

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

**"Perceptions and attitudes of parents of children with special
learning difficulties for the Integration Departments"**

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POSTGRADUATE
THESIS

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Abstract

This Diploma Thesis is a study based on Learning Difficulties and Integration Departments. Initially, it is analyzed that learning difficulties are a group of disorders that affect people's ability to either interpret what they see and hear, or link information from different parts of the brain. A learning disability affects the way children receive, process or express information. Surveys indicate that learning difficulties are caused by differences in how a person's brain works and how they process the information.

The main target of the survey is to record the perceptions and attitudes of parents with a child with special learning difficulties for integration departments. It is still a matter of realizing the school program and the integration sections followed by pupils with learning disabilities. The method followed was the bibliographic review and then a questionnaire survey was carried out. The questionnaire consists of 11 multiple choice and Likert scale questions. It is divided into two categories, in the first category there are questions concerning the personal data of respondents such as gender, educational level, age etc. In the second category there are questions about the parents' views on integration. 151 questionnaires from parents with a child with special learning difficulties were answered.

Afterwards, the results of the survey are presented and commented on. It is evident that many parents believe that the inclusion of children with special educational needs in the general education school is more likely to have a positive impact on these children.

Key words: *learning difficulties, children with special educational needs, integration process, inclusion, parent's perspectives*

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