

# Special Education and Training to Students with Cognitive, Emotional and Social Difficulties.

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## Abstract.

The In this paper, we describe the services of special education and training (SET). They are provided among other people with disabilities and to students with complex Cognitive, Emotional and Social (COEMOSO) difficulties. The purpose of this study is to highlight and understand the COEMOSO difficulties in the wide field of inherent and/or acquired situations of disability identified in the learning process and related to the rights of people with disabilities in modern school. According to Greek Law 3699/2008 on special educational needs or disability, students with COEMOSO include those who have suffered parental abuse, neglect or are living in an environment of domestic violence and exhibiting delinquent behaviour. Our methodology builds on the bibliographical documentation from texts on legislation, the Commission on the Rights of Persons with Disabilities (CRPDs, Article 24) and the concerns raised about them and World Health Organisation (WHO) texts on Covid-19. It has also included the views of undergraduate students in the School of Humanities and Cultural Studies (SHCS) at the University of Peloponnese from 2016 to 2020. The results confirm that there is insufficient data on complex COEMOSO difficulties in Greek schools from the influence the way in which the Targeted Individual, Structured, Differentiated Teaching, Integration Intervention Program of Special Education and Training (TISDTIPSET) intervenes. Most considered that COEMOSO difficulties are included in dyslexia, dyscalculia and dysgraphia, which is why educational care is limited to academic deficits, ignoring emotional and social problems.

**Keywords:** COEMOSO; Difficulties; Disability; Special Education And Training.

## 1. Introduction

Over the past three decades, the interest in special education and training (SET) around the issue of the rights of people with disabilities in education has been constantly increasing with the Policies in place. Disability as a multi-layered and complex concept includes human disabilities, whether inherent or acquired and reflected in the CRPDs [1]. The special educational needs (SENs) such as a person with a disability means any person who is not able to assume all or part of the individual and social physiological needs on his own, due to a birth or subsequent damage to his physical or mental abilities. But also people suffering from some serious mental illness. Disabled people include those who have long-term physical, mental, mental or sensory barriers, [2] which, in interaction with various environmental and behavioural barriers of other people, can hinder their full and effective participation in society on an equal footing with others (Panopoulos & Drossinou-Korea, 2019), writing and mathematics as well as emotional and behavioral problems (Finning, et al., 2020). The social perception and social interaction, which in themselves do not define the concept of disability (Hukkelberg & Ogden, 2020). However, learning difficulties may result from disabilities resulting from non-functional unconsciousness, such as the mental retardation, severe affective disorder or from external influences such as cultural differences, inadequate or inappropriate education, despite the fact that disability is not credited as a result of these conditions or influences [3]. Complex learning difficulties and disability in children and young people are reflected in pedagogical practices in the school, academic community and in the family but are not quantified and are not included in disability surveys. In the

European Union, disability is approached in accordance with the concept of limiting global activity, which is defined as 'a restriction on the activities that people usually do due to health problems for at least the last six months'. So, the 64% belonging to the general population, the 66% has chance of finding a job or set up their own business. In people with minor disabilities this probability is reduced to 47% and to people with severe disabilities to 25%. Income is a key measure of people's economic well-being. The data come from European statistics on income, poverty and living conditions (EU-SILC-statistics on income and living conditions). This is considered an adequate proxy for disability, both by the scientific community and by disability organizations [4].

Students with complex cognitive, emotional and social (COEMOSO) difficulties may have inherent inabilities such as autism or acquired such as delinquent behaviour. They often come from the restrictive, degraded and abusive environment reflected in statistics on income, poverty and living conditions in the European Union. Exclusion, therefore, on the opposite side of school and social inclusion is controlled by new technologies and forms of communication that ensure the accessibility of students with disabilities at all levels of education [5](121-200) as extensively developed during the period of internment at home due to Covid-19. The World Health Organization [6] declared a global state of emergency on 30 January and 11 March (2020), a pandemic with 20% of the world's population experiencing unprecedented social and educational conditions as a result of limited traffic [7].

What, however, is the meaning of the term people with Disabilities with or without complex COEMOSO difficulties in the period of the health crisis [6] such as COVID-19. The feasibility of this study focuses on the school, the "hidden" image of students with complex COEMOSO difficulties and their right to education when deficits are identified. It is also investigated in the context of pedagogical treatment when rights as persons with "emotional" disabilities are violated in terms of understanding disability, social transactions and the verbalization of expressing emotions.

**Figure 1. The hidden "emotional" disability in modern school.**

<b>Complex Cognitive, Emotional and Social (COEMOSO) difficulties to modern school.</b>		
Difficulties to learning		
Cognitive	Emotional	Social

## 2. Review of Literature

The COEMOSO difficulties were studied and classified according to the theory of fundamental epistemological analysis in three factors regarding the understanding of disability, social transactions and the verbalization of emotions. The philosophy of Fundamental Scientific Analysis comes from the science of fundamental behavior and offers a progressively more global and practically strong understanding of the views, interpretations and ways in which problems are constantly shaped through interaction with other people as well as with other events of the natural world. Mellon, in the 'psychology of behavior' is noted that the modern behavioural approach is contrary to the archaic view that the behaviour of the individual can manifest itself autonomously, i.e. without the influence of the physical events of his life [8]. It also refers to the concept of disability which is the result of the damage and is credited to the performance and ability of the person to act. The Incapacity corresponds to the functional view of disadvantage. The WHO also refers to the concept of defect or handicap in order to declare disability. It is therefore defined as 'the result of a deficiency or incapacity which restricts or prevents the fulfilment of a normal role which is smooth, depending on the age, gender, social and cultural factors for that person. The defect as the disadvantage indicates the social view of disadvantage and are distinguished in situations of physical dependence, economic dependence, marginal but also delinquent behaviors.

Understanding disability is, in principle, the first factor in this study and has been formulated in accordance with the principles of declarations of rights in education, performance in modern school and the effects resulting from the health crisis. Also, it is intended to ensure respect for inherent dignity, individual autonomy, full and effective participation and integration into society, as well as respect for difference. According to the teachers and the Director of the Special Primary School of Kalamata [9] parents of children find it difficult to understand or deny disability accompanied by a learning disability and often leads them to psychological lack [10]. They are referred to the implementation of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPDs) in Greece and are noted the Challenge to Integration.

The second factor of this focuses on social transactions as defined in community stations, travel to and from school, physical presence and stay at school, and the virtual interactive teaching relationship. The referrals by the Greek Law on the UNCRPDs and the Optional Protocol have underlined the right to decent living in the environment.

Such as it is happening in the period of COVID-19, the referrals of the violence and enforced social isolation without counting well-concealed domestic violence, parental abandonment, parental neglect and parental abuse are often. So, the right to protection against exploitation, violence and ill-treatment is taken by the State concerned and takes all appropriate measures to prevent all forms of exploitation, violence and ill-treatment. It shall ensure, inter alia, appropriate forms of assistance and support, for gender and age, for people with disabilities, families and those who provide them with care. The provision of information and training includes guidance on how to avoid, recognize and report cases of exploitation, violence and ill-treatment in social transactions. However, social transactions are seen as a prerequisite for the right to learning accessibility in order to make it possible for people with disabilities to live independently and participate fully in all aspects of life. The concept of universal accessibility reflects the culture of the school and the family on disability, without remaining in the declarations of 'Universal design'.

The verbalization of expressing emotions is the third factor in the study and is part of the inherent right to life by registering data and thoughts that reflect the fear of loss of life, insecurity and uncertainties, individual responsibility in distance, removal and isolation. The researchers Heinonen and Pihlaja have put the question about «What do children with social emotional and behavioural difficulties think about themselves in early childhood? », because the expressing of feelings it is another difficulty in the modern school with the children are came face it. So, the right to equality and non-discrimination remains extremely unclear and injustice circumvents the rights of people with disabilities to live without any discrimination and enjoy equal protection and equal benefits from the law. Such as it has been referred the disabled people have the right to express their views freely on all issues that affect them. It is appeared that it is not been happening also in the situations when the teachers know that the children with social emotional and behavioural difficulties have particular interest for expressing their emotions [11].

The writer Christakis, has been referred for many years to the behavioral problems in school age describing the pedagogical assessment, the meaning of prevention, and also the methods of recording and treatment for the children who are lining in the poverty environments. Christakis, has underlining the crucial meaning of the verbalization of expressing emotions at the child and the teenager in the family and school. Also, the researchers Vaughn, and Wanzek, have referred to the meaningful impacts of verbalization of expressing emotions by the learning with intensive interventions in reading for students with reading disabilities. The student who experiences COEMOSO situations finds it difficult to talk about what he feels and makes him feel very uncomfortable, because he does not manage to learn to read to write [12] and fails to perform well at school [13], it is better to be considered 'embarrassing' and 'troublemaker' than 'disadvantaged' and 'stupid' or 'disabled'. Thus, the child or adolescent who is already having difficulty managing the problems of learning difficulties, is charged with even greater [14].

### 3. Methodology

The mixed research methodology was used to investigate the questions in specific education and training with bibliographical documentation from texts on legislation, the Commission on the Rights of Persons with Disabilities (Article 24) and the concerns raised about them, texts of the WHO on Covid-19 and texts from European statistics on income, poverty and living conditions in the European Union. We also evaluated data from the responses for the rights of disabled students in modern school of 1000 students (625 girls with an average age of 22.2 and 275 boys with an average age of 23.8) that we collected between February 2016 and June 2020. The human and real stories proposed and screened in some foreign-language films helped students understand issues around mobility disability, dyslexia, speech and speech problems and problems with behaviour and delinquency [15]. In addition to these education narratives, issues raised from the discussion with students.

The data were classified according to fundamental epistemological analysis and reflected beliefs, conceptual conflicts and reproducing stereotypical views that students had experienced in their disability environment. The process evolved in the context of SET the compulsory courses offered to School of Humanities and Cultural Studies (SHCS) with thematic modules of special education and education and pedagogy of the school integration of students with SENs.

In addition, the way in which pupils with complex COEMOSO difficulties, delinquent behaviour due to abuse, parental neglect and abandonment or domestic violence are assessed in the promotional and baccalaureate examinations of primary and secondary schools, the provisions of Articles 1(4) by Greek Law [16]. According a) the Government Gazettes 50, 51/2008 A' 81, 82), b) concerning the evaluation of high school students with SENs and c) act of the Department of SET in the Pedagogical Institute with the proposed amendments to Article 27/ P.D. 60/2006 (Government Gazette A' 65) concerning the examination of students with disabilities and SENs [17].

Also, according to the regulatory texts, students with COEMOSO difficulties are exempt from written examinations and examined orally if they submit an opinion that they have SENs and are unable to undergo a written

examination. The opinion is provided by the relevant Educational Counselling Centre or the certified Medical Education Centers by the Ministry of Education and Religious Affairs. Interested parents or legal guardians, such as parents on assignment in order to rid their children of written examinations, present a medical certificate from a Public Hospital [18], notified to judicial authorities in the event of abuse of the student due to parental neglect and abandonment or domestic violence, or by presenting a certificate issued by a judicial authority or juvenile prosecutor in the event of delinquent behaviour [15].

#### 4. Results

The results confirm that there is insufficient data on single sign age in the school of COEMOSO difficulties. Measurements are limited around the amount of public resources received by students and students with disabilities, guaranteeing the right to inclusive education in schools and higher education institutions. This is also confirmed by the Committees on Learning Disabilities and the Impact of Policies implemented in the light of research and practice [3]. Also, the pedagogy of school integration in children and young people with certified SENs and disabilities it seems that the COEMOSO situations are "hidden" between what are known as general and special difficulties in learning [18] but also emotional difficulties and problems in behavior. With scientific opinions remaining controversial over time regarding early and valid diagnosis, overdiagnosis without always guaranteeing, the right to education of students with "emotional" disabilities who have been variously abused or have experienced continuous domestic violence. As well as the emotional state and social life of children and adolescents [19](553-632) with social interactions are reflecting living conditions characterized mainly by low incomes and poverty. The image of students with complex COEMOSO difficulties remains "hidden" and their right to education even when deficits are identified is answered with the phrases "lazy, indifferent, tourist". Despite the discussions in the courses, students maintained different opinions on the terms "learning disability", "learning disorder" and "learning difficulty" although they used them without understanding that they signal different grades of deficits at school. Their responses did not identify COEMOSO difficulties with disability despite significant learning problems at academic level, because these obvious problems are not sufficient to justify a formal diagnosis.

The research area of disability and students' rights in education was answered through the teacher's cooperation registration form with the parent. The students confirmed that the role of the parent depends on their mobilization within the relationship with the child, pointing out that it is extremely important and a cornerstone of their psychoemotional development. They also noted that parents are influenced by comparisons with other children in the family or around the world without always understanding, that there is no comparison of disparate situations when it comes to the development and personal potential of each child with or without a disability. In addition, they noted that parents do not always have realistic expectations of their children's abilities and claim without clarity and emotional society the right to education of their child with a disability. The students stressed that in cases where the parent feels tired and insecure in relation to parental work and disability, whether it is obvious or hidden 'emotional' disability, counselling by a qualified psychologist is considered necessary. They agreed that joint planning with the parent himself, as well as his participation in the interdisciplinary action group with the special teacher and psychologist, influence the way in which the Targeted Individual, Structured, Differentiated Teaching, Integration Intervention Program of Special Education and Training (TISDTIPSET) intervenes. There was also agreement on the refusal of parents to admit the COEMOSO difficulties of children, noting that the same is true of visible disabilities. In addition, students recognize learning disability, based on official clinical diagnosis by diagnostic specialists. Students were unable to distinguish differences between disability and COEMOSO difficulties in terms of the degree, frequency and intensity of symptoms. Most considered that COEMOSO difficulties are included in dyslexia, dyscalculia and dysgraphia, which is why educational care is limited to academic deficits, ignoring emotional and social problems. They agreed that joint planning with the parent himself, as well as his participation in the interdisciplinary action group with the special educator and psychologist, influence the way in which the Targeted Individual, Structured, Differentiated Teaching, Integration Intervention Program of Special Education and Training (TISDTIPSET) intervenes and the effectiveness

Also, the research area of social transactions and the rights of students with disabilities in education was answered through the teacher's teaching interaction form with the student. The students confirmed that social transactions occur in the natural environment, transport, information and communications, including information and communication technologies and systems, and in other facilities and services that are open and provided to the public, both in urban and rural areas. In addition, the students photographed the route from the historical center of Kalamata to the University finding that most of it is safe. However, several observed that social transactions are hindered by considering the above-mentioned perceptions of disability rights and the security of accessibility in each individual area open to the public concerning buildings, roads, transport and other indoor and outdoor facilities. Some sections of the pavements were occupied by 'illegal' parked two-wheeled vehicles and cars. It is worth noting the difference found in the 2020 responses compared to other years in terms of distance teaching and social distance due to the pandemic. In the first eight months of 2020, dissatisfaction with the choice of

communication only emerged through teleconferences because they felt that they made it difficult for interpersonal interactions in social transactions. They all agreed on the right to respect the privacy of people with disabilities, regardless of where they live or the living arrangements. They pointed out that students living in COEMOSO conditions are not subject to arbitrary or unlawful harassment in their private life, family, residence or correspondence or other forms of communication or to unlawful attacks on their honor and reputation. Knowing that people with disabilities have the right to protection under the law against such harassment or insults [20].

In addition, the research area of the verbalization of emotions was answered by students in the context of teaching scenarios trainees and by implementing targeted individually structured educational intervention programs TISDTIPSET. They reported that students with COEMOSO difficulties refuse or are unable to talk about learning difficulties from the mobility, sensory or mental disabilities they face. They also noted that they carry annoying-reactive behavior from school to home and to their experiences with their siblings and parents. Some have defended that they find it difficult to talk about phobias, physical symptoms, because they have excessive anxiety that inhibits or eliminates their adjustment to school. They stressed that they refuse to verbalize negative emotions that reduce their self-esteem and lead them to isolation and denial about school, citing examples of children leaving it prematurely. Students have had difficulty answering clearly whether children and adolescents experiencing 'emotional' difficulties and not only disabilities may have accompanying learning problems and that they are often faced with ignorance or lack of awareness of their environment. Some students reported that the non-verbalization of emotions creates a vicious circle that follows them by magnifying the COEMOSO difficulties.

## 5. Conclusion - Discussion

To sum up, it is confirmed that people with disabilities are not excluded from the general education system and that pupils with disabilities are not excluded from free and compulsory primary or secondary education. Among people with disabilities who receive the special educational support required, within the general education system, the population of "hidden" students who lives in COEMOSO situations and have difficulties in learning, emotion and behaviour is also recognized. By providing effective individualized support measures, such as the TISDTIPSET pedagogical tool, implemented in order to facilitate their effective education, in environments that maximize academic and social development, in line with the objective of full integration.

Another point is mentioned in the context of pedagogical treatment when rights as persons with 'emotional' disabilities are abused in terms of understanding disability, social transactions and the verbalisation of expressing their feelings.

The discussion section moves toward an increasingly more general discussion of the subject of Special Education and Training to Students with Cognitive, Emotional and Social Difficulties (COEMOSO) in the modern school. It is appearing leading to the conclusions that the meaning of disabilities is not the same with the COEMOSO difficulties even if the people are living in the same situations such as the pandemic COVID-19. Of course, there are hidden needs in the students with which the modern school with SET services is trying but without to facilitate them to speak about the pain expressing their emotions and fears.

In conclusion, further research is proposed on the COEMOSO situations of children and adolescents which will approximate the rights of the disabled in the modern single school with an emphasis on diverse, intelligent and appropriate psycho-pedagogical TISDTIPSET interventions.

## 6. List of abbreviations

Special Education and Training (SET)

Cognitive, Emotional and Social Difficulties (COEMOSO)

Targeted Individual, Structured, Differentiated Teaching, Integration Intervention Program of Special Education and Training (TISDTIPSET)

Special Educational Needs (SENs)

Commission on the Rights of Persons with Disabilities (CRPDs)

World Health Organisation (WHO)

United Nations Convention on the Rights of Persons with Disabilities (UNCRPDs)

School of Humanities and Cultural Studies (SHCS)

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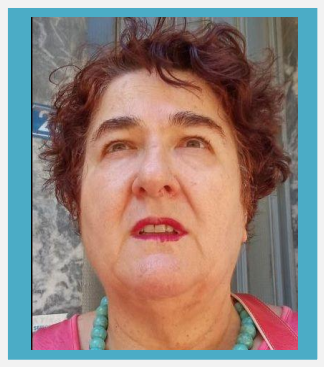
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