



**PEDAGOGICAL INTERVENTION PRACTICES
FOR ADOLESCENTS IN SECONDARY SCHOOL: TRIBUTION
TO THE TEACHER AND WRITER KOSTAS CHRISTAKIS**

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Abstract:

In the context of the tribute to the author and teacher, Kostas Christakis, this paper examines issues in special education related to the pedagogical intervention practices for adolescents in secondary school. The discussion revolves around Christakis' books, "The Child and the Adolescent in the Family and the School" and "Behavior Problems of Children and Adolescents". Pedagogical management addresses students' behavioral problems, emphasizing the crucial role of both the school and family environment. This study aims to highlight pedagogical intervention practices for adolescents in secondary school, providing insights into the pedagogical interventions necessary for managing adolescents' behavioral issues at school and at home.

Keywords: pedagogical intervention practices, adolescents, secondary school

1. Introduction

Adolescents often face a variety of problems and difficulties. The pedagogical intervention practices in secondary school support the adolescents with Specific learning disabilities. There are poor time management for homework, dependence on digital technology, and other behavioral issues. This means that parents and teachers must understand how to help adolescents transition smoothly into adulthood (Christakis, 2024). How parents understand and support their adolescent children's needs and challenges is influenced by pedagogical intervention practices. Parental awareness and understanding of their pedagogical role are crucial for adolescents' personal, educational, and social development. As Christakis (2023) aptly observes:

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"Adolescence begins around 10-11 years for girls and 12-13 years for boys. Each adolescent experiences their own unique adolescence, differing in timing, onset, end, and symptoms from the general population. Over time, the span of adolescence has extended, with variations observed across different eras and cultures." (p. 328)

The pedagogical intervention practices recognise that a major source of parental guidance is the school, which aims to foster socialization, critical thinking, knowledge transmission, and the internalization of behavioral norms in adolescents. Christakis (2012) notes the following:

"During adolescence, significant psychosomatic changes occur due to: i. the nature and inherent characteristics of the adolescent, ii. the culture, structure, and functioning of the family and society, and iii. the pressures exerted on the adolescent by the family and school to prepare for adult and professional life." (pp. 87-88)

This literature review highlights the need for pedagogical intervention practices, revising the actions of both. Effective cooperation and coordination between the school and parents are essential prerequisites for managing problems, allowing adolescents to overcome obstacles and prepare for life after adolescence.

2. Adolescents and specific learning difficulties

Many adolescents in secondary education face specific learning difficulties, such as dyslexia. The pedagogical intervention practices for adolescents with Dyslexia attach this multifaceted learning difficulty, primarily with reading and writing challenges. According to the British Dyslexia Association (2024), it is a complex neurological condition affecting education, work, and daily life. Christakis (2023) states:

"Developmental disorders in a child can sometimes lead to behavior problems... The school and teachers have an obligation to understand the child and any medical issues they may face. Only then can they seek help in the right direction, namely:

- *accepting the child's problem,*
- *distinguishing it from behavioral difficulties,*
- *seeking help when needed" (p. 18)*

The literature review for the 21st-century school confirms Christakis' observations about the emotional difficulties stemming from dyslexia (Wilmot *et al.*, 2023). Regarding the teaching intervention of reading skills for students with dyslexia, they state that it is done in smaller groups, the differentiation of the material, the increase of teaching time and self-regulation strategies, as the ability to read has been associated with the ability to regulate one's emotions and his thoughts (Denton *et al.*, 2022). Negative feedback, such as poor grades, can lead to low self-esteem, negative self-perception, and mental health

issues. Christakis emphasizes that behavior problems in children and adolescents are related to their self-image, feelings, and self-esteem (Christakis, 2023):

"The importance of self-image, self-feelings, and self-esteem is significant. If these are positive, then children:

- *feel valuable,*
- *develop good social skills,*
- *develop a healthy personality,*
- *establish good relationships with peers and teachers,*
- *feel accepted and worthwhile"* (p. 79)

The pedagogical intervention practices make sense according to the educational model, when they may help adolescents to experience anxiety and confusion due to learning challenges. Many wish to conceal their difficulties out of shame and fear of being exposed in class, causing anxiety and school refusal. They are also overwhelmed by the workload, stressed by the learning pace, and disappointed by the impact of reading difficulties on their schoolwork (Wilmot *et al.*, 2023).

The pedagogical intervention practices for adolescents with specific learning difficulties, such as dyslexia, may face various challenges not solely due to their reading and writing weaknesses but also due to societal attitudes shaped by stereotypes and assumptions (Livingston, Siegel, & Ribary, 2018). Teachers' attitudes toward specific learning difficulties significantly affect students' ability to cope with text comprehension and peer interactions. Christakis (2023) highlights the educational model's role, pointing out:

"Behavioral – neo-behavioral characteristics

- *Systematic use of rewards (reinforcers)*
- *Control and improvement of emotional factors and cognitive functions*

Advisory characteristics

- *Personal contact and counseling work with the adolescent*
- *Personal relationships between teacher and students*
- *Control and counseling work of environmental factors*

Psychopedagogical characteristics

- *Social and emotional classroom climate*
- *Interpersonal relationships between teacher and student*
- *Structured program – planned teaching"* (p. 227)

The pedagogical intervention practices in adolescents take into account that parents experience negative feelings, such as frustration and low self-esteem, regarding the future life and academic performance of their children, especially when they do not know the nature of the specific learning difficulties (Abd Rauf *et al.*, 2018, Alias & Dahlan, 2015, Denton *et al.*, 2022). According to Christakis (2023) and the educational model of

managing children's and adolescents' behavior problems, pedagogical intervention practices support the family in this effort. So, it means that interventions in secondary school, are required to take into account the following:

"Defining the problem the child's history Description of behavior Recording and evaluation of the child's skills." (p. 209)

The pedagogical intervention practices also support the behavior of adolescents with specific learning difficulties. Teachers must take into account in pedagogical interventions the data from the normal and delinquent behaviors of adolescents. Often, teenagers cannot understand why their behavior is problematic and believe it is within normal limits. In these cases, the pedagogical interventions, according to (Christakis, 2013, pp. 127-172, Drossinou, Korea, 2017, pp. 307-338) are stated according to the principles of special education and training where teachers can design a targeted individual pedagogical program of didactic integration. Christakis (2023) comments on the pressures faced by adolescents today:

"What characterizes recent years and is considered excessively irrational is the pursuit of a degree. All Greek parents want their children to study, obtain a university degree, and become scientists... As a result, today's adolescents face severe pressures from many directions" (Christakis, 2023, 331).

3. Adolescents, the pedagogical intervention practices for homework and time management

Homework is an integral part of the learning process outside of school hours. Christakis (2012) raises important questions about homework:

"Should schoolwork be assigned at home? What should be the extent of schoolwork? What kind of work should be assigned? Is it correct to assign the same work to all children? What is the role of parents and teachers?" (Christakis, 2012, 107).

Regarding homework and adolescents' time management, researchers like Christakis (2012), Moè *et al.* (2020), and Grinshtain & Harpaz (2021) note that increasing academic demands and the pursuit of high grades result in a higher volume of homework assignments.

The Pedagogical interventions in secondary education recognize that prolonged engagement with homework, together with the learning abilities or needs of adolescents, adds to the workload. Also, they intervene and modify the understanding of leisure time. The negative effects of homework create negative feelings and conflicts between teenagers and parents. Pedagogical interventions require parents to take a less

judgmental role in monitoring completion and providing support (Christakis, 2012). In his written work, Christakis (2023) emphasizes:

"Increased school obligations, the pursuit of studies, an uncertain future, and many other structural problems are stress factors that affect adolescent behavior and drive them to dead ends..." (Christakis, 2023, 333).

Parental pressure is significant, as noted in the following excerpts from Christakis' work (2023):

"Read! How will you get into university? You need to learn at least two languages! phrases heard in households with children and adolescents." (p. 333)

The pedagogical intervention practices for the homework involve not just the parents. The pedagogical approach by teachers recognizes that a lack of clarity and explanations can cause tension and conflict, affecting relationships between teachers and students, parents and children, and parents and teachers (Grinshtain & Harpaz, 2021). Christakis (2023) notes:

"It is not only what the parent feels and desires for their child that matters, but also how the child perceives and experiences the parent's interest!" (p. 333)

Contemporary researchers like and Yeo *et al.* (2020) confirm that successful pedagogical intervention practices for the homework completion require proper organization and time management. They also note that long hours spent on homework are associated with poor sleep quality, behavioral problems, and emotional issues, such as anxiety and depression.

4. Adolescents and the pedagogical intervention practices in secondary education by digital technology

Over the past few decades, digital technology has rapidly proliferated, with increasing numbers of individuals gaining access to the internet through electronic devices such as computers and mobile phones (Christakis, 2012). The pedagogical intervention practices in secondary education by Digital Technology teach the functional use of the Internet, which provides adolescents with significant advantages, facilitating access to information, communication with friends, social networking, online shopping, and entertainment. However, alongside these benefits emerges a new pathology: the risk of excessive internet use, which could lead to internet addiction among adolescents (Kurniasanti *et al.*, 2019).

As highlighted in an article by Christakis (2023), the factors influencing the psychopedagogical management of a child, and subsequently an adolescent, include the

family, the state and its role in the socialization and maturation of students. The pedagogical intervention practices in secondary education by Digital Technology through the school ensure smooth adaptation to the environment without issues of delinquent and antisocial behavior. Finally, the pedagogical interventions recognize the factors of current economic and environmental conditions as defined by new technology and artificial intelligence.

Researchers Odgers and Jensen (2020) agree, noting that excessive internet use leads to mental health issues. Specifically, the pedagogical intervention practices in secondary education use Digital Technology knowing that there are depression symptoms and suicidal tendencies among adolescents, as it happens in the United States. Similarly, elevated rates of anxiety and depression symptoms have been observed among young users in European countries, including Greece. Referring to the current reality, Christakis (2023) states:

"American author and futurist John Naisbitt says: "The most revolutionary change in the 21st century will not come from technology but from a new concept of what it means to be human'" (Christakis, 2023, 365).

Embracing this perspective, pedagogical intervention practices in secondary education can implement to address the behavior problems due to internet addiction. Through targeted, individualized, structured, and differentiated inclusive pedagogical programs in special education, focusing on behavior issues (Drossinou, Korea M. 2017) using partially the Digital Technology. Christakis (2023) mentions the inclusion of children and adolescents with behavior problems in the frame of pedagogical intervention practices in secondary education in the following excerpt:

"The difficulties and demands that exist in no way invalidate the concept of integrating children with behavior problems into general education schools and promoting it in school practice. However, it must be said that its implementation involves risks and should be managed carefully to avoid negative consequences for children and adolescents with special educational needs." (p. 365)

5. Adolescents and behavioral problems at school

Student well-being in school is a prerequisite for good learning outcomes and the pedagogical intervention practices in secondary education care for them. However, pedagogical intervention practices face the behavioral and emotional difficulties, such as how the bullying and other types of antisocial behavior which have seemingly increased in recent years, causing concern among teachers and parents. It is estimated that 10-20% of school-aged children suffer from social, emotional, and/or behavioral problems. One in five children is at risk of or exhibits mental, emotional, or behavioral issues (Kyttälä, Sinkkonen, & Kõiv, 2021). Nearly 20% of children and adolescents aged 3-17 in the United

States have a mental, emotional, developmental, or behavioral disorder (Agency for Healthcare Research and Quality, 2022).

The pedagogical intervention practices in secondary education recognize problems in the school environment, which are categorized into issues with externalizing and internalizing symptoms (Christakis, 2023). Factors contributing to behavior problems may be found in both the school and family environments (Christakis, 2023). A problematic relationship with family members hinders a child's intrapersonal and interpersonal adjustment within the school context. Adolescents who do not experience interest, care, understanding, and support often fail to develop feelings of acceptance and personal adequacy, and consequently, their psychosomatic condition and, ultimately their behavior is affected (Christakis, 2023). As researchers Kytälä, Sinkkonen, and Kõiv (2021) continue to point out, teachers can contribute to supporting students' well-being and academic performance with pedagogical intervention practices in secondary education. Thus, it is important for educators to understand the strengths and difficulties of their adolescent students. As Christakis (2023) mentions in the following excerpt:

"The new century we are living in will mark a new era for the realization of the demand for 'a school for all children – inclusive school'. It is our common duty to coordinate and work towards achieving this goal. However, this pursuit must be systematic, careful, and based on the fundamental principle that, in every case, the focus should be on the human being and their needs." (p. 365)

The pedagogical management of behavior problems in adolescents requires collaboration between teachers, parents, and the students themselves (Christakis, 2012). This collaboration primarily involves observing and identifying the factors and symptoms of behavior, as educators and parents better understand the needs of adolescents through daily interaction with them. Observations also concern the behavior of the parents themselves. Christakis, in his ergographic work entitled "Behavior Problems of Children and Adolescents", states that parents' past experiences and the maladaptive coping strategies they use influence or trigger the current behavior of adolescents and hinder effective communication and cooperation.

6. Conclusion

This literature review highlights certain pedagogical intervention practices among adolescents, substantiated by research from both international literature and the ergography study of Christakis for the child and the adolescent in the family and the school and behavior problems of children and adolescents issues. Problematic behavior may affect an adolescent's commitment to the learning process, and with the pedagogical intervention practices in secondary education could face. The first conclusion of this literature review is related to the pedagogical management of adolescents with specific learning difficulties involving both the school and family. Pedagogical intervention

practices in the secondary within the family and school serve as a means of preventing and addressing instances of problematic behavior. The parent serves as a role model for adolescents, assuming the role of supporter and assistant, reinforcing and encouraging positive behaviors, understanding, and discussing their difficulties. Additionally, schools need to adopt a more human-centered approach, giving a human dimension to learning, and holistically addressing the student with or without behavioral problems (Drossinou - Korea, 2023). The second conclusion relates to pedagogical intervention practices in secondary school with adolescents, their homework, and time management, which affects both cognition and emotions and leads to behavior problems. Consequently, teachers must recognize and evaluate the individual characteristics of adolescents and provide appropriate personalized support. The third conclusion involves the pedagogical intervention of teachers, who play a crucial role in identifying, referring, and addressing behavioral problems often resulting from digital technology addiction. This process can only improve if teachers have accurate knowledge, implement effective teaching adaptations, and collaborate with parents. Finally, the fourth conclusion concerns the pedagogical intervention practices in secondary education for adolescents with behavioral problems in school, emphasizing the necessity of involving teachers in psychosocial intervention programs. These are targeted, individualized, structured, and differentiated inclusive pedagogical programs in special education, which are prerequisites for the smooth development and socialization of adolescents and the success of educational goals (Drossinou - Korea, 2023). These goals are established by cultivating a climate of cooperation, respect, and trust between school and family.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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