

## Special Education Teaching Interventions in an Inclusion Department in Primary: A Case Study of a Intraschool Violence.



**Maria Drossinou Korea**

Assistant Professor of Special Education and Training, Department of Philology, School of Humanities and Cultural Studies, University of the Peloponnese, Kalamata.

**ABSTRACT:** This Special education teaching interventions focus on a case study of a student diagnosed with dysorthography and dysgraphia [1] in the fifth grade in the first semester who attends the inclusion department three hours a week and experiences intra-school violence. These require structured and multi-level methodological knowledge that applies targeted, individual, structured and differentiated teaching and inclusion pedagogy, special education and training interventions [T.I.S.D.I.P.S.E.T.]. Our reflection on inclusive teaching in the inclusion department examines the possibility of supporting students who experience psychological pain. That is, it examines whether educators can address the emotional and behavioral difficulties [2] presented by the student with specific learning difficulties [SpLds] as a recipient of direct or indirect intraschool violence. It also explores whether learning through special education can support both the academic skills of spelling and reading along with emotional and social skills in the school community.

**KEYWORDS:** Educational interventions. integration department, special education and training, intra-school violence

### I. INTRODUCTION

The phenomenon of violence and delinquency among minors in schools has shown alarming intensity in recent years, especially after the period of restrictions imposed by the Covid-19 pandemic. The national strategy in the context of preventing and addressing violence and delinquency among minors constitutes the highest recognition of the magnitude of this problem by the State. Also, the recent French-language journal *Sciences Humaines* has a tribute to child violence [2] in which a series of timeless and contemporary issues are highlighted that revolve around the social, educational, learning, and ecological impasse created by the violent way of living and meeting the needs of families.

In the English-speaking literature, the school violence is depicted as "bullying" with research focusing on social, psychological, legal and educational services. Therefore, according to the National Center for School Safety (2007), which acts as an advocate for safe and peaceful schools around the world and acts as a catalyst for the prevention of school crime and violence, [3] special educational care is recommended. In the United Kingdom, in the regions of England, Wales, Scotland, in children 0-5 years old, proposed interventions to reduce social exclusion [4], with the active participation of the family and care for working parents. It also organized timely interventions to promote social and emotional development, to improve family functioning, and to improve the health of children through the support of the persons responsible for their care in daycare centers by upgrading learning skills. Following the study of the English-language literature, it is noted that those who support the school such as teachers, psychologists, social workers, doctors and legal defenders of human rights know that violence refers to the intentional or unintentional use of force, whether physical or psychological, threatened or actual, against an individual, ourselves or against a group of people, a community or a government. The Greek language lexicon, the term school violence refers to violent acts that disrupt learning and have negative effects on students, schools and the wider community highlights that examples of school violence include bullying, cyberbullying, fighting behaviors with physical violence [punching, slapping, kicking, etc]. The different types of violence such as physical violence, verbal violence (including hate speech), psychological violence, sexual violence and socioeconomic violence [5]. Additionally, the school violence includes behaviors with the intentional use of physical violence or force, threatened or actual, against oneself, another person, or against a group or community, which either leads to or has a high probability of leading to injury, death, psychological harm, poor development or deprivation and abuse [6, p. 15–24].

Another study by [7] the Journal of the American Academy of Pediatrics examined the strategies of teachers and school counselors in the United States for managing incidents of school violence and bullying. In this online survey, responses from 735 teachers and

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school counselors were examined, asking them how likely they would be to use various strategies, including teaching methodology, to respond to and deal with a hypothetical incident of school violence. These strategies focused on ignoring the incident, teaching interventions with the bully and the victim, interventions with the cooperation of other adults, as well as disciplinary interventions with certain school rules, such as "cell phones locked in the bag".

The teaching practices and ecological approaches among peers in primary classes such as elementary school [8] were described in the research with school-based interventions and are based on the teachers' competencies to support children with chronic pain from school violence and peer victimization. The researchers [9] have described 25 possible teacher competencies to create a guiding plan, organized with knowledge, attitudes and skills that reflect the current state of the interdisciplinary approach to addressing school violence. Both teachers and experts approached it positively and agreed that it offers a potentially useful guide for all practicing teachers. Teachers' self-efficacy in bullying interventions and their likelihood of intervention was also examined by the research team [10] examining the retrospectively reported bullying situations [11].

Furthermore, according to other literature reports, evidence-based interventions for children with chronic pain from bullying highlight mechanisms and potential strategies in evidence-based teaching practices for the mental health of children and adolescents [12]. According to this literature, chronic victims of school bullying require intervention strategies that can address the prevailing narrative of social exclusion. Effective interventions that are proposed are those that target mechanisms such as qualitative contact between chronic victims and peers, with unanticipated data on the social exclusion of chronic victims but also social offers. School interventions have the potential to change one or more of these mechanisms through teaching by training social skills by playing good behavior, by making socially acceptable classes without exclusions, by cooperative learning and peer guidance alongside the educational care of academic skills. The responses of active teachers on school violence highlight the importance of the school collective climate [13] for their professional activities in the school community. Teachers' perceptions of the characteristics of the school collective climate mention teacher-leadership cooperation, teacher-teacher cooperation and teacher-teacher communication as important for addressing intraschool violence. This research was conducted among 740 teachers from 118 schools in the Czech Republic and supports the promotion of cooperation and communication between teachers, emphasizing that individual-level perceptions of teacher-teacher cooperation promote educational interventions based on school-level authority and communication between teachers that can control the expansion of the phenomenon of school violence. Of particular interest is research on victims of school violence in elementary school that reports that they are at risk of psychotic experiences in early adolescence without clarifying whether this increased risk extends into late adolescence [14]. Involvement in school violence, either as a victim or as a perpetrator, may increase the risk of developing psychotic experiences in adolescence.

In Greece, the perspective of special educational care embraces all children, with or without behaviors of intraschool violence, special educational needs and special learning difficulties, knowing that they are carriers of the culture of parents and value systems - and shapers of a peculiar and violent culture, which spreads like an epidemic in schools. Following this, intraschool violence is examined as a multifactorial issue and is approached pedagogically on a theoretical basis, according to Christakis, by addressing the behavioral problems that arise as a necessity from the practices of teachers who support students with difficulties [15]. It is worth mentioning that the Special Education and Training of Persons with Disabilities or Special Educational Needs, in article 3[2] defines "who are students with disabilities and special educational needs" [16]. In addition, child abuse and neglect has been recognized as a specific form of violence in recent decades under the influence of the Human Rights movement and child protection issues with an emphasis on the prevention and treatment of cases of abuse and neglect of minors. In recent years, the study of the phenomenon of violence against children has been reduced to a public health problem by the World Health Organization and its treatment follows the scientific methodology of public health (WHO) [17].

It is noted that these complex difficulties are not always identified with disability as attributed to serious and chronic diseases, but rather present characteristics of a peculiar "social and emotional disability". In this situation, for many different reasons, students who exhibit behaviors of intraschool violence [18], have difficulty understanding the linguistic, conceptual and emotional content of the rules, which are defined by the weekly lesson schedule. The regulations for the prevention and treatment of violence and bullying in schools have proposed the program of the Greek Ministry of Education "Living Harmoniously Together - Breaking the Silence".

In Greece, at the "Agia Sophia" Children's Hospital, the Institute of Child Health operates, providing specialized prevention and public health work as well as research and educational activity in the field of child health. Within the framework of mental health and social welfare, research- action programs, training of professionals and provision of services are implemented with the aim of studying intra-family violence against children as well as preventing their victimization. The Institute of Child Health also operates the Directorate of Social and Developmental Pediatrics, which was founded in 1965 by Dr. Spyros Doxiadis, initially as the Directorate of Social Pediatrics, with the aim of research, education and specialized provision in public health issues of the child and the family [19]. The creation of the Directorate was pioneering and continues to this day, constituting an innovative approach to the holistic treatment of child health [20].

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## The purpose of this study

The present study attempts to highlight the necessity of further involvement of teachers with teaching interventions within the weekly timetable of courses and studies on issues of school violence. The purpose of this study is therefore to present indicative teaching interventions of special education in an integration department in primary education on the occasion of a case study of a student experiencing intra-school violence, in the sixth grade. The concern about these issues has been formulated almost twenty years ago, in a text that was published in the journal "Modern Education" on the manifestations of violence in the school environment. Subsequently, in the context of our doctoral thesis at the Panteion University of Social and Political Sciences [21]. This study examines the basis of the relationship of the child with the mother in a sample of 60 children and 60 mothers. The method used semi-structured questionnaires, one for children and one for mothers, in the school environment and recordings from special education teaching programs in the school field of compulsory education through interventions in special schools and special classes (integration classes). The mothers' interpretation of the difficulties in the behavior and learning of children highlights the issue of society in crisis. The mothers' understanding, acceptance or not of the problem as well as participation in the proposed educational intervention are recorded in the individualized supportive teaching programs. The results in this study showed that traces of delinquent behavior are detected as early as the age of 4.6 years. Post-traumatic stress, abuse and disturbed mental health of mothers shape and reinforce the conditions for the development of delinquent elements in children's behavior, and timely and appropriate psychological, social and educational intervention, in both mothers and children, reduces the development of delinquent elements in behavior and promotes social understanding.

A series of factors involved in the "Organization and mechanisms of child delinquency through psychodynamic and social structures" were also investigated [22] in children aged 4.6 to 10.6 years. In the arguments of this work, it was deemed appropriate to propose longitudinal research regarding the understanding of the content of the rules in matters of meaning such as television time. But also the treatment of the violation of the rules set in school, through the history of education as a relationship of social complicity [23], underlining the emphasis given primarily to primary specific learning difficulties [SpLds] and minimally or peripherally to secondary delinquent behaviors (SDBs) in young students in elementary school [24].

Also, the activation of the parental role in the applications of individualized teaching programs for students with delinquent behavior problems was supported theoretically and practically in the field with emphasis on a case study of a student with violent and aggressive behavior problems in elementary school. The other meaning of society in crisis was described through mothers and children with delinquent behavior problems, emphasizing the causal factors in toddlers [25] which are related to complex cognitive emotional social difficulties, with a background of non-intrinsic learning difficulties. Interdisciplinary collaboration with children experiencing school violence includes the active role of the Special Education teacher, who is called upon to address specific learning difficulties alongside behavioral problems and deviation from the rules that frame relationships formulated according to the culture of the school and the family.

## II. METHODOLOGY

The case studies examine the open pedagogical issues regarding primary school teachers' ability to understand students who experience psychological pain from school violence in the thematic unit [three] proposed by the conference on special education. The way in which this occurs in this student case study is investigated. It is also examined whether it can intervene didactically in dealing with the behavioral problems that accompany the student who has experienced school violence, along with the other academic difficulties that may exist.

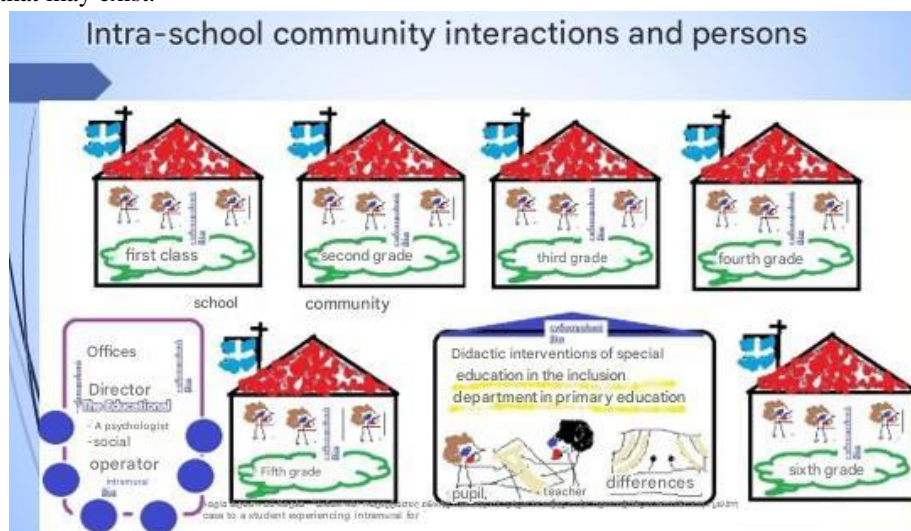


Image 1. Relational dynamic equal teaching relationship between student and teacher.

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The way of the relational dynamic equal teaching relationship between student and teacher is also investigated, in the interventions that occur in the integration department and are supported by the special education teacher within the framework of the rules that govern intra-school community interactions with individuals [see image, 1]. These relational dynamics are developed in the field of the school community, which is framed by the classrooms, the integration department and the offices of the school principal, the office of the primary school teachers, the office of the psychologist, the social worker and any other active adult participating in the actions to limit and prevent the phenomenon of school violence.

### **THE SPECIAL TEACHING METHODOLOGY [T.I.S.I.P.S.E.T.]**

The special teaching methodology is supported by the pedagogical tool T.I.S.I.P.S.E.T. in which the principles of Targeted Individual Structured, Differentiated Teaching and Inclusive Pedagogical Program of Special Education and Training [SET] are condensed in the modern and unified meaning of special education "for" a proposal for the education of children and young people with special needs [26]. The creation of a special education program with an emphasis on emotional difficulties in primary school [see image, 2] was discussed in a research case study do not always receive the support of a special pedagogist in addition to the general education teacher. Vasilis is a boy of twelve year-old, student in primary, to 6th grade, second semester with diagnosed SpLDs in phonological awareness and identified emotional difficulties. According the linear continuum, Vasilis was in the base line [14] because has attend fourteen inclusion SET semester beginning from the nursery school. He was supported with the special teaching methodology, according the individual scenario and it was designed, adapted and implemented [27] by the pedagogical tool T.I.S.I.P.S.E.T. ]. In this study, it was found that the targeted program was able to meet SpLd and deviant behaviours as the special educational needs since it was created appropriately, in accordance with the individual capabilities, to cover the weaknesses and to respond to the personal interests of the student in the general school [28].

The pedagogical views of T.I.S.I.P.S.E.T. are developed on the basis of the methodology of observation of school violence and the methodology of intervention [see image, 2] focused on the study of intervention in the microenvironment of the integration department and in the wider school environment of the student's class. The pedagogical views of T.I.S.I.P.S.E.T. are defined through the leadership of the school, expressing the local policy in force in each primary school with the special characteristics described [29]. The teaching interventions presuppose structured and multi-level methodological knowledge "open" to collaborations with honesty between the children, the teachers assigned to teach in the student's class, the responsible teacher of the class, the school principal and the parents.

#### **The methodology of empirical observation is described with below criteria:**

- [1] Student identity T-[I]-SIPSET- individual student scenario
- [2] Individual narrative T-[I]-SIPSET- individual scenario of intra-school violence
- [3] Informal pedagogical assessment [Protocol SET1]: Neurodevelopment areas of learning readiness [T] -[I]-S-[I]-P- [SET]- definition of teaching priorities [T] -[I]-S-[I]-P-[SET]
- [4] Family narrative T-[I]-S-[I]-PSET- individual scenario-value system of parents
- [5] Description of behavior with emphasis on integration into the community -individual scenario T-[I]-S-[I]-PSET
- [6] Analysis of problems in behavior with emphasis on the functionality of the individual scenario: direct and indirect violence T-[I]-[S]-[I]-PSET
- [7] School narrative [T]-[I]-S-[I]-PSET- individual scenario: school violence in the inclusion context
- [8] Informal pedagogical assessment [Protocol SET2]: Special Educational Needs as reflected in the framework of the Analytical Program for Special Education [FAPSE] -definition of teaching priorities [T]-[I]-S-[I]-[P]-[SET]
- [9] Informal pedagogical assessment [Protocol SET3]: General Learning Difficulties according to language subjects -definition of teaching priorities [T]-[I]-S-[I]-[P]-[SET]
- [10] Diagnosis of specific learning difficulties T-[I]-SIP-[SET]- Description of specific educational needs or disability
- [11] Informal pedagogical assessment [Protocol SET4]: Specific Learning Difficulties with emphasis on understanding definition of teaching priorities [T]-[I]-S-[I]-[P]-[SET]
- [12] Objective according to the Student Scenario Steps of educational and pedagogical interventions [T]-[I]-S-[I]-[P]-[SET]



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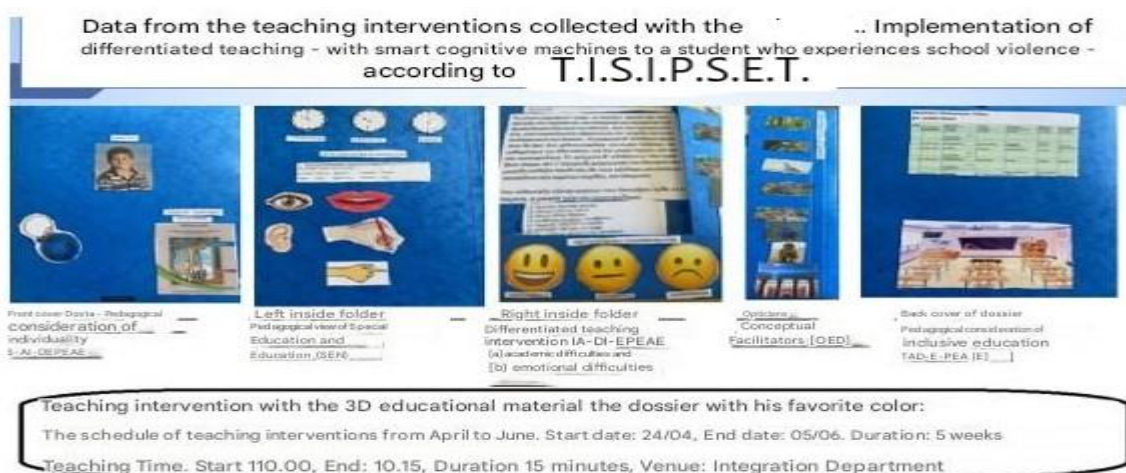


Image2. Three-dimensional cognitive engine – T.I.S.I.P.S.E.T. dossier.

### UNDERSTANDING SCHOOL VIOLENCE WITH THE INFORMAL PEDAGOGICAL EVALUATION.

Understanding school violence is based on peer and self-observations according to the observation methodology with certain protocols of SET, using the pedagogical tool T.I.S.I.P.S.E.T., the one referring to systematic empirical observation and the informal pedagogical evaluation with emphasis the individual scenario [see, image 3]. The special teaching methodology was formulated with pedagogical steps together with the class teachers, the student and the parents in order to address behaviors of intra-school violence. Our methodology utilized relevant studies in the Greek and foreign literature and data from the research for our doctoral thesis. The teaching interventions are defined with realism and are characterized as "smart" individualizations that utilize what they observe, and record in the behavior as teaching priorities for addressing the particular difficulties in the Primary School [29]. The anthropocentric model [28] is the basis on which special educational services are developed for children and young people with cognitive, social and emotional difficulties and behavioral problems [30]. The SET pedagogical material was created on the field with Learning Readiness Activities in oral language, psychomotor skills, mental abilities and emotional organization [see image, 3] in accordance with the pedagogical principles of student-centeredness and teamwork and the philosophy that governs the Special Education Curriculum Framework [FAPSE], in Greek with acronym [PAPEA] [31].

METHODOLOGY FOR OBSERVING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.															
Informal pedagogical assessment: Learning readiness - [T]- [I]- S-[I]-[P]-[SET]- definition of teaching priorities															
SET protocol as reflected in Table (1) Informal pedagogical assessment (APA) of neurodevelopmental area of learning readiness															
Student name: Vasilis /Class: 2nd primary 6th grade-14 / Date: February 25, 2025															
Teaching priority: Cognitive abilities [working memory]															
Levels (line) of Learning Readiness in developmental areas with Basic Skills Checklists	1) Oral language			2) Psychomotor			3) Cognitive abilities					4) Emotional organization			
	Listening	Participation in the dialogue	Expression with clarity	Gross-fine motor skills	Orientation	Rhythm and timing	Lateralization	Visual memory	Auditory memory	Working memory	Concentration of attention	Logical-mathematical thinking	Reasoning	Self-esteem	Interest in the lesson
2nd secondary															
3rd grade-20															
1st secondary 3rd grade-19															
2nd secondary 2nd grade-18															
1st secondary 2nd grade-17															
2nd secondary 1st grade-16															
1st secondary 1st grade-15															
2nd primary 6th grade-14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
1st primary 6th grade-13															
2nd primary 5th Grade-12															
A' primary 5th Grade-11															
B' primary 4th Grade-10															
A' primary 4th Grade-9	9														
B' primary 3rd Grade-8															
A' primary 3rd Grade-7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
B' primary 2nd Grade-6															
A' primary 2nd Grade-5															
B' primary 1st Grade-4															
A' primary 1st Grade-3															
B' nursery 2nd Grade-2															
A' nursery 2nd Grade-1															
AVERAGE															6

Image 3. The hetero-observations according to the informal pedagogical evaluation T.I.S.I.P.S.E.T.

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A pedagogical deviation of seven semesters average is observed and visualized with the zigzag line [see. image, 3]. In particular, it is observed It is pedagogically supported that when there are serious indications that the student is experiencing learning difficulties and falls under the provisions of the Special Education Law [16] . But he has not been diagnosed the deviant behaviour in the continuum of intraschool violence and it is necessary to inform the Director of the school unit and to initiate educational evaluation counseling sessions. The concern is expressed through self-observations that focus on inclusive teaching in the inclusion department, asking the question of whether there is the possibility of supporting this student. The teacher wonders whether he can deal with the complex emotional and social difficulties in the conventional way required of him by the State in order to manage SpLds such as dyslexia. Especially when the student's handwriting reflects elements of direct and indirect intra-school violence [32]. According to the special teaching methodology of T.I.S.I.P.S.E.T. hetero-observations [26], the teacher tries to understand the particular characteristics of dyslexia and school violence, through special education, applying the informal pedagogical evaluation definition of teaching priorities in learning. With the certain SET protocols [see image, 3], recorded the teacher's hetero-observations in an excel table based on the linear continuum of teaching interventions, which the student has received from the first semester of kindergarten to the second semester [February] of the sixth grade of elementary school. The teaching priorities support both academic skills with phonological and morphological literacy with emphasis on mental abilities and "emotional literacy" with learning readiness activities in the emotional organization of the student [33]. Thus, as a teacher of the integration department, the support educational program targeted both the academic skills of spelling and reading as well as the emotional and social skills of the student who experiences mental pain and school violence

This is reflected in the table of neurodevelopmental areas of learning readiness where the student is tested with an average of deviations [7 semesters below the base line] corresponding to the first semester of the third grade. In the area "Oral speech", with an average of deviations [8] corresponding to the second semester of the third grade, in the area " Psychomotor activity " with an average deviations [8] corresponding to the second semester of the third grade, also in the area "Mental abilities", with an average deviation of [6] corresponding to the second semester of the second grade, and in the area "Emotional organization", with an average deviation of [6] corresponding to the second semester of the second grade. Finally, the pedagogical target [T]-ISIPSET was to understand text of twenty lines with particular morphological and phonological type of words and deal with the others in the schools community the pain from the SpLds. Finally, the pedagogical target [T]-ISIPSET posed the sentence, "Vasilis Il could to understand text of twenty lines with particular morphological and phonological type of words and in the same teaching time, learn to oral speak for his sentiments. He educated to found into every moments of violence situation the appropriate words for express the SpLds in the communications with others into the schools community discussing for the subject who is pained him [see,image2].

### **III.RESULTS -CONCLUSIONS-SUGGESTIONS**

The results from the special education teaching interventions in the inclusion department in primary education showed that the research questions are answered positively under certain conditions in the case study of a student experiencing intraschool violence. Inclusionary teaching in the inclusion department addresses intraschool violence of students when it supports them with targeted individual special education and education teaching interventions T.I.S.I.P.S.E.T.

The first concluding point focuses on inclusive teaching in the inclusion department where it seems that there is a possibility of supporting this student. That is, the educator can deal with the complex cognitive, emotional and social difficulties in the conventional way that he is asked to manage specific learning difficulties such as dyslexia. The student's handwriting reflects the difficulties in phonological and morphological literacy of the text, but also the emotional difficulties that prevent him from negotiating what he experiences emotionally and causes him mental pain and are reflected in behaviors of direct and indirect intra-school violence.

The second concluding point focuses on learning through special education and supports both the academic skills of spelling and reading as well as the emotional and social skills in the school community. That is, the teacher can address emotional difficulties in the inclusion department with the pedagogical tool T.I.S.I.P.S.E.T if he is aware of it through his educational or other achievements in his professional profile.

In the epilogue of this study, it is pointed out that the increase in violence among minors questions the ability of professionals to face the challenges of education. The open reflection for more research is proposed in order to credit the trials and pitfalls that occur in the support of these young people, including the teaching interventions that are carried out or not in the integration sections and are implemented, among others, to limit, prevent or divert school violence. Our proposal emphasizes the need to investigate, if they exist, the conditions for educational success, which can limit school violence and, with it, educate, showing with the teaching interventions the "arts of giving meaning to learning". It is emphasized that beyond social and historical contingencies, intellectual universes and ideological divergences, effective educational teaching plans have common structural elements that give strength and coherence to students' thinking in order to face their complex cognitive, emotional and social difficulties and behavioral problems in general primary school. At this point, allow us to highlight the following conclusive elements regarding the fact that some teachers in general school:

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[a]-are limited to "socially" learning difficulties without intervening with targeted pedagogical interventions in behavioral problems due to intraschool violence.

[b]- they know that all children with or without disabilities are familiar with violence, which is often used as a communication code in interactive games of imposition and conflict between young and old.

[c]-know that pedagogical steps include the prevention of victimization that occurs with intra-school violence through special education teaching interventions in primary school

Besides, as the professor [34] of Educational Sciences at Lumière University states: Lyon 2, Yves Jeanne in his book "Overcoming the violence of difficult adolescents", the understanding of human diversity involves many faces of fragility, which are sometimes radical. The author, a special pedagogist, has worked for more than twenty years with children and adolescents placed in educational boarding schools. He emphasizes that in situations of violence, the entire educational perception of the professional is mobilized in values, in arts of doing in the construction of reality. Only collective work can restore the deep attack on the identity of the project dynamics of teaching, which constitutes the response to violence. Yves Jeanne urges us to question the ways of teaching and educating those who do not operate "according to standards", proposing to accompany and care for students who experience school violence with actions that promote T.I.S.I.P.S.E.T practices and inclusive mechanisms within the framework of inclusive education. Finally, the proposal for dissemination of research results, good practices and innovations can help in the understanding, pedagogical treatment and prevention of school violence.

In this way, we conclude that special education and training can contribute to the regeneration of ideas and clinical, educational and social practices, to address intra-school violence, supporting the most vulnerable, who find it difficult to live in societies that do not tolerate imperfection and unpredictability. In a pedagogical process where the teaching relationship between teacher and student is never complete, it is open to emotional negotiation in expressions of pluralism, it recognizes fragility as a common situation, placing "intra-school violence" in the normality of human life. In this way, special education and training can contribute to the regeneration of ideas, clinical, educational and social practices, especially for the most vulnerable, who find it difficult to live in our societies that find it difficult to face imperfection and unpredictability. In an endless and incomplete process, teaching interventions give way to expressions of multiplicity, recognizing fragility as a common condition, placing visible and invisible disability in the ordinary course of human life. Teaching interventions in the integration department recognize the content of emotional disability, which includes violence, anger and fear. These, aiming at embodied, shared, useful knowledge, intertwine knowledge from different disciplines, from various cultural contexts and put research, field experiences, with specific roles and specific achievements into dialogue.

### ACKNOWLEDGMENT

I feel a deep need to express my gratitude to all the students who trusted me and we worked together with them, their parents, and their teachers to deal with the experience of mental pain.

### ACRONYMS

[a] W.H.O. [World Health Organization]

[b] T.I.S.I.P.S.E.T. [Targeted, Individual, Structured, Inclusive, Pedagogical Program in special education and Training]

[c] S.E.T. [Special Education and Training]

[d] SpLds [Specific learning disabilities and difficulties]

[e] F.A.P.S.E. [Framework of Analytical Program for Special Education]

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