



THE VIOLENT REALITY IN THE FIELD OF SPECIAL EDUCATION AND TRAINING [SET]: THE CASE OF DELINQUENT BEHAVIOURS

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Abstract:

The paper discusses delinquent behaviours on the basis of violent reality after covid lockdown, in the field of special education and training [SET] using the pedagogical principles of Targeted, Individual Structured Integration Interventions of Special Education and Training (TISIPIf [SET]). The psychodynamic pedagogical approach refers to the violence of emotions that overwhelm the thought when the person experiences "intense mental pain". Violence can be the result of an amount of stimulation that the person is unable to process mentally. This violent reality is often dormant and obscured by superficial reflections of family and school cultures. Thus, in the analysis of delinquent behaviours we can repeatedly be misled by the seemingly non-dysfunctional of the person when he encounters emotional difficulties. As psychodynamic theorists claim, prenatal experiences that were never recorded intellectually serve as a model for overwhelming, incomprehensible, and irrecoverable experiences. These can be condensed into a repressed and blind unconscious. The field of special education is often called upon to deal with people who have experienced such an unprecedented emotional experience and exhibit violent delinquent behaviours. Some of the people who resort to special educational services manifest violent emotional discharges, either outwardly through physical violence, riveting perversions, obsessions and addictions, or through abusive contacts with the body and others. The field of special education through education tries to activate the perceptual mind in order for people with delinquent behaviours to become aware of an unacceptable violent emotional reality. The informal pedagogical recordings with heteroobservations illustrate the difficulty of special pedagogists to understand the violent emotions behind the child and juvenile delinquency. It is noted that special educators choose to remain "emotionally uninvolved" in front of this painful mental reality expressed in emotional difficulties and delinquent behaviours.

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1. Introduction

Special education models approach and interpret the meaning around people with disabilities. The medical care of serious and chronic diseases, the social welfare of vulnerable social groups as well as special educational services are defined as individual issues (Capul, M. & Lemay, M., 2019). The subject of this study is the overview of emotional difficulties and delinquent behaviours in the field of special education and training [SET] (Law 3699, 2018).

On this basis, the dominant concept of disability that governs the field of SET is approached, seeking the common ground defined by the medical model, the social model and the educational model (Commission Violences faites aux Enfants et Adolescents [CNVIF], 2022). The European Union estimates disability at eighty-seven million in the texts for the Union Strategy for Equality for the Rights of Persons with Disabilities 2021-2030 (European Commission, 2021). Also, according to the National Confederation of People with Disabilities, in Greece, people with disabilities are estimated at 24.7% of the total population. In addition, as stated in the Global Report on Disability prepared jointly with the World Health Organization and the World Bank, people with disabilities often live in conditions of widespread poverty, social exclusion, institutional racism and discrimination (WHO, 2022, 2011). These reports are reinforced by the questioning of the implementation of the International Convention on the Rights of Persons with Disabilities formulated by the National Commission for Human Rights (United Nations – General Assembly, 2006).

The purpose of this study was to understand the phenomenon of delinquent behaviors on the basis of violent reality after covid lockdown, in the field of special education and training [SET] using the pedagogical psychodynamic principles of Targeted, Individual Structured Integration Interventions of Special Education and Training (TISIPIf-[SET]) (Drossinou Korea, M, 2017, pp. 305-377). A lot of times students with complex Cognitive-Emotional and Social [COEMOSOC] difficulties and delinquent behaviors are called upon to face the violent reality in the school services community. For this, the present study focuses on bibliographical issues in the theoretical background of psycho-pedagogical approaches examining factors as delinquency in children and young people under the psychodynamic interpretative views of emotional difficulties and emotional violence and the psychodynamic view of emotional violence (Winnicott W. D., 2018; 2016; 1999). In this context, the hypotheses examine the content of the below questions:

- What is the cause of this extreme juvenile delinquency in modern societies?
- Why are there increasing trends of violence after the covid era?
- Are violent realities defined by school and family culture?

- How much can the patterns of violence promoted through social media affect children?
- What are the elements in behavior that concern parents and teachers?
- What do students want to tell us about violent behaviors?
- How can a young person escape violent practices in resolving their differences with others?
- Are violent realities dealt with the daily presence of psychologists?
- Does violence in many cases seem like a tool of imposition and success in the peer circle?

2. Literature review

2.1 Theoretical background

a. Delinquency in children and young people

The term "delinquency" is hardly used in the texts of declarations for people with disabilities. However, in recent years, especially after the lockdown due to covid, they are mainly remembered for acts that reflect "mental" pain and consequences of modern violent reality (Drossinou Korea, M., 2020). Delinquent behaviours are recorded in traffic violations, petty theft, graffiti in public and private buildings without permission and of course in juvenile offenders and vulnerable social groups (Farsedakis, I., 2005). The inclusion (Corbion S, 2021) of adolescents with antisocial and delinquent behaviours, according to the research is one of the violent realities manifested in schools (Kourkoutas, Hs, 2017). Psychosocial and macro-social integration practices for juvenile delinquency examine the psychological, sociological and pedagogical dimensions of violence. These pedagogical and psychosocial dimensions of violent reality are part of the projects undertaken in the field of SET for juvenile offender students aged between 8 and 18 years (Christakis, K 2006).

The problem of delinquent behaviours in children and young people has been mapped to the conceptual map of deviant behaviour and emotional disorders. Delinquency also includes statutory sanctions against criminal acts [see Figure 1]. Often, children and young people with emotional difficulties present problems of delinquent behaviour and are defined by the diagnosis as "emotional or behavioural disorder" (Christakis, K., 2023). This term refers to "emotional disability" and is characterized by deficient emotional transactions of the individual in the community. Diversity based on age, cultural, national norms negatively affects the performance of academic, social, professional or personal skills. "Emotional disability" is denoted by the inability to cope with reality when exposed to stressful environmental events. Following this, emotional disorders and concomitant problems of delinquent behaviour manifest themselves consistently and consistently in two different contexts, at least one of which is related to the school or academic community.

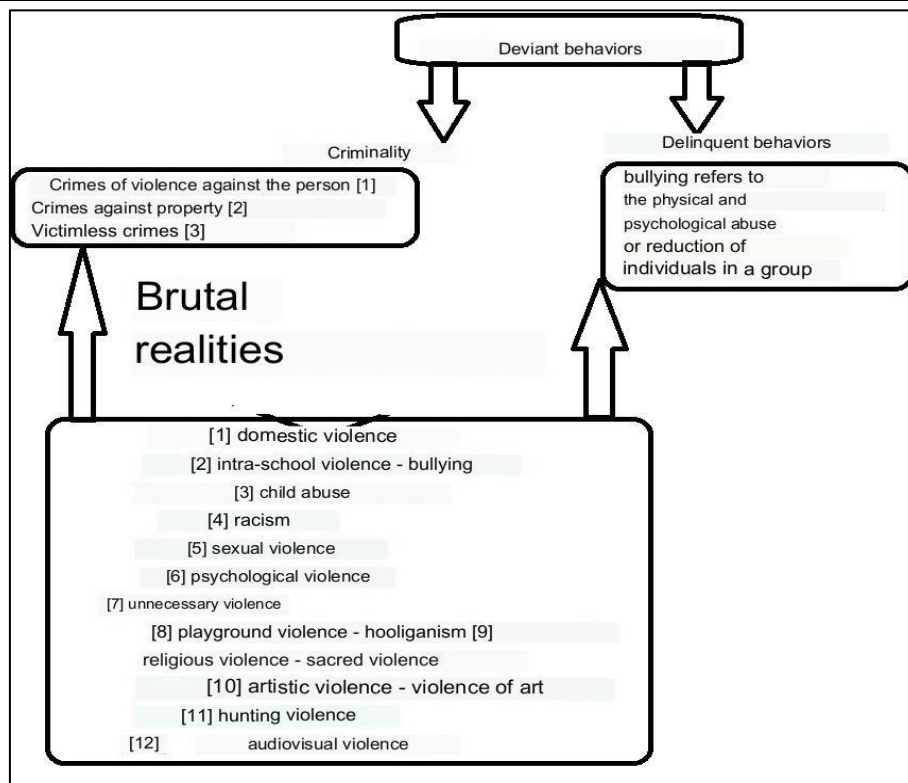


Figure 1: The conceptual map of deviant behavior and emotional disorders

In pedagogical meetings with pupils and students with emotional difficulties, the hetero observations (Ciccone, A., 2019) are recorded, focusing on their non-receptivity to direct didactic interventions in general education. In most cases, students with delinquent behaviours do not receive SET interventions in the context of general education. But even in cases where they are supported by inclusive education teachers, the result is insufficient (Bemben, L., 2022). Absolutely, emotional or behavioural disorders and delinquent behaviour problems can coexist with other disabilities. This category may include children and young people suffering from schizophrenic disorder, anxiety disorder, obsessive-compulsive personality disorder, bipolar disorders, or other existing conduct or adjustment disorders (American Psychiatric Association, 2013).

The interpretative models of SET approach delinquent behaviours and behavioural problems in school-age seeking the common ground of understanding these important emotional difficulties. These difficulties often stem from violent realities experienced by individuals from childhood and are reflected in underperformance in social skills as students, as students and as adults. After all, these are found in people with psychiatric disorders (American Psychiatric Association, 2013), who use substances, live in an abusive family environment, with a low standard of living, with conflictual relationships with parents. Where the inconsistent way of family pedagogy is part of the meaning of emotional difficulties and delinquent behaviours (Bergstein A., 2020). In addition, the critical or guilty environment, underperformance in classes (Christakis, K, 2013), interruption of studies, lack of interests, peer socialization enhances the variety of manifestations of delinquency in children in young people.

b. The educational model and delinquent behaviours of children and young people

Delinquent behaviours on the basis of violent reality are discussed more intensely after the lockdown due to covid, in the field of SET and with the development of distance learning programs in the period 2020-2023 (Drossinou Korea, M., 2020 b). The SET refers to theoretical training 30%, critical thinking 20% and practice of education 50%, in a way that addresses individual differences and needs and includes targeted, individual, structured, differentiated didactics oriented towards inclusive education with a specific program of pedagogical interventions. In addition, the educational model for people with emotional difficulties and delinquent behaviours includes accessibility and educational care arrangements for those young people with complex cognitive, emotional and social difficulties [see Figure 2].

Christakis [2006, 2013, 2023] refers to education by distinguishing between people with disabilities and people with special educational needs and people with emotional and behavioural problems. He highlights the need to provide care, protection and special education, at all levels, from infancy and preschool to professional and social rehabilitation, in the context of a continuous and lifelong education, including students with delinquency.

However, in the major educational reality, in lifelong education for all, this is not the case, because in the Greek education system, the legislation on compulsory education is not always applied. Individualized teaching programs of pedagogical intervention are a demand for those who have been diagnosed with emotional difficulties, manifest school violence and exhibit delinquent behaviours (Drossinou, Korea M, 2017, pp. 809-873).

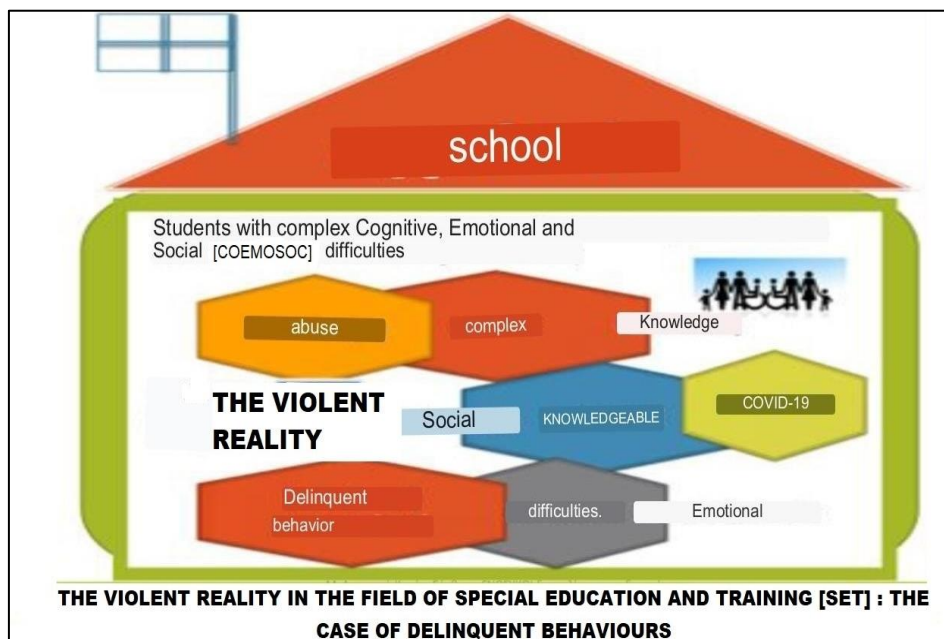


Figure 2: Students with complex Cognitive-Emotional and Social difficulties and delinquent behaviors in the school

3. Methodology

3.1 Education legislation and students with delinquency in the field of SET

Special education was given meaning in education in the early 20th century in Greece with the establishment of special schools and institutions, when in 1937, the "model special school of Athens" was founded in Kaisariani, by Rosa Imvrioti. However, the idea of rights in education was created during the transition to democracy with the legislation on special education of Law 1143/1981, which was considered a breakthrough for that time, seeking the integration of people with disabilities in all areas, aiming at their social and professional rehabilitation. This was followed by law 1566/1985, where special education is part of general education and belongs to the Ministry of Education and special auxiliary services are established, with the school psychologist and the creation of special classes within general schools. The introduction of people with disabilities in higher education is included in law 1771/1988 and marks lifelong education. During the same period 1989-1993, within the framework of the European Union, our country participated in two European programs, the so-called HELLIOS I and HELLIOS II, which aimed at the social integration and integration of people with disabilities.

Law 2817/2000 promotes integration into general education and the special school is limited only to cases of serious problems (Law 2817, 2000). Individualized programs are created, the role of special educators is strengthened and students with special educational needs can attend integration classes or have parallel support, while multimedia means of new technology, Braille machines, sign language dictionaries, etc. are used in teaching. Also, new specialties of special education are established, such as music therapists, sign language interpreters and diagnostic and support centres for people with disabilities called with the Greek acronym (KDAY) are established, as well as university departments for studies in special education. Finally, sign language is recognized as the official language of the deaf. Students with delinquent attitudes are not included in the "one school for all" because the violent reality of SET was trying to harmonize with the European legal framework (Avramidis, E., & Kalyva, E., 2006).

Thus, in the context of this modernization, in the period 2000-2004, the special vocational education laboratories with the Greek acronym (EEEEK), the technical schools of SET and developed programs to raise public awareness as well as to train teachers in teaching pupils with special needs without mentioning pupils who exhibit delinquent behaviour (Drossinou Korea, M., 2018). The concepts of correlating students' emotional difficulties with their living in a domestic violence environment, or references to students who have suffered parental neglect, abandonment, parental abuse, are ignored and when they manifest themselves, they are silenced by the educational community.

Also, Law 3699/2008 proposes concepts governing the educational model regarding universal design, the obligation of SET and the accessibility of the individual to the environment and his communication (Law 3699, 2018). On this basis, media such as television, radio and the internet must provide accessible services to people with disabilities, in accordance with the contract. In this direction, State television took the first

step with the digital channel PRISMA, which was the first television channel in Greece aimed at people with disabilities and all its broadcasts were broadcast subtitled or in Greek sign language (2008). It is worth emphasizing that in this legislation, after intense controversies and discussions at the Pedagogical Institute and after its opinion (Drossinou Korea, M, 2022), the provision was included for the first time in educational legislation:

“Students with complex cognitive, emotional and social [COEMOSOC] difficulties, delinquent behaviour due to abuse, parental neglect and abandonment or due to domestic violence, belong to people with special educational needs.” (Law 3699, 2018).

Awakening society by cultivating positive attitudes towards diversity is important for the inclusion of people with disabilities. However, "emotional disability" and delinquency in children and young people do not yet seem to concern public opinion, which exerts little pressure and individually influences the thinking of those who design policies aimed at changing attitudes and institutions (Capul, M. & Lemay, M., 2019). Public awareness through the organization of information campaigns, with the contribution of the media and the internet, aimed at overturning stereotypical perceptions of people with emotional disabilities and promoting child and juvenile delinquency, is recorded through school violence prevention and response programs (Commission Violences faites aux Enfants et Adolescents [CNVIF], 2022).

c. Participants and psycho- pedagogical tool (TISIPIf-[SET])

The violent reality in the field of SET is discussed from the perspective of psychodynamic interpretative views of emotional difficulties. Early evidence of delinquent behaviour is found in people with complex cognitive, emotional and social disabilities [COEMOSOC]. These are observed in small group delinquent activities, where the leadership team is the main nucleus and around it the members undertake violent actions aimed at dominating the school, the neighbourhood and the stadium (Drossinou Korea, M,, 2020 a, b). However, the violence of reality itself is found in the anecdote of emotions stemming from the "fear of collapse" and the violent reprisals of personality against reason itself. In a society in which recourse to the power and law of the strong is presented as a practice of solving contemporary problems, violence no longer concerns only criminals, when the social fabric mutates then it concerns us all. Forms of violent reality include domestic violence, school violence, bullying, child abuse, racism, sexual violence, psychological violence, gratuitous violence, violence in stadiums – [hooliganism], religious violence – [sacred violence], artistic violence – [violence of art], hunting violence, audiovisual violence, political violence. Figure 2 shows violent realities and delinquent behaviours.

Violent realities are also captured in images that often depict children with knives, with iron fists, robbing and violent, gangs of young people terrorizing students and even teachers. The police bulletin almost daily refers to delinquent behaviours of children and adolescents for incidents of violence. Indicatively, excerpts from the mass media are

presented, in which delinquent behaviours from various areas of the Attica Basin are announced.

- Iroon Square, Ano Liosia. Group of ten, fifteen youths' attacks two minors fourteen and sixteen years old, beating them with punches and kicks to the head and body. Police arrest a fifteen-year-old man charged with simple bodily harm in aiding and abetting.
- Ilioupoli. Police officers of the policy team They arrest a sixteen-year-old man for possession of a sixteen-centimetre-long knife. According to the preliminary investigation, a few days earlier he and an accomplice had approached five minors in the same area and at knifepoint had removed their mobile phones.
- Transfiguration. Thirteen-year-old is arrested for assault with an iron fist and savage beating of a seventeen-year-old. He was part of a group of about ten minors allegedly involved in the attack.
- Athens. A fourteen-year-old student of a school in Argyroupoli attempts to enter the Parliament, as part of an educational visit, "equipped" with a butterfly knife.

The indicative excerpts raise a series of questions in an effort to understand children and young people with emotional difficulties who may exhibit delinquent and sometimes criminal behaviour (Bergstein A., 2020). Violent realities conceal a deeper meaning for the violence of emotions, even when society silences or criticizes them. The understanding of these is attempted through the psychodynamic view of pedagogical thinking (Bion, W. R., 1962, 1984,).

The present study is research in the field of special education, utilizing the well-founded theoretical perspective in the collection, recording and analysis of data from individual SET sessions and meetings with university students who come with the request to address the difficulties they encounter in their education (Drossinou Korea, M, 2022). The SET activities for students with deviant behavior are taught in accordance with the pedagogical principles and philosophy of inclusive education formulated in the Framework of Analytical Program Special Education (FAPSE) (Ministry of Education-Pedagogical Institutel, 1996). Academic and social competences are approached in the educational curriculum of interventions with psycho-pedagogical tool (TISIPIf-[SET]) (Drossinou Korea, M, 2017, σσ. 305-377). In these, the methodologies of observing (Ciccone, A., 2019) deviant behaviors are applied in order to formulate realistic educational interventions with an emphasis on the emotional skills (Christakis, K 2006) they learn in students who seek help in their individual study to realize a series of issues mentioned.

3.2 Restrictions

This study is part of a broader ongoing research issue (Drossinou, M, 1999). It is a continuation of the PhD thesis on "Organization and Mechanisms of Child Delinquency through Social and Psychological Structures" that we supported in 1999 at the Department of Psychopathology at Panteion University, without funding. It is based on SET interventions from 2002 to 2023 at the Agricultural University of Athens and from

2009 to 2023 at the University of Peloponnese in the Faculty of Humanities and Cultural Studies.

4. Discussion Conclusions-Proposals

The cause of this extreme juvenile delinquency in modern societies is found in the family value system (Kamari, L. & Kougioumtzis, G. A., 2021). So, the violent realities defined by meeting the school and family culture (Farsedakis, I., 2005). Pupils and consequently students who come from socially vulnerable and burdened families develop complex social emotional and cognitive difficulties and are led to delinquent behaviors in a normal way without being in a position to think about the consequences of these actions. The students with deviant behaviors seem to want to tell us that there are not know any other way to vie except the power which come from the violent behaviors such as aggressiveness (Freud, S, 1930). Really, after the covid, there are increasing trends of violence and aggressiveness (Synodinou Kl, 2007).

The patterns of violence promoted through social media affect the young's who they feel invulnerable, strong and skillfully hide their fear from others (Bion, W. R., 1976, 1994,). The increasing number of university students with deviant behavior reflects the inability of school services with special education programs to support both students, their families and their teachers (Capul, M. & Lemay, M., 2019). Dealing with these problems was carried out in a fragmented manner without a flow of information between the involvements in educational and social care. Emotional disability is only discussed when it accompanies a mental illness or disrupts the order of things in the community or even when life itself is threatened.

The educational model with special education can observe and intervene in people with delinquent behaviours. With the psycho-pedagogical methodology, applicating the tool of TISIPIf-[SET] can teach the students to understand, process the meaning and manage the mental pain from the different aspects of their violent reality.

The context of the educational model is credited to the "Living Harmoniously Together - Breaking the Silence" Law (Law 5029, 2023). These presented regulations to prevent and respond to violence and bullying in schools and other provisions. Also, it is defined as forms of violence highlighting "*any form of physical, verbal, psychological, emotional, social, racist, sexual, electronic, online or other violence and delinquent behaviour*", which affects the school community and disrupts the educational process constitutes school violence and bullying.

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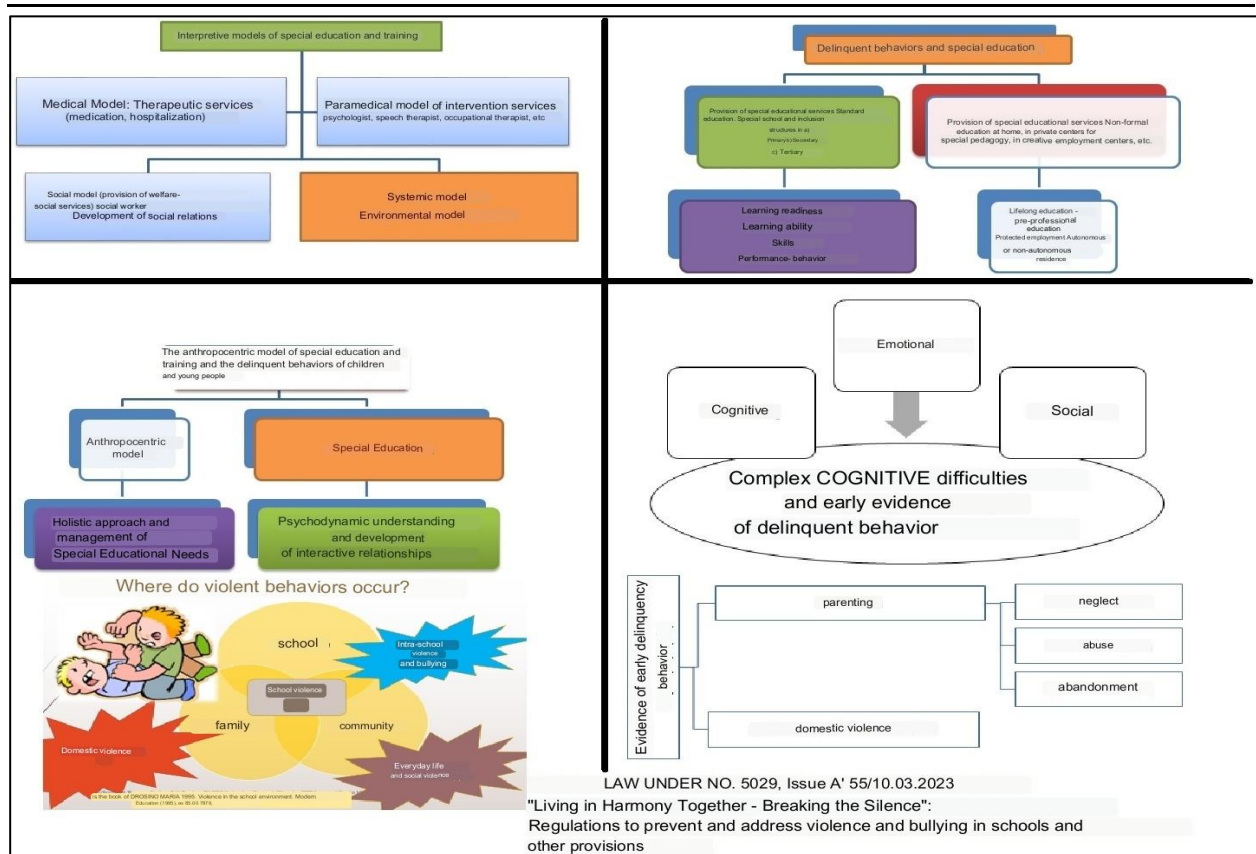


Figure 3: The educational model is credited to the
 "Living Harmoniously Together - Breaking the Silence"

In particular, the forms of violence and behaviours manifested towards teachers and other members of the educational community (Olweus, D, 2009) are highlighted, declared as delinquent behaviours and described as follows:

- 1) insulting the dignity, honour and reputation of the pupil;
- 2) the systematic or deliberate or repeated threat and insult to the personality, physical integrity or mental balance of pupils;
- 3) unwanted, aggressive behaviour occurring among school-age children and similar teacher behaviour involving a real or perceived power imbalance;
- 4) the obstruction of the smooth conduct of lessons and the violent exclusion of pupils either from the educational process or from their participation in everyday school life, as well as social exclusion, threats and psychological violence in pupils' contacts with their classmates,
- 5) forcibly imposing and coercing acts or omissions against the will of pupils;
- 6) any form of violent or derogatory behaviour or encouragement to commit violent events that disturb school peace and damage the reputation of the educational community;
- 7) bullying or the manifestation of racist attitudes capable of disturbing the mental balance and harming pupils with particular characteristics,
- 8) insult, discrimination or harassment on the basis of a student's religious belief, ethnic origin, race, gender, sexual orientation, gender identity, gender expression

or characteristics, disability, health status and physical or other physical or other factual condition.

4.1 The psychodynamic view of emotional violence

As has been said, the violence is defined as the result of an amount of stimulation that the person is unable to, or only minimally able to process mentally (Cooper, 2009). Violent realities, as well as the degree of intensity, contribute to the qualitative change of violent emotions (Kamari, L. & Kougioumtzis, G. A., 2021). Lack of respect for truth and life, love and hate refer to qualitative changes in violent positive or negative emotions.

The violence of emotions is detected in the person's encounter with life, in his contacts with other people and is expressed in emotions, anxiety, sexuality, frustration, fear, sadness, unforeseen loss of control, frustration. The complexity of psychic reality, saturated with contradictions, paradoxes, uncertainties and doubts, overturns the psychic equivalent, threatening the personality.

The linear continuum with violent realities according the pedagogical principles of TISIPIf-[SET] is reflected in the violence of emotions. Individuals are confronted with the violence of emotions – violence that can be dormant, psychoanalysts tell us, and is often masked by a semblance of family and school culture that may disguise, but not hide, the forces underneath (Bion, W. R., 1962, 1984,). Violence in emotions implies an origin in the person's innate privilege or a response to environmental failure. While the answer to this remains unknown, Bion points to the ability to think as a counterbalance to a lack of tolerance for frustration, coping with the challenges of emotional reality, and being discharged from stimuli. This is the method for dealing with painful emotions under the mastery of the pleasure principle. So, violence in many cases seems like a tool of imposition and success in the peer circle (Bergstein A., 2020).

Thus, a reduced ability to think causes unbearable turmoil or an internal tormenting state that often amounts to an anonymous fear, which contributes to the natural expression of emotions, characteristic of violence. Alternatively, the possible "emotional outburst" can be felt as a violent reality and accompanied by such fear that one can express it in sudden or complete silence, as if going as far as possible from the catastrophic explosion (Bion, W. R., 1976, 1994).

In conclusion, the first point from the study of bibliography issues (Johns, J., 2020) suggests the educational model in the field of SET emotionally disturbed individuals. Because the applications Targeted, Individual Structured Integration Interventions of Special Education and Training (TISIPIf-[SET]) with this psychodynamic-pedagogical tool could help them to learn to express their feelings in words and sentences, on this basis it seems reasonable to assume that they can recall and think about their experiences. In addition, in the second conclusion point, the special pedagogists know that the person with delinquent behaviours use a word as a thought that represents the object that does not exist and using the same word used in order to unload emotional tension, anger, and verbal aggression. In it lies the absence of meaning. Absence, on the other hand, is a developmental achievement that requires the ability to tolerate lack, to recognize need,

expectation, frustration and pain. Thinking tempers frustration, makes it more bearable, serving as a kind of problem between impulse and violent physical rejection. The young persons could escape violent practices in resolving their differences with others when they have been taught individualized and didactic goals that approach their emotional weaknesses in the everyday of their educational life. Reducing the extent of their frustrations helps to reduce the intensity of violence and aggression with which they engage in their daily routines. Of course, psychological interventions are necessary, but by themselves, they are often judged as ineffective by the same individuals who manifest delinquency if they do not have the request to heal and understand what hurts them and leads them to a state of emotional disability.

The proposals for further education on delinquent behaviors in the field of special education and training [SET] suggest the "open tool" value positive the pedagogical principles of Targeted, Individual Structured Integration Interventions of Special Education and Training (TISIPIf [SET]). It is useful this psychodynamic pedagogical approach for the others special pedagogists to extend discuss the violence of emotions that overwhelm the thought when the person experiences "intense mental pain". In addition, two elements that were not examined in this study and are proposed to be extrapolated in another research are mentioned: -The first regarding the deviant-violent behavior reality after covid lockdown, and incentives by which students with complex emotional special educational needs chose to study.-The second refers to the profound psycho-pedagogical theory of Targeted, Individual Structured Integration Interventions of Special Education and Training (TISIPIf [SET]) activities that support and facilitate students with deviant behaviours.

Thanks

To all the students who honored me with their trust and shared their time for the emotional difficulties and the mental pain they encounter in their individual efforts in education.

Table with acronyms

- Cognitive, Emotional and Social [COEMOSOC]
- Special Education and Training [SET]
- Framework of Analytical Program Special Education (FAPSE).
- Targeted, Individual Structured Inclusive Interventions Programs of Special Education and Training TISIPIf [SET].

Conflict of Interest Statement

The author declares no conflicts of interest.

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- a. Handbook of special education and educational narratives [2020],
- b. Portfolio of special education and interventions in Higher Education. Individual method of study and comprehension of texts [2022].
- c. Special education and training. The "through" special education proposal for the training of children and young people with special needs [2017, 2023].

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