

Dyslexia in the Greek School System

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Introduction

This study explores the challenges and solutions for students with dyslexia in the Greek school system. While there is growing recognition of dyslexia as a learning difficulty, Greek schools still face challenges in providing effective support due to lack of resources, inconsistent teacher training, and insufficient awareness.

Research Problem

Students with dyslexia in Greece often struggle due to inadequate support systems, limited teacher training, and a lack of personalized learning approaches, leading to academic difficulties and low self-esteem.

Areas of Research

1. **Teacher Training:** Investigate the adequacy of teacher preparation for identifying and supporting students with dyslexia.
2. **Support Systems:** Assess the availability and effectiveness of support services (e.g., special education teachers, assistive technology).
3. **Classroom Practices:** Explore how teachers adapt their teaching methods to accommodate students with dyslexia.
4. **Policies and Legislation:** Evaluate the effectiveness of current policies aimed at supporting students with learning disabilities in Greece.

Research Methodology

- **Interviews** with teachers, special education professionals, and parents of dyslexic students.
- **Surveys** of educators to assess awareness, training, and classroom adaptations for dyslexia.
- **Case Studies** of schools that implement effective dyslexia support strategies.

Results

1. **Teacher Training Gaps:** Many teachers report insufficient training in identifying and supporting dyslexic students.
2. **Limited Resources:** The availability of support services, such as specialized teachers or assistive technology, is inconsistent across schools.
3. **Classroom Adaptations:** Teachers use varied strategies, but many still lack the resources to implement effective interventions.
4. **Positive Outcomes:** Schools with strong support programs show improved academic outcomes and higher confidence in dyslexic students.

Bibliography

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