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SPECIFIC LEARNING DISORDERS AND ANXIETY DISORDERS

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ABSTRACT

The purpose of this dissertation is to examine the relationship between specific learning disorders and anxiety disorders in primary and secondary school students. Initially, reference is made to the concept and definitions of specific learning disorders, while each of the latter is described in detail. Afterwards, anxiety disorders are reported, focusing on and analyzing the anxiety disorders that are most prevalent in children and adolescents. Then, through an extensive literature review, it is investigated whether and to what extent, children and students with specific learning disorders also manifest anxiety disorders. Through this question, the school subjects that cause the most intense stress in this group of students, how cognitive functions affect stress and learning difficulties, as well as the gender-stress relationship and specific learning disorders are examined. In addition, it is also examined, which of the anxiety disorders are most common in students with specific learning disorders. The results of the literature review, showed, that students with specific learning disorders, manifest anxiety disorders more often and more intense, compared to peers of typical development. Moreover, it seemed that stress is manifested mainly in the school subjects of Greek Language and Mathematics, with mathematics showing even greater percentages of stress, compared to the greek language that includes the reading process. At the same time, the results, shows that girls with specific learning disorders or not, also shows more intense stress compared to boys. Finally, it was found that anxiety disorders related to specific learning disorders are social phobia, separation anxiety disorder and generalized anxiety disorder.

Keywords: Specific Learning Disorders, anxiety disorders, school lessons, greek language, mathematics, gender, cognitive functions

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