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SCHOOL BULLYING AND LEARNING DIFFICULTIES

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ABSTRACT

School bullying is a major issue in modern society, especially for students with disabilities, as it now concerns the school community. In addition, it has a social impact, as it causes social marginalization to the student with learning difficulties, but also occurs due to lack of social skills on his/her part. School bullying manifests itself in a variety ways, the most common being verbal and physical violence.

Initially, in the first part of the master's dissertation the purpose and the research questions are recorded, while at the same time a specific reference is made to the methodology. In the second part of the master's dissertation, the theoretical approach with bibliographic review of Learning Disabilities and School Bullying is made, in order to analyze the relevant axes. Specifically, the first chapter provides a historical background. Then, clear and comprehensible definitions are presented with reference to the particular characteristics of children belonging to a category of learning difficulties. All the special categories of learning difficulties are also presented in detail, while at the end reference is made to the laws that were enacted from 1985 until today in Greece, as well as to the bodies that are responsible for the diagnosis and evaluation of these students. The second chapter analyzes the phenomenon of school bullying, where a brief historical review takes place, in order to examine when and how the phenomenon of bullying appeared in society. Consequently, the definitions that have been given from time to time by various experts and scientists are listed, while at the same time all the forms of school bullying are distinguished. After all the involved: bully, victim and observer, the causes and consequences that affect students throughout their life are presented.

In the third part of the master's dissertation are presented in detail the results of relevant research on school bullying accepted by students with learning difficulties. The surveys presented in chronological order from 1991 to 2016 that conducted in Greece and abroad with all converging on the increased risk of victimization of children with learning disabilities compared to those of normal development. The main factor of victimization of these children is the lack of social skills.

Finally, the conclusions regarding the researches analyzed are presented, while there is a discussion for all those parameters that need to be further investigated and

additional suggestions are given, in order to limit or eliminate the phenomenon with the help of teachers and family.

Key Words: learning difficulties, school bullying, victimization, lack of social skills

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