

Short Bio. Constantinos Vouyoukas

Tel: 2310991299

Email: costasv@nured.auth.gr

<https://scholar.google.com/citations?user=KN1g9ysAAAAJ&hl=en>

<https://www.scopus.com/authid/detail.uri?authorId=55805064700>

<https://www.researchgate.net/profile/Constantinos-Vouyoukas>

<https://independent.academia.edu/CVouyoukas>

Assistant Professor in Educational Psychology, School of Early Childhood Education, Aristotle University of Thessaloniki where he teaches modules on psychology and counselling in education, and social-emotional learning. He received his first degree from the University of Athens, School of Philosophy, Department of Philosophy-Pedagogy-Psychology (specialization in Psychology), his Masters' Degree in Educational Psychology from the University of Manchester, and his Ph.D in Educational Psychology from the Institute of Education, Department of Educational Psychology and Special Educational Needs, University of London. Constantinos Vouyoukas is a reviewer in academic journals such as *School Psychology Review* and *Tizard Learning Disability Review*, he is the editor-in-chief of the scientific journal "Dialogoi! Theory and Praxis in Education" and has authored or coauthored journal publications in various academic journals. His current research interests focus on the assessment of school achievement, learning and language aptitude, and psychosocial competence of typically and atypically developing and culturally and linguistically diverse children; achievement and social emotions knowledge of typically and atypically developing children; and parental self-efficacy and involvement in children's homework. He has been a member of the scientific team of the research project of Aristotle University of Thessaloniki: 2020-2022. Erasmus+ KA3 Projects, Project Title «Building School-Wide Inclusive, Positive and Equitable Learning Environments Through A Systems-Change Approach», CARDET (Centre for Advancement of Research and Development in Educational Technology LTD-CARDET).

Selected Publications:

- Vouyoukas, C & Sortsi, D. (2023): An investigation into the emotion situation knowledge of early primary school-aged children with language impairment and the impact on their peer relations, *European Journal of Special Needs Education*. <https://doi.org/10.1080/08856257.2023.2179308>
- Vouyoukas, C. (2022). An investigation on the accuracy of teachers' judgments on students' school achievement. *International Journal of Education*, 14(3), 116-128.
- Vouyoukas, C. (2022). Assessment of academic achievement and learning disabilities. In: M. Tzouriadou & S. Tzivinikou (eds.). *Learning Disabilities: From Assessment to Intervention*. Newcastle upon Tyne: Cambridge Scholars Publishing, pp. 74-100.

- Tzouriadou, M., Vouyoukas, C. Anagnostopoulou, E & Filiou, A (2021). Teachers' screening accuracy and language achievement for Roma students at risk for developmental disabilities: a Greek study. *International Journal of Bilingual Education and Bilingualism*, 24(9), 1405-1413.
- Georgopoulos, A. & Vouyoukas, C. (2018). The effects of the non-directive intervention (NDI) on pre-service kindergarten teachers' self-esteem, self-efficacy and personal growth. *European Journal of Education Studies*, 4(11), 126-142.
- Vouyoukas, C., Tzouriadou, M., Anagnostopoulou, E., & Michalopoulou, L. E. (2017). Representation of culturally and linguistically diverse students among students with learning disabilities: A Greek paradigm. *SAGE Open*, 7(1). <https://doi.org/10.1177/2158244016686150>
- Tzouriadou, M., Vouyoukas, C., Anagnostopoulou, E. & Michalopoulou, L. (2016). Early intervention of kindergarten children at risk for developmental disabilities: a Greek paradigm, *Journal of Intellectual Disability. Diagnosis and Treatment*, 3, 238-246.
- Vouyoukas, C., Tzouriadou, M., Menexes, G., Geka, M. & Michalopoulou, L. (2014). Intellectual disability and mothers' stressors: A Greek Paradigm. *Psychology*, 21(4), 421-436.
- Tzouriadou, M., Barbas, G., Vouyoukas, C. & Anagnostopoulou, E. (2013). The relationship between language and social competence in high-risk preschoolers. *Advances in Mental Health and Intellectual Disabilities*, 7(4), 230-242
- Vouyoukas, C. (2007). An analysis of equality, legislation, attitudes and values in education. The case of Greece. *Mediterranean Journal of Educational Studies*, 12(2), 115-134