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**BULLYING AND SECONDARY EDUCATION STUDENTS: A
LITERATURE REVIEW**

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ABSTRACT

The aim of the present paper is to study the phenomenon of bullying as manifested towards secondary education students with intellectual disabilities. To this end a systematic literature review of the field was conducted. Online databases ERIC, Scopus, PubMed, Science direct were used, as was the Mendeley reference manager. The search was limited to articles written in English and dating from 2000 to 2021. According to the results of the 16 studies included in the present paper, intellectually disabled students of secondary education were involved in incidents of violence either as victims or as perpetrators, while the most common forms of bullying recorded were verbal and social bullying. It was also found that the victims were abused mainly by their peers and their family environment, usually in the school premises, but also in the family homes of the victims themselves or of third parties. The victims would most often suppress the fact of being bullied out of shame, but even when they notified the school administration, the school itself concealed the existence of incidents of violence so as to protect its own reputation and prevent its students from being stigmatized. Moreover, it was observed that people who had been victims of bullying exhibited symptoms of phobias and post-traumatic shock. Intellectually disabled students of secondary education are a particularly fragile population that can easily get involved in bullying behaviours. Conducting research that will focus on the study of bullying towards this particular group would help understand, prevent and deal with such behaviours.

Keywords: bullying, victimization, intellectually disabled students, mental retardation, secondary education.

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