

RESUMÉ

This work deals with aggression and chicanery in children with particular genetic learning and behaviour disorders. This work is divided into four main sections.

Theoretical data submit the complex of the basic information relating to the personality specificities of children and pubescents, the particular genetic learning and behaviour disorders, such as dyslexia, dysgraphia, dysortographia, dyscalculia and ADHD, with emphasis on the adaptation problems in these children.

The notions relating to the aggression, to the aggressiveness, to the forms of aggressiveness, to the aggressive behaviour and the chicanery, are defined below. We are also dealing with the characteristics of protagonists of chicanery and we are also giving a report on the consequences of chicanery and how to prevent it.

This work describes research studies of chicanery in the Czech Republic and abroad and also the investigations of chicanery in children with special educational needs. We inform about possible intervention against the chicanery.

The description of the research at Ostrava schools follows. This research was made by means of the Ostrava Questionnaire on Child Chicanery. There were 634 informants. The general tendency of the work was to do a survey of the occurrence of chicanery in children who were diagnosed with some of the particular genetic learning and behaviour disorders and also to find out the representation of the victims, the witnesses and the aggressors in the pursued phenomenon of chicanery in children with the particular genetic learning and behaviour disorders and in children without these disorders.

The analysis of the results and the summary of the acquired data can be found in the conclusion of the work.

Key Words

Particular Genetic Learning and Behaviour Disorders, Attention Deficit Hyperactivity Disorders (ADHD), Aggression, Chicanery, Victim, Witness, Aggressor, Ostrava Questionnaire on Child Chicanery.