330.
- Whitaker Sena. .1. D., Lowe, P. A. & Lee, S. W. (2007). Significant predictors of test anxiety among students with and without learning disabilities. *Journal of Learning Disabilities*, 40(4), 360-376.

- Wright-Stawderman, C. & Watson, B. (1992). The prevalence of depressive symptoms in children with learning disabilities. *Journal of Learning Disabilities*, 25, 258-264.
- Yorbik, O., Birmaher, B., Axelson, D., Williamson, D. E., & Ryan, N. D (2004). Clinical characteristics of depressive symptoms in children and adolescents with major depressive disorder. *Journal of Clinical Psychiatry*, 65, 1654 – 1659.
- Zera, D. A. & Lucian, D. G. (2001). Self-organization and learning disabilities: A theoretical perspective for the interpretation and understanding of dysfunction. *Learning Disability Quarterly*, 24, 107.
- Αβραμίδου, Ε. (2016). Επίδραση των ψυχοσυναισθηματικών διαταραχών των παιδιών στη μαθησιακή διαδικασία: Μια μελέτη Περίπτωσης στην Ε΄ Δημοτικού. Πανελλήνιο Συνέδριο Επιστημών. proceedings.epublishing.ekt.gr/index.php/edusc/article/viewFile/289/251
- Αγαλιώτης, Ι. (2004), *Μαθησιακές Δυσκολίες στα Μαθηματικά Αιτιολογία - Αξιολόγηση - Αντιμετώπιση*, Αθήνα: Ελληνικά Γράμματα.
- Αναγνωστόπουλος, Δ.Κ. (2001). Η συννοσηρότητα των μαθησιακών διαταραχών. *Αρχεία Ελληνικής Ιατρικής*, 18(5):457-465.
- Ανδριανοπούλου, Α. (2014). *Ειδικές Μαθησιακές Δυσκολίες, Είδη και Θεραπευτική Παρέμβαση*. Αδημοσίευτη Μεταπτυχιακή Διατριβή, Α.Τ.Ε.Ι. ΠΕΛΟΠΟΝΝΗΣΟΥ, Καλαμάτα.
- Διδασκάλου, Ε. (2010). Καταθλιπτική Συμπτωματολογία και αυτοεκτίμηση των μαθητών που φοιτούν σε τμήματα ένταξης. *Το Βήμα Των Κοινωνικών Επιστημών*. Τόμος:15, Τεύχος:58.
- Μαρτιμιανάκη, Α. (2015). *Ψυχοκοινωνική προσαρμογή και αυτοεκτίμηση μαθητών με και χωρίς μαθησιακές δυσκολίες*. Νημέρτης, Ιδρυματικό Αποθετήριο Πανεπιστημίου Πατρών Ανακτήθηκε : 22.04.2018 από <http://hdl.handle.net/10889/8731>

- Ζακοπούλου, Β., Ζωσιμίδου, Ο., Γεωργίου, Γ. & Μυλωνά, Α. (2013). Συννοσηρότητα Μαθησιακών Δυσκολιών και κοινωνικών/ψυχο-συναισθηματικών διαταραχών σε παιδιά σχολικής ηλικίας. *Διεπιστημονική Φροντίδα Υγείας, Τόμος 5(4):190-198.*
- Ζάρρα-Φλούδα, Μ. (2009). *Αυτοεκτίμηση και Διαχείριση καταστάσεων άγχους σε παιδιά με και χωρίς μαθησιακές δυσκολίες.* Αδημοσίευτη Μεταπτυχιακή Διατριβή, Πανεπιστήμιο Ιωαννίνων, Ιωάννινα.
- Hawke, J.L, Olson, R.K., Willcut, E.G., Wadsworth S.J. & DeFries J.C. (2009). *Gender ratios for reading difficulties.* [https://doi.org/10.1002/dys.389.](https://doi.org/10.1002/dys.389)
- Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). *Ψυχοπαθολογία παιδιών και εφήβων, Αναπτυξιακή Προσέγγιση.* Αθήνα: Εκδόσεις Τυποθήτω – Γιώργος Δάρδανος.
- Κλεφτάρας, Γ. (2004). Το παιδί με καταθλιπτικά συμπτώματα και η αντιμετώπισή του από τον δάσκαλο. Στο: Α. Καλαντζή-Αζίζι & Μ. Ζαφειροπούλου (Επιμ.). Προσαρμογή στο Σχολείο (σελ. 355-376). Αθήνα: Ελληνικά Γράμματα.
- Κολαΐτης, Γ. (2012). Οι διαταραχές συναισθηματικής διάθεσης στην παιδική και εφηβική ηλικία: συνέχεια και ασυνέχεια στην ενήλικη ζωή. *Ψυχιατρική 23 (1): 94-100.*
- Κολαΐτης, Γ. (2012). Οι διαταραχές συναισθηματικής διάθεσης στην παιδική και εφηβική ηλικία: συνέχεια και ασυνέχεια στην ενήλικη ζωή. *Ψυχιατρική 23 (1): 94-100.*
- Κουϊμτζή, Ε-Μ. (2006). Παιδιά με χαμηλή επίδοση και παραπομπή σε διαγνωστικές υπηρεσίες: Ακαδημαϊκοί και Ψυχοκοινωνικοί παράγοντες. *Εθνικό Αρχείο Διδακτορικών Διατριβών.* Doi: 10.12681/eadd/14076.
- Moll, K., Gobel S.M., Gooch D., Landerl K. & Snowling M.J. (2014). Cognitive Risk Factors for Specific Learning Disorder Processing Speed, Temporal Processing, and Working Memory. *Journal of Learning Disabilities, Vol.49 (3).*

Μαδιανός, Μ. (2004). Κλινική Ψυχιατρική. Αθήνα: Εκδόσεις Καστανιώτη.

Μακράκης, Β. (2005). *Ανάλυση δεδομένων στην επιστημονική έρευνα με τη χρήση του SPSS. Από τη θεωρία στην πράξη*, Εκδόσεις Gutenberg.

Μανιαδάκη, Κ. & Κάκουρος, Ε. (2008). Οι διαφορές φύλου και αναπτυξιακή ψυχοπαθολογία: η περίπτωση της διαταραχής ελλειμματικής προσοχής\ υπερκινητικότητας. Στο Κουρκούτας Η. & Chartier, J.P. (Επιμ.), *Παιδιά και έφηβοι με ψυχοκοινωνικές και μαθησιακές διαταραχές: Στρατηγικές παρέμβασης* (267-286). Αθήνα: Εκδόσεις Τόπος.

Μαριδάκη-Κασσωτάκη, Α., (2011). Δυσκολίες Μάθησης. Μια Ψυχοπαιδαγωγική Προσέγγιση. Αθήνα: Διάδραση.

Μαρκοβίτης, Μ., & Τζουριάδου, Μ., (1991). Μαθησιακές Δυσκολίες: Θεωρία και Πράξη. Θεσσαλονίκη: Προμηθεύς.

Μιχελogiάννης, Ι. & Τζενάκη, Μ. (2000). *Μαθησιακές Δυσκολίες*, εκδόσεις ΓΡΗΓΟΡΗ.

Μόττη-Στεφανίδη, Φ. (2004). Η πολιτισμική διάσταση στις αντιλήψεις των γονέων και των εκπαιδευτικών σχετικά με την ψυχολογική επάρκεια των παιδιών και των εφήβων. *Νέα Παιδεία*, 111, 101-115.

Μόττη-Στεφανίδη, Φ., Κολαΐτης Γ., Richardson, C., & Τσιάντης, Ι. (1999α). Προβλήματα συμπεριφοράς και συναισθήματος και προσαρμογή παιδιών σχολικής ηλικίας: σύγκριση κλινικού και μη κλινικού δείγματος στο ερωτηματολόγιο για γονείς του Achenbach. *Παιδί και Έφηβος*, 1, 85-97.

Μόττη-Στεφαννίδη, Φ., Φυσούν, Β., Τάκης, Ν., Richardson, C., & Τσιάντης, Ι. (2000). Ψυχολογικά προβλήματα και ψυχολογική επάρκεια εφήβων: σύγκριση της άποψης καθηγητών, γονέων και των ίδιων των εφήβων. *Παιδί και Έφηβος*, 2, 69-82.

Ορφανού, Χ.-Μ. (2013). *Μαθησιακές Δυσκολίες*. Αδημοσίευτη Μεταπτυχιακή Διατριβή, Τεχνολογικό Εκπαιδευτικό Ίδρυμα Ηπείρου, Ήπειρος, Ελλάδα.

Παγκόσμιος Οργανισμός Υγείας- μετάφραση Στεφανή, Σολδάτου & Μαυρέα (2008). *Ταξινόμηση ICD-10 Ψυχικών Διαταραχών και Διαταραχών Συμπεριφοράς, Κλινικές Περιγραφές και Οδηγίες για τη διάγνωση*. Εκδόσεις Βήτα, Αθήνα.

Παντελιάδου, Σ. (2004). *Οι μαθησιακές δυσκολίες στη δευτεροβάθμια εκπαίδευση*. Βόλος

Παντελιάδου, Σ. (2000). *Μαθησιακές δυσκολίες και εκπαιδευτική πράξη: Τι και γιατί*. Αθήνα: Ελληνικά Γράμματα.

Παπαδάκου, Σ. Παλίλη Α. & Γκίνη, Σ. (2014). *Μαθησιακά Προβλήματα: Προγνωστικοί- Προδιαθεσικοί Παράγοντες. Ασκληπιός-Ιδρυματικό Αποθετήριο Επιστημών Υγείας Ασκληπιείου Βούλας*.

Παπαδάτος, Γ. (2010). *Ψυχικές διαταραχές και μαθησιακές δυσκολίες παιδιών και εφήβων*. Αθήνα: Εκδόσεις Gutenberg.

Πάυλου, Χ. (2009). *Ψυχοκοινωνικά και Συναισθηματικά προβλήματα σε παιδιά με μαθησιακές δυσκολίες*. Μεταπτυχιακή Διατριβή. Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πανεπιστήμιο Ιωαννίνων. Ιωάννινα.

Πόρποδας, Κ. (1999). *Δυσλεξία: η γνωστική προσέγγιση*. Στο Σ. Παπαστάμου, Σ. Κανελλάκης, Α. Μαντόγλου, Σ. Σμαρτζή, & Ν. Χρηστάκης (Επιμ.), *Η ψυχολογία στο σταυροδρόμι των επιστημών του ανθρώπου και της κοινωνίας*. Αθήνα: Καστανιώτης.

Πόρποδας, Κ.Δ. (1997). *Δυσλεξία, Η ειδική διαταραχή στη μάθηση του γραπτού λόγου*, εκδόσεις Μορφωτική.

- Σαμαρά, Κ. (2016). *Ψυχική Υγεία και Κόπωση Γονέων με Παιδί στο Φάσμα του Αυτισμού*. Αδημοσίευτη Διπλωματική Εργασία, Τεχνολογικό Εκπαιδευτικό Ίδρυμα Θεσσαλίας. Λάρισα.
- Σταθοπούλου, Α. (2014). Έφηβοι με οριακή νοημοσύνη στο γενικό σχολείο της δευτεροβάθμιας εκπαίδευσης και το άγχος των αξιολογητικών διαδικασιών. *Πανελλήνιο Συνέδριο Επιστημών Εκπαίδευσης, Τομ. 2014*, 526-535. doi:10.12681/edusc.291.
- Σταθοπούλου, Α., Καραμπατζάκη, Ζ., Πανταζοπούλου, Μ. & Παπαδάτος, Γ. (2015). Σχέση μαθησιακών δυσκολιών με την εμφάνιση ψυχολογικών προβλημάτων σε μαθητές Δ/βάθμιας εκπαίδευσης. *Πανελλήνιο Συνέδριο Επιστημών Εκπαίδευσης, Τόμος 2015*, 1339-1346. doi: org/10.12681/edusc.345.
- Στασινός, Δ.Π. (2001). *Δυσλεξία και σχολείο: εμπειρία ενός αιώνα*, ΑΘΗΝΑ, εκδόσεις Gutenberg.
- Τζουριάδου, Μ. & Μπάρμπας, Γ. (2001). *Μαθησιακές Δυσκολίες, Γνωστικές Προσεγγίσεις*, Αθήνα.
- Τζουριάδου, Μ., (2011). *Μαθησιακές Δυσκολίες: Θέματα ερμηνείας και αντιμετώπισης*. Θεσσαλονίκη: Προμηθέας.
- Τσιόλκα, Ε. & Γουδήρας, Δ. (2013). Ο σχολικός εκφοβισμός σε μαθητές με μαθησιακές δυσκολίες και οι στρατηγικές που οι ίδιοι χρησιμοποιούν για την αντιμετώπισή του. *Παιδαγωγική Επιθεώρηση*, 56
- Χατζηχρήστου, Χ. Γ. (2011). *Κοινωνική και συναισθηματική αγωγή στο σχολείο. Θεματική ενότητα: Σχολείο και μαθητές με ειδικές εκπαιδευτικές ανάγκες*. Αθήνα: Τυπωθήτω-Γιώργος Δαρδάνος