

Journal of Regional & Socio-Economic Issues

Volume 7, Special Issue 1, June 2017

ISSN 2049-1409

Guest Editor

Assistant Professor Dr. Efstratios Papanis, *Department of Sociology, University of the Aegean*

Table of Contents

- *Human Resources Management Greek Health System* (by Anastasopoulou Charikleia)
- *The evolution of health expenditure in Greece of economic crisis* (by Themelidou Maria)
- *Young men's and women's knowledge and views regarding the existing contraceptive methods and their use and effectiveness* (by Gketsios Ioannis, Yfanti Eleni, Belitsi Vasiliki and Karagouti Vasileia)
- *Parental Stress and language disorders in the years of Greek economic crisis* (by Anastasopoulou Charikleia)
- *Noncommunicable diseases (NCDs) and chronic health problems: how counselling and coaching affect patients adherence to a healthier lifestyle* (by Keramidaki Konstantia)
- *Detecting Dyslexia in Primary School: The Teachers' Perspective* (by Poyropoulou Elvira-Eleni and Zachou Vaia-Nefeli)
- *Intercultural competence and Readiness of teachers in the contemporary multicultural school environment* (by Leze Evaggelia)
- *The contribution of "mutual respect" relationships between educator and student in the emotional cognitive autonomy of students* (by Vasiliki Matiaki)
- *A school without exclusion. The inclusion model or the model of inclusive education* (by Marizoi Papaioannou)
- *A quantitative research: Factors affecting career choice during the last period of adolescence* (Savvidou Maria and Zezos Gregorios)
- *The assistance of the family environment of autistic children: difficulties of acceptance and achievements* (by Sfakianaki Kalliopi)
- *Counselling in Special Education* (by Sofia Paklatzoglou and Marizoi Papaioannou)
- *The transition of a woman from a literary hero to a writer* (by Dimitra Sidiropoulou)
- *Child and Divorce* (by Sismanidou Eleni)
- *The importance of collaborative, interdisciplinary intervention in autism: a case study* (by Souras Dionysios, Asariotou Nektaria and Kazadinou Maria)
- *Educational Psychology and Child Psychology* (by Tapini Chrysi)
- *The role of language in child's cognitive development* (by Pantelis C. Chalkias)
- *Cyberbullying & Emotional Intelligence: The use of emotional coaching as a means of cyberbullying intervention-based activities at schools* (by Georgoudi Ioanna Kalliopi)
- *Developing Social Skills in students with Asperger Syndrome via Coaching: a case study* (by Giannakakou Evaggelia and Kibukidou Anastasia)
- *Counseling, Mediation, Mentoring, Coaching: research development and contemporary approaches* (Sofia Katsigianni)
- *The tulip and butterfly school* (by Maria Baxevanou)

Book Review

Call for Papers

Instructions to Authors

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index
The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly Resources, OCLC WorldCat EconBiz - ECONIS, CITEFACTOR, Open Access

JOURNAL OF REGIONAL SOCIO- ECONOMIC ISSUES (JRSEI)

SPECIAL ISSUE JUNE 2017

Journal of Regional & Socio-Economic Issues (Print) ISSN 2049-1395

Journal of Regional & Socio-Economic Issues (Online) ISSN 2049-1409

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index

The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly Resources, OCLC WorldCat, EconBiz - ECONIS, CITEFACTOR, OpenAccess

JOURNAL OF REGIONAL SOCIO-ECONOMIC ISSUES (JRSEI)

ISSN No. 2049-1409

Aims of the Journal: Journal of Regional Socio-Economic Issues (JRSEI) is an international multidisciplinary refereed journal the purpose of which is to present papers manuscripts linked to all aspects of regional socio-economic and business and related issues. The views expressed in this journal are the personal views of the authors and do not necessarily reflect the views of JRSEI journal. The journal invites contributions from both academic and industry scholars. Electronic submissions are highly encouraged (mail to: gkorres@geo.aegean.gr).

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index
International Institute of Organized Research (I2OR) database

The journal is catalogued in the following catalogues: [ROAD: Directory of Open Access Scholarly Resources](#), [OCLC WorldCat](#), [EconBiz - ECONIS](#), [CITEFACTOR](#), OpenAccess

Guest-Editor

- Assistant Professor Dr. Efstratios Papanis, Department of Sociology, University of the Aegean, papanis@papanis.com

Chief-Editor

- Prof. Dr. George M. Korres: Professor University of the Aegean, School of Social Sciences, Department of Geography, gkorres@geo.aegean.gr

Editorial Board (alphabetical order)

- Assoc. Prof. Dr. Zacharoula S. Andreopoulou, Aristotle University of Thessaloniki, Faculty of Forestry and Natural Environment, School of Agriculture, Forestry & Natural Environment, randreop@for.auth.gr
- Dr. Stilianos Alexiadis, Ministry of Reconstruction of Production, Environment & Energy Department of Strategic Planning, Rural Development, Evaluation & Statistics, salexiadis7@aim.com; salexiad@hotmail.com
- Assoc. Prof. Dr. Maria Athina Artavani, Department of Military Science, Hellenic Military Academy, Greece, artmar000@yahoo.gr
- Prof. Dr. Elias G. Carayannis: School of Business, George Washington University, USA, caraye@otenet.gr; caraye@gwu.edu
- Prof. Dr. Christos Frangos, Technological Institute of Athens, cfragos@teiath.gr
- Prof. Dr. Andreas Demetriou, Department of Military Science, Hellenic Military Academy, Greece, andrewd@otenet.gr
- Ass. Professor Dr Vicky Delitheou, Department of Economics and Regional Development, Panteion University of Social and Political Sciences of Athens, Email: vdelith@hua.gr
- Prof. Dr. Hanna Dudek: Warsaw University of Life Sciences, hanna_dudek@sggw.pl
- Prof. Dr. George Gkantziias: Hellenic Open University, ggantziias@yahoo.gr
- Prof. Dr. George Halkos, Department of Economics, University of Thessaly, halkos@uth.gr
- Prof. Dr. Richard Harris: Durham University, r.i.d.harris@durham.ac.uk
- Ass. Prof. Dr. Olga-Ioanna Kalantzi, Department of Environment, University of the Aegean, Email: kalantzi@aegean.gr
- Assoc. Prof. Dr. Stephanos Karagiannis, Panteion University, stephanoskar@yahoo.gr
- Ass. Prof. Dr. Marina-Selini Katsaiti, Department of Economics & Finance, College of

Business & Economics, United Arab Emirates University, UAE,
Selini.katsaiti@uaeu.ac.ae

- **Prof. Dr. Christos Kitsos**, Technological Institute of Athens, xkitsos@teiath.gr
- **Dr. Aikaterini Kokkinou**, Department of Military Science, Hellenic Military Academy, Greece, aikaterinikokkinou@gmail.com
- **Prof. Dr. Elias A. Kourliouros**, Department of Economics, University of Patras, e.kourliouros@aegean.gr; e.kourliouros@gmail.com
- **Ass. Prof. Dr. Christos Ladias**, Panteion University, Greece caladias@otenet.gr
- **Prof. Dr. Dimitrios Lagos**, Department of Business Administration, University of the Aegean, d.lagos@aegean.gr
- **Assoc. Prof. Dr. Charalambos Louca**: Head of Business Department, Director of Research Department, charalambos.louca@ac.ac.cy
- **Assoc. Prof. Dr. Evangelos Manolas**, Department of Forestry & Management of the Environment & Natural Resources, School of Agricultural & Forestry Sciences, Democritus University of Thrace. E-mail: emanolas@fmenr.duth.gr
- **Prof. Dr. Emmanuel Marmaras**: Technical University of Crete, em.marmaras@gmail.com; em.marmaras@arch.tuc.gr
- **Prof. Dr. Ioannis Th. Mazis**, National and Kapodistrian University of Athens, Faculty of Turkish Studies and Modern Asian Studies, School of Economics and Political Sciences, yianmazis@turkmas.uoa.gr; mazis@her.forthnet.gr;
- **Prof. Dr. Maria Michailidis**: Dean, Department of Management & MIS, University of Nicosia, michailidis.m@unic.ac.cy
- **Prof. Dr. Photis Nanopoulos**, Former Director of Eurostat, pnh@otenet.gr
- **Prof. Dr. Nikitas Nikitakos**, Department of Shipping Trade and Transport, University of the Aegean, Email: nnik@aegean.gr
- **Dr. Pablo Ruiz-Nápoles**, Faculty of Economics, Universidad Nacional Autónoma de Mexico, ruizna@servidor.unam.mx
- **Assistant Professor Dr. Efstratios Papanis**, Department of Sociology, University of the Aegean, papanis@papanis.com
- **Assoc. Prof. Gerasimos Pavlogeorgatos (PhD)**, Department of Cultural Technology and Communication, University of the Aegean, gpav@aegean.gr
- **Prof. Dr. George Polychronopoulos**, Technological Institute of Athens, gpoly@teiath.gr
- **Prof. Dr. Kiran Prasad**, Professor Sri Padmavati Mahila University kiranrn_prasad@hotmail.com; kiranrn.prasad@gmail.com;
- **Dr. Efthymia Sarantakou**, Architect Engineer, adjunct lecturer at the Hellenic Open University and at the Technological Educational Institute of Athens, esarad@otenet.gr
- **Associate Professor Dr. Anastasia Stratigea**, National Technical University of Athens, School of Rural and Surveying Engineering, Department of Geography and Regional Planning, stratige@central.ntua.gr
- **Prof. Paris Tsartas**, Harokopio University, Athens, Greece, ptsar@aegean.gr
- **Prof. Dr. George O. Tsobanoglou**, University of the Aegean, Department of Sociology, g.tsobanoglou@soc.aegean.gr
- **Assoc. Professor Dr. George Tsourvakas**, School of Economic and Political Studies, Department of Journalism and Mass Communications, Aristotle University of Thessaloniki, Email: gtsourv@jour.auth.gr
- **Prof. Dr. George Zestos**, Christopher Newport University, gbestos@cnu.edu

Table of Contents

Editorial Board	3
Table of Contents	5
Editorial Note	6
Paper 1: Human Resources Management in Greek Health System (by Anastasopoulou Charikleia)	8
Paper 2: The evolution of health expenditure in Greece of economic crisis (by Themelidou Maria)	22
Paper 3: Young men's and women's knowledge and views regarding the existing contraceptive methods and their use and effectiveness (by Gketsios Ioannis, Yfanti Eleni, Belitsi Vasiliki and Karagouti Vasileia)	27
Paper 4: Parental Stress and language disorders in the years of Greek economic crisis (by Anastasopoulou Charikleia)	35
Paper 5: Noncommunicable diseases (NCDs) and chronic health problems: how counselling and coaching can affect patients adherence to a healthier lifestyle (by Keramidaki Konstantia)	41
Paper 6: Detecting Dyslexia in Primary School: The Teachers' Perspective (by Danopoulou Elvira-Eleni and Zachou Vaia-Nefeli)	51
Paper 7: Intercultural competence and Readiness of teachers in the contemporary multicultural school environment (by Leze Evaggelia)	61
Paper 8: The contribution of "mutual respect" relationships between educator and student in the emotional and cognitive autonomy of students (by Vasiliki Matiaki)	69
Paper 9: A school without exclusion. The inclusion model or the model of inclusive education (by Marias-Zoi Papaioannou)	77
Paper 10: A quantitative research: Factors affecting career: choice during the last period of adolescence (by Savvidou Maria and Zegos Gregorios)	83
Paper 11: The assistance of the family environment of autistic children: difficulties of acceptance and achievements (by Sfakianaki Kalliopi)	89
Paper 12: Counselling in Special Education (by Sofia Paklatzoglou and Maria-Zoi Papaioannou)	93
Paper 13: The transition of a woman from a literary hero to a writer (by Dimitra Sidiropoulou)	101
Paper 14: Child and Divorce (by Sismanidou Eleni)	109
Paper 15: The importance of collaborative, interdisciplinary intervention in autism: a case study (by Sourelis Dionysios, Asariotou Nektaria and Kozadinou Maria)	115
Paper 16: Educational Psychology and Child-Psychology (by Tapini Chrysi)	123
Paper 17: The role of language in child's cognitive development (by Pantelis C. Chalkias)	131
Paper 18: Cyberbullying & Emotional Intelligence: The use of emotional coaching as a means of cyberbullying intervention-based activities at schools (by Georgoudi Ioanna Kalliopi)	135
Paper 19: Developing Social Skills in students with Asperger Syndrome via Co-teaching: a case study (by Giannakakou Evaggelia and Koukidou Anastasia)	143
Paper 20: Counseling, Mediation, Mentoring, Coaching: research development and contemporary approaches (by Sofia Katsigianni)	149
Paper 21: The tulip and butterfly school (by Maria Baxevanou)	155
Book Review	161
Call for Papers	162
Instructions to Authors	163

Editorial Note

This special issue, JRSEI, Volume 7, Issue 1, June 2017 provides a range of approaches towards counseling and coaching supported by scientific evidence and applied research, combined with counseling and coaching practices, maintaining an integrative approach by recognizing that the disciplines of counseling and psychology lay the necessary foundation for both personal and social development, promoting an in depth understanding of these topics, promoting, motivating, and supporting health, wellbeing, and positive behavior change, especially highly valued, particularly within the current economic crisis, in which human resources management is rather essential.

This issue aims to enable readers to develop an understanding of current best-practice and evidence-based approaches in coaching and counseling, in motivating and supporting behavior change, wellbeing and personal growth, as well as advanced interpersonal communication skills, and conflict resolution strategies.

This special issue, JRSEI, Volume 7, Issue 1, June 2017 is based on selected papers regarding socio-economic issues and perspectives of a wide range on modern topics, such as: Emotional Intelligence, Consulting & Education, Intercultural Counselling in Theory and in Practice, Mentoring and coaching, Educational Leadership and Counselling, Mentoring Guidance and Education, The emotional intelligence in adult education, E-counselling, Anger Management and Conflict Resolution, and Career Counselling. More specifically, this special issue JRSEI, Volume 7, Issue 1, June 2017 includes the following reviewed papers:

- Human Resources Management in Greek Health System (by Anastasopoulou Charikleia)
- The evolution of health expenditure in Greece of economic crisis (by Themelidou Maria)
- Young men's and women's knowledge and views regarding the existing contraceptive methods and their use and effectiveness (by Gketsios Ioannis, Yfanti Eleni, Belitsi Vasiliki and Karagouti Vasileia)
- Parental Stress and language disorders in the years of Greek economic crisis (by Anastasopoulou Charikleia)
- Noncommunicable diseases (NCDs) and chronic health problems: how counselling and coaching can affect patients adherence to a healthier lifestyle (by Keramidaki Konstantia)
- Detecting Dyslexia in Primary School: The Teachers' Perspective (by Danopoulou Elvira-Eleni and Zachou Vaia-Nefeli)
- Intercultural competence and Readiness of teachers in the contemporary multicultural school environment (by Leze Evaggelia)
- The contribution of "mutual respect" relationships between educator and student in the emotional and cognitive autonomy of students (by Vasiliki Matiaki)
- A school without exclusion. The inclusion model or the model of inclusive education (by Marias-Zoi Papaioannou)
- A quantitative research: Factors affecting career: choice during the last period of adolescence (by Savvidou Maria and Zetos Gregorios)
- The assistance of the family environment of autistic children: difficulties of acceptance and achievements (by Sfakianaki Kalliopi)
- Counselling in Special Education (by Sofia Paklatzoglou and Maria-Zoi Papaioannou)
- The transition of a woman from a literary hero to a writer (by Dimitra Sidiropoulou)

- Child and Divorce (by Sismanidou Eleni)
- The importance of collaborative, interdisciplinary intervention in autism: a case study (by Sourelis Dionysios, Asariotou Nektaria and Kozadinou Maria)
- Educational Psychology and Child-Psychology (by Tapini Chrysi)
- The role of language in child's cognitive development (by Pantelis C. Chalkias)
- Cyberbullying & Emotional Intelligence: The use of emotional coaching as a means of cyberbullying intervention-based activities at schools (by Georgoudi Ioanna Kalliopi)
- Developing Social Skills in students with Asperger Syndrome via Co-teaching: a case study (by Giannakakou Evaggelia and Koukidou Anastasia)
- Counseling, Mediation, Mentoring, Coaching: research development and contemporary approaches (by Sofia Katsigianni)
- The tulip and butterfly school (by Maria Baxevanou)

The authors of this special issue hereby declare that all papers included in this special issue are the result of their own actual work and originally authored by them, except explicitly stated otherwise in the text. Authors declare to be aware of and understand the journal's policy on plagiarism and except where states otherwise by reference or acknowledgment, the papers presented are entirely their own and any due references used are being clearly indicated and have been provided on all supporting literatures and resources.

Furthermore, I would like to express my deep thanks to the advisory committee, namely, Dr. Agni Vicky, Dr. Aikaterini Kokkinou, and Ms. Helen Prassa for their helpful comments and for continuing support regarding the publication of this volume.

The views expressed in this journal are the personal views of the authors, remain under their sole responsibility, and do not necessarily reflect the views of JRSEI journal.
The Editor,

Assistant Professor Dr. Efstratios Papanis
Department of Sociology, University of the Aegean

Advisory Committee

Dr. Agni Vicky

Dr. Aikaterini Kokkinou

Ms. Helen Prassa, MA

Human Resource Management in Greek Health System

Abstract:

The purpose of this study is to examine the adequacy of basic knowledge in Management organization, skills and competencies of managers in hospitals, especially those who manage the most 'living' resource of health, the nurses.

The reasons for choosing this subject is that nursing administration is related to execution of design operations, organization, staffing, address, the nursing staff control activities (evaluation). Perhaps is the most advanced mode of administration, because it is based on human interpersonal relationships and this part of the workforce is continually at the forefront. A role complex, demanding, responsible undoubtedly which requires both knowledge management human resource principles, and knowledge of the specifics of the nursing profession.

The methodology was selected and finally applied in this research is using a structured questionnaire was initially distributed to groups and sections nurses. Because of low participation questionnaire suitably adapted and took the form of an online survey using mail list of nursing services managers and social media.

The ultimate goal of this research is to become more than apparent that the human resource management, especially nursing resources deserve special attention. Require quality management supported by strategic and personnel management should be at the heart of effective leadership.

The survey results show that nursing administration system following the semi-public sector standards of administration lacks sufficient administrative knowledge and administrative flexibility. Further evidence that the human resources sector is a demanding field in which knowledge and experience of nurses is not enough to efficiently operate the "heart" of the hospital, the nurses. Besides the way nurses interact with their patients and colleagues directly affects not only the satisfaction of patients and colleagues and the safety of all. Therefore, human resource management is vital to an organization.

Keywords: human recourse management, leadership, health care system

Anastasopoulou Charikleia¹

¹Corresponding Address: Anastasopoulou Charikleia, Email: charananastas@gmail.com

1. Introduction

Nurses are one of the most important health professions in the world. They are responsible for a large number of critical care services for patients, health care services, including clinical care in hospitals, nursing homes, hostels and other health services.

The provision of health services is made known to the individual departments of the medical and nursing service, with each department having its own administrative autonomy. However, the departments must work together to address new trends, adopt innovative ideas, and work to achieve quality, efficiency and security.

The purpose of this study is to examine the adequacy of basic management skills, organization, skills and abilities of managers in nursing homes and those who administer the most "living" health care nurses.

The reasons for choosing this particular topic are that the nursing administration is involved in performing the functions of planning, organizing, staffing, management, and control (evaluation) of nursing staff activities. It is probably the most complex function of the administration because it is based on human interpersonal relationships and this part of human resources is permanently at the forefront.

Nursing staff managers are responsible for nursing services, quality of care as well as oversight of all staff, department budget and of course the creation of an environment that supports the professional training and commitment of employees. A role of a complex, demanding, responsible person who undoubtedly requires both the knowledge of human resources administrative authorities and knowledge of the specificities of the nursing profession.

2. The Survey

The methodology chosen and ultimately applied in this research is the use of a structured questionnaire originally distributed to groups and nursing departments. Due to low attendance, the questionnaire was appropriately adapted and took the form of online research using a list of nursing staff mail and social networking tools.

The ultimate goal of this research is to make it more conspicuous that the management of human resources, especially nursing resources, deserves particular attention. They require quality management supported by strategies and staff management must be at the heart of effective leadership.

The results of the research show that the nursing management system, following the governance standards of the wider public sector, lacks administrative knowledge and administrative flexibility. In addition, it turns out that the human resources sector is a demanding area in which the knowledge and professional experience of nurses is not enough to operate efficiently the "heart" of nursing institutions, nurses. Besides, the way nurses interact with patients and their colleagues directly affects not only the satisfaction of patients and colleagues but also everyone's safety. Therefore, human resource management is vital for an organization.

The questionnaire was answered by 25 people from different organizations with absolute confidentiality. In the first part of the questionnaire, questions were answered which were related to demographics. In the second part, questions were raised about the adequacy of their knowledge on administrative organization issues and mainly issues related to the management of human resources within health organizations. The questions were all closed type of multiple choice.

Age Distribution: In the age distribution of the sample, as the graph shows, as the majority of participants, their age is between 28-39 years. Here is the age distribution between 42-49 years, then the age distribution between 28-35 years. The smallest percentages were in

the age group of 50-60 years, between 67-70 years with 4.5% and over 71 years with a small percentage of just 2.2%.

Educational / educational level: Most of the professional studies of the patients completing the questionnaire were with TEI specializations mainly of nursing specialty, few with postgraduate studies.

Working condition: According to the sample, all are public or private employees who are employed in health care units and are involved in the administration.

3. Analysis

Human resources management is one of the most dynamic and challenging areas of administration. In a dubious economic climate, due to the global economic crisis, the growing competitiveness of organizations, the changing technologies required by their integration, labor law reforms and frequent changes in the composition of the labor force in order for organizations to compete, It becomes difficult to use the workers in the most effective way to obtain business benefit (Van Dooren et al, 2015).

In recent years, as we all know, significant developments have been identified with the adoption of human resource management practices by health organizations, despite the reduction in personnel they are required to carry out and the necessary reorganization. Their need for more evidence-based scientific management and the assumption that workers are the key to their sustainable development is increasingly strengthening for new human resource management initiatives.

Despite the many interpretations of the term, which consists of two different concepts, that of the administration as a scientific function and the human potential working in bodies and as the material of the material that "transports" within the bodies a wide range of skills, talents and behaviors that it possesses, Influencing their efficiency, quality and profit, which may be the most probable is this interpretation of the "Harvard School", which includes all the decisions of the administration that affect the relationship Between the organization and its employees, its human resources (Beer et al 1985).

In Greek public hospitals there are restrictions from the administrative model itself, which applies to important issues such as human resources management (education, stimulation, development). Programming, at best, presents dysfunctions and shortcomings in its individual components (criteria for decision making, study of alternatives, adoption of appropriate methodology) and at worst, it is absent from public hospitals, making them cumbersome.

In summary, the health system in the Human Resource Management area has weaknesses which have been confirmed, reinforced by the results of the survey that: 48% right production and 44% leadership were considered unrelated to planning and control, However, rates show confusion as to their final decision.

Question 2 on human resource management (HR) methods that used by organizations only 20.8% answered the Human Resources section, which is the right answer, which demonstrates the lack of knowledge about human resources management.

In the third question, which process involves organizational goals and purposes, adopting an integrated strategy and developing a hierarchy of activities, 48% responded correctly to planning, 40% to goal management proving once again confusion and lack of basic organizational-management knowledge Nursing service.

To the question of whether management knowledge involves encouraging people in the organization, 58% rightly felt that there was a need to set up training programs aimed at all employees. However, they consider that the persons responsible for supervising and directing a group of workers in carrying out work (directly related to the creation and delivery of the agency's services) in the 50's are the mayor, indicating that the organization chart is known.

In addition, they argue that the support function that plans and implements 64% of the organization's employee management policies is the Human Resources Department, and that 70% of Employee Skills Management is responsible for examining whether workers have the Knowledge, skills, abilities and talents to achieve the goals of their work. Importantly, no one has responded to the fees and incentives that are needed in the human resources department and the most important ones.

What constitutes a provision for health and well-being by law, only 16.7% responded correctly to health care, reinforcing the view that executives are ignorant of the rights and obligations of staff. In addition to the question of what is not an organizational requirement of more than half of the sample, 54.2% responded to employee concerns, 20.8% correctly reported labor force trends, showing indifference to human resources. To get a little closer, investigating what is not an environmental impact, 37.5% of the sample participants rightly concluded that employees' concerns did not affect the organization's environment, while an equally important 29.2% excluded the trend Labor force from the environment.

With regard to employees' obligations towards organizations and vice versa, only 12.5% said that the psychological contract is rightly influenced, while a few more believe that there is a correlation of justice with the reward people receive from their efforts, ie. Compensation for the time and effort paid in employment, and that employees feel they are treated by their managers, just 28%.

The results were disappointing for the successful recognition of the duties, responsibilities and responsibilities expected to be required in a job, as well as the skills that workers need to have, only 29.2% responded through job analysis. Respondents' answers were shared by touching the level of randomness almost for the question of the work analysis technique for data collection by correctly giving 52.2% the standard approach and 47.8% the personalized gives even more disappointing picture of the knowledge and The quality of administrative nursing applied to health organizations.

Continuing with the analysis techniques and focusing on the personalized approach, an informal presentation of knowledge continues, with only 17.4% responding to critical events correctly, and this may be accidental. Drawing on the personalized approach and skills analysis that focuses, 37.5% responded correctly to work items, while 33.3% in none of these, confirms the above assumptions about the randomness of the correct answer.

Referring to communication and how the conflict between the verbal and non-verbal message of the manager is interpreted, only 20.8% correctly stated that it focuses on the non-verbal message only, proving that even effective communication is problematic in the health care settings.

Despite the fact that executives know theoretically that guidance as a leadership technique of 33.3% correctly performs when performance development needs are known and that 37.5% of motivation is needed that focus correctly on the specific factors of a person Activate, direct or stop behavior, they also consider that the cognitive background of individuals affects the situation, similarly to expectations and results.

4. Discussion

Leadership and senior management by implementing a strategic planning can improve health care and achieve employee satisfaction while retaining costs and costs. Employees must have clear performance standards as well as goals related to organizational goals.

One of the most effective ways HR applied to healthcare and using healthcare executives to achieve a change in their priorities is through organizational goals. So managers need to be clear about goals and expectations, and help organize the work of nursing staff and not just staff.

In the already volatile economic environment, the economic performance of the organization seems rather weak, particularly in terms of profitability, liquidity, and

performance (Grigoroudis et al., 2012). Future efforts should therefore focus on increasing the liquidity and improving the efficiency of the organization. In addition, improvement efforts should focus on increasing organizational efficiency and training staff directly related to resource allocation.

The Nursing Service should provide its employees with opportunities for learning, developing and developing their careers, including access to other resources, training, and the information they need to succeed. Essential growth opportunities should be given - making learning programs particularly important in terms of maintaining employee interest. When organizations can integrate learning with performance, it becomes much more relevant to employees because they see how by learning their activities they can support their personal needs for better performance and their development and positively influence patients and their

It is important in the health sector that executives be able to identify the ability of health care staff and professionals to provide high quality services and higher levels of care for patients. Capabilities must be clearly defined and consistently used throughout the employee's lifecycle.

In order to make progress in human management, resources must be understood as a strategic function rather than as an administrative routine (Hongoro et al 2004). The HRM needs to be significantly upgraded in the public sector as a whole, and in particular in the health sector in three directions. These areas include the number and roles of auxiliary staff whose qualifications are not internationally recognized but appear to be a success rate by providing a large number of health professionals who keep the system in place. Secondly, a careful understanding of the different aspects of human resources requires much more data and the experimentation of innovative arrangements. Thirdly, although there is little success so far, countries importing nursing staff from developing countries benefit greatly in improving working conditions for health workers in both exporting and importing countries through multilateral agreements and compensation arrangements.

However, there is no global strategy for improving HRM while the adoption and definition of HRM policies cannot by themselves lead to organizational success. There cannot be a "package" of human resources policies that is of general application but all are based on a mixture of elements of human resources policies and practices. Certainly, evaluation and review of the intermediate stages between human resources strategy and organizational performance is needed. The above would make healthcare units more competitive in a constantly changing environment as long as they adhere to the particular characteristics of the workplace, the working conditions, the personal characteristics of the staff, the personal priorities and the psychological state of the workers.

5. Conclusions

We now know by the abundance of bibliography the strong positive association between Human Resources Management (HRM) and the organizational results of an organization (Combs, Liu, Hall, & Ketchen, 2006), with an important issue to remain the mechanisms through which human resources associated with the various organizational outcomes. According to theoretical logic, the mechanisms governing and linking human resources to organizational results are used fragmentarily (Huselid & Becker, 2011; Wright & Gardner, 2003). In particular, the above vision applies to nursing institutions with some nursing staff members having adopted a behavioral perspective that suggests that HR practices can influence service output, affecting only employee behaviors. If employees act in ways that are consistent with the goals of the organization, clinic or department, then they consider their performance to be the best, and therefore the services provided. Few executives have again adopted the view that the human factor is more than a chapter in which the organization is based, focusing on the potential contributions of its abilities and that the workers are a set of knowledge, skills and abilities.

The purpose of this study was to examine the adequacy of basic management knowledge, organization, skills and abilities of managers in nursing homes, and in particular those who administer the most "alive" health care nurses. The ultimate goal of this research was to make it more conspicuous that the management of human resources, especially nursing resources, deserves particular attention. They require quality management supported by strategies and staff management must be at the heart of effective leadership.

The results of the research show that the nursing management system, following the governance standards of the wider public sector, lacks administrative knowledge and administrative flexibility. In addition, it turns out that the human resources sector is a demanding area in which the knowledge and professional experience of nurses is not enough to operate efficiently the "heart" of health institutions, nurses. Besides, the way nurses interact with patients and their colleagues directly affects not only the satisfaction of patients and colleagues but also everyone's safety. Therefore, human resource management is vital for an organization.

The results of this research briefly are disappointing with the existing correlation of knowledge, skills of nursing staff and human resources management, and there is no correlation between the effectiveness of the nursing service (as an administrative role) and goals of the organization.

Insufficient administration, consisting of centralization, bureaucracy, lack of computerization and modern management. In particular, the Human Personnel Management sector appears to be still "embryonic" in public health, and in an even worse situation is the Administration-Management of Nursing Staff in Greek Hospitals. The nursing service is limited to the needs of nursing units to cover the number of nurses in each department, ignoring the rights, obligations or circumventing them in favor of protecting the health of patients.

Lack of human resource planning organization as a result of unsuccessful administration and limiting the cognitive field of nursing management in nursing science. The result is the "eternal" shortage of nursing staff, the lack of flexibility in managing the staff to the different needs they present, and the changes that need to be made by the management of the nursing service. At this point, the interpersonal relations of the nursing service are often involved, due to the lack of administrative knowledge and authority, it seems impossible to take the necessary decisions for the benefit of both the nursing staff and the health organization in which it exists.

Lack of satisfactory hotel infrastructure and services, meaning that adequate building, land-use infrastructure is not provided on the one hand to help both nursing staff work better and on the other hand health services are offered with the quality required. A comfortable and welcoming environment would encourage health personnel to make the most of their abilities, with suitable spaces for short breaks, conversations, locker rooms. Also a beautiful environment always poses a positive and an indicator of harmony, care, health for all.

Lack of rigorous and credible control and evaluation of service provision. The answers given were disappointing with the analysis techniques and the methods that the organization owes to use to control its services. To date, ratings are standard, non-qualitative, which does not lead to change, but it is often punishable for staff. Also, additional qualifications, specializations, seminars and trainings do not receive the recognition that the nursing staff administration should use for the benefit of health.

The responses finally gathered in this research converge to the above conclusions, pointing to the difficulties they face on specific issues. While several responses were correct, the rates they paid were very low especially for issues related to the organization's benefits and obligations to the employee and vice versa. A fact that demonstrates pathogenesis in rendering clear roles, engagement and confusion within the work environment for accountability.

Lack of incentives, fees, and employee penalties is another major issue in the health sector. Delivering justice in work from research results rather frustrates and justifies at the same time the feeling of injustice, punishment felt by many health professionals. The answers with the percentages to be shared among the possible correct proposals show that the administrators confer justice and solve the issues on the basis of personal reasoning, beliefs without scientific documentation for the award of sentences, punishments and without the award of reward, encouragement of officials their work.

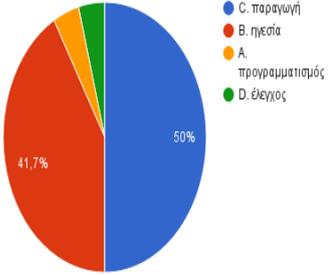
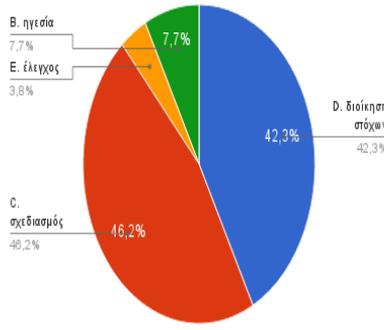
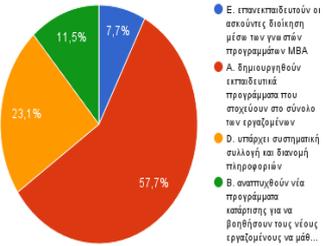
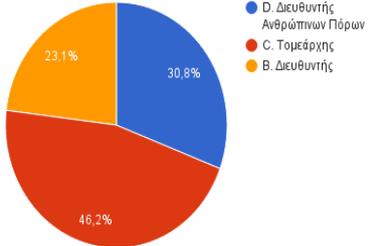
5. References

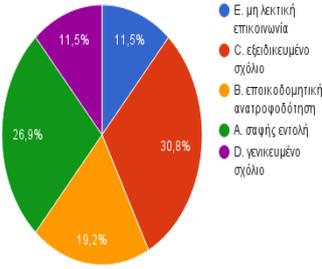
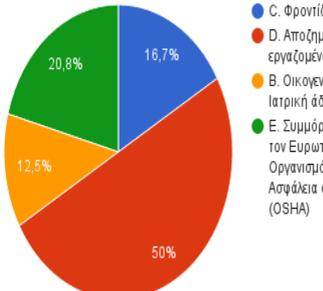
- Adamakidou, T., & Kalokerinou-Anagnostopoulou, A. (2009). *Methods of Funding of Hospital-based and Primary Health Care in Greece*. Nosileftiki,48(1).
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*.
- Athens, University. "The development of human resources in health and the staffing of the services of the National Health System."
- Avdi, K. (2013). Human resources for public administration.
- Becker, B., & Gerhart, B. (1996). *The impact of human resource management on organizational performance: Progress and prospects*. Academy of management journal, 39(4), 779-801.
- Boyne, G., Jenkins, G., & Poole, M. (1999). *Human resource management in the public and private sectors: An empirical comparison*. Public Administration,77(2), 407-420.
- Boyne, G. (2002). *Public and private management: what's the difference?*. Journal of management studies, 39, 97-122.
- Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*.
- Bratton, J., & Gold, J. (2012). *Human resource management: theory and practice*.
- Brester, C., Tregaskis, O., Hegewisch, A., & Mayne, L. (1996). *Comparative research in human resource management: a review and an example*. International Journal of Human Resource Management, 7(3), 585-604.
- Buchan, J. (2004). *What difference does ("good") HRM make*. Human resources for health, 2(6), 1-7.
- Christopoulou, M., & Karakostas, K. (2015). The administration of a nursing department in a public hospital. Perioperative Nursing - The Official Journal of the SY. D. NO. X, (Issue 1 January-April 2015), 19-27.
- Chatzoulipides, C. Implementation of Quality Management Standards. From industry and business, to healthcare units.
- Chen, L., Evans, T., Anand, S., Boufford, J. I., Brown, H., Chowdhury, M., & Wibulpolprasert, S. (2004). *Human resources for health: overcoming the crisis*. The Lancet, 364(9449), 1984-1990.
- Gialasos, S., & Zahavianni, G. (2014). Ethics in Human Resources Management
- Gogos, C. B. (2015). Administration at the public and private hospital in Greece.
- Contino, D. S. (2004). *Leadership competencies: knowledge, skills, and aptitudes nurses need to lead organizations effectively*. Critical Care Nurse,24(3), 52-64.
- Delery, J. E., & Doty, D. H. (1996). *Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions*. Academy of management Journal, 39(4), 802-835.
- Dent, M., & Whitehead, S. (Eds.). (2013). *Managing professional identities: Knowledge, performativities and the 'new' professional*.
- Dieleman, M., Gerretsen, B., & van der Wilt, G. J. (2009). *Human resource management interventions to improve health workers' performance in low and middle income countries: a realist review*. Health Res Policy Syst, 7(7).

- Dierkes, M., Child, J., & Nonaka, I. (2003). *Handbook of organizational learning and knowledge*.
- Eaton, S. C. (2000). *Beyond 'unloving care': Linking human resource management and patient care quality in nursing homes*. *International Journal of Human Resource Management*, 11(3), 591-616.
- Farnham, D., & Horton, S. (2000). *Human resources flexibilities in the public services*. *International Perspectives*.
- Filmer, D., & Pritchett, L. (1999). *The impact of public spending on health: does money matter?* *Social science & medicine*, 49(10), 1309-1323.
- Foot, M., & Hook, C. (2008). *Introducing human resource management*.
- Gerdtham, U. G., & Jönsson, B. (2000). *International comparisons of health expenditure: theory, data and econometric analysis*. *Handbook of health economics*, 1, 11-53.
- Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. (2004). *Managing human resources*.
- Guest, D. E. (1997). *Human resource management and performance: a review and research agenda*. *International journal of human resource management*, 8(3), 263-276.
- Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (1997). *Human resource management: Gaining a competitive advantage*.
- Hongoro, C., & McPake, B. (2004). *How to bridge the gap in human resources for health*. *The Lancet*, 364(9443), 1451-1456.
- Huselid, M. A. (1995). *The impact of human resource management practices on turnover, productivity, and corporate financial performance*. *Academy of management journal*, 38(3), 635-672.
- Huselid, M. A., Jackson, S. E., & Schuler, R. S. (1997). *Technical and strategic human resources management effectiveness as determinants of firm performance*. *Academy of Management journal*, 40(1), 171-188.
- Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2012). *How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms*. *Academy of management Journal*, 55(6), 1264-1294.
- Kabene, S. M., Orchard, C., Howard, J. M., Soriano, M. A., & Leduc, R. (2006). *The importance of human resources management in health care: a global context*. *Human resources for health*, 4(20), 1-17.
- Karaiskou, A., Malliarou, M., & Sarafis, P. (2012). *Economic crisis: impact on the health of citizens and consequences on health systems*. *Interscientific Health Care*, 4(2).
- Karasoulos, X (2015). *Modern approach to the operation of a hospital*.
- Kelesi-Stavropoulou, M. N., & Stavropoulou, M. K. (2015). *Managing human resources in the health sector*.
- Karageorgou, N. (2009). *Education and development of staff in the public sector* (Doctoral dissertation).
- Leonard, M., Graham, S., & Bonacum, D. (2004). *The human factor: the critical importance of effective teamwork and communication in providing safe care*. *Quality and Safety in Health Care*, 13(suppl 1), i85-i90.
- Manthopoulou, I. (2014). *The psychology in human resources management*.
- Manolarakis, K. (2013). *Human resources management strategy in multinational*.
- Murray, C. J., & Frenk, J. (2000). *A framework for assessing the performance of health systems*. *Bulletin of the world Health Organization*, 78(6), 717-731.
- Narasimhan, V., Brown, H., Pablos-Mendez, A., Adams, O., Dussault, G., Elzinga,

- G., & Chen, L. (2004). *Responding to the global human resources crisis*. The Lancet, 363(9419), 1469-1472.
- Panagiotopoulou, K., & Brokalaki, H. (2012). *Continuing Professional Education and the Motivational Orientation of Nurses*. Nosileftiki, 51(4).
- Pfeffer, J. (2010). *Building sustainable organizations: The human factor*. The Academy of Management Perspectives, 24(1), 34-45.
- Papantoniou, G. (2014). Job description, training and staff assessment as a necessary sequence for successful organizational development in the public sector. The case of nursing surgery.
- Panagiotidou, A. (2012). Human resources management as a competitive advantage of modern enterprises-organizations.
- Potouriadou, B., & Deligiannidou, D. (2015). The challenges of managing and developing human resources in the crisis.
- Rekleiti, M., Tananaki, M., & Kyloudis, P. (2012). *Health expenditure in the greek healthcare system: an international comparison*. Perioperative Nursing-Quarterly scientific, online official journal of GORNA, 1(1 January-April 2012), 3-14.
- Salvendy, G. (2012). *Handbook of human factors and ergonomics*.
- Schuler, R. S., & Jackson, S. E. (1987). *Linking competitive strategies with human resource management practices*. The Academy of Management Executive (1987-1989), 207-219.
- Scott, T., Mannion, R., Davies, H., & Marshall, M. (2003). *The quantitative measurement of organizational culture in health care: a review of the available instruments*. Health services research, 38(3), 923-945.
- Sakellaropoulos, Th., University, KP, Economou, Ch., University, EKP, Georgousi, E., Dimitris, Th. & Phiroopoulos, M. (2012). Structural and qualitative characteristics of human resources in the public health sector in Greece.
- Spinou, A. (2013). Assessment of human resources in public sector administration and analysis of contradictory articles of a related draft Presidential Decree 28.3. 2012.
- Sassalou, E. (2011). Strategic entrepreneurship and organizational change in the public sector (Doctoral dissertation).
- Vrachatis, D. A., & Papadopoulos, A. (2012). *Primary Health Care in Greece: Current Data and Perspectives*. Nosileftiki, 51(1).
- Wright, P. M., & McMahan, G. C. (1992). *Theoretical perspectives for strategic human resource management*. Journal of management, 18(2), 295-320.
- Wright, P. M., & Snell, S. A. (1998). *Toward a unifying framework for exploring fit and flexibility in strategic human resource management*. Academy of management review, 23(4), 756-772.
- Wright, P. M., & McMahan, G. C. (2011). *Exploring human capital: putting 'human' back into strategic human resource management*. Human Resource Management Journal, 21(2), 93-104.

Appendix

<p>Question 1: Which of the following is not related to the rest? A. Planning B. Leadership C. Production D. control E. organization</p> <p>Μέτρηση από Ποιο από τα παρακάτω δεν σχετίζεται με τα υπόλοιπα;</p>  <p>Question 2: Human resource management (HR) methods by organizations are: * A. HR Tools. B. HR practices C. HR Challenges D. HR department</p>	<p>Question 3: Which of the following is best characterized as a process it contains Organizational goals and objectives, the establishment of an integrated strategy and the Develop a hierarchy of activity plan * A. manipulation B. Leadership C. Design D. Goal Management E. control</p> <p>Ποιο από τα παρακάτω χαρακτηρίζεται καλύτερα ως διαδικασία η οποία εμπεριέχει οργανωτικούς σκοπούς και στόχους, θέσπιση ολοκληρωμένης στρατηγικής και την ανάπτυξη σχεδίου ιεραρχίας δραστηριοτήτων;</p> 
<p>Question 4: Knowledge of management involves encouraging individuals to: A. set up educational programs aimed at all Workers B. develop new training programs to help young people Workers to learn their work C. Develop collaboration with the university to provide educational solutions at home D. there is systematic collection and distribution of information E. re-educate executives through the known MBA programs</p> <p>Μέτρηση από Η γνώση διοίκησης εμπεριέχει την ενθάρρυνση των στόμων του οργανισμού για να:</p> 	<p>Question 5: What are the people responsible for supervising and guiding one Group of workers in relation to the execution of works (directly related to the Creation and delivery of the agency's services); A. Commander B. Director C. Headmaster D. Human Resources Manager</p> <p>Μέτρηση από Ποιο είναι τα άτομα που είναι υπεύθυνα για την εποπτεία και την καθοδήγηση μιας ομάδας εργαζομένων ως προς την εκτέλεση εργασιών (που έχουν άμεση σχέση με τη δημιουργία και την παράδοση των υπηρεσιών του οργανισμού);</p> 
<p>Question 6: The supportive function that designs and implements the organization's policies for employee management is done by: A. Work Planning B. Human Resources Manager C. Department of Human Resources D. Organizational policy</p>	<p>Question 7: Ensuring that employees have the necessary knowledge, skills, abilities and talents to achieve the goals of their work in which of the following categories falls? A. Work Planning and Workforce Planning B. Managing Employee Skills C. Management of Attitudes and Behavior of Employees D. Fees and incentives</p>

<p>Μέτρηση από Η υποστηρικτική λειτουργία που σχεδιάζει και εφαρμόζει τις πολιτικές του οργανισμού για τη διαχείριση των εργαζομένων γίνεται από :</p>  <ul style="list-style-type: none"> ● B. Διευθυντή Ανθρώπινων Πόρων ● C. Τμήμα Ανθρώπινων Πόρων ● D. Οργανωτική πολιτική ● A. Σχεδιασμό εργασίας 	<p>Μέτρηση από Η διασφάλιση ότι οι εργαζόμενοι έχουν τις απαραίτητες γνώσεις, δεξιότητες, ικανότητες και ταλέντα για να επιτύχουν τους στόχους της εργασίας τους σε ποια από τις παρακάτω κατηγορίες εμπίπτει:</p>  <ul style="list-style-type: none"> ● C. Διαχείριση στάσεων και συμπεριφορών Εργαζομένων ● B. Διαχείριση Δεξιοτήτων Υπάλληλων ● A. Σχεδιασμός εργασίας και προγραμματισμός του εργατικού δυναμικού
<p>Question 8: "Always arrogant and undeniable is something that needs to be corrected," it is Message from a manager / manager to a worker. Which of the following describes this comment better?</p> <p>A. clear mandate B. constructive feedback C. Special comment D. generalized comment E. non-verbal communication.</p> <p>Μέτρηση από "Πόσους καθυστερείς και αναμφισβήτητα είναι κάτι που πρέπει να διορθωθεί", είναι το μήνυμα ενός υπευθύνου/ διευθυντή προς εργαζόμενο. Ποιο από τα ακόλουθα περιγράφει καλύτερα το σχόλιο αυτό;</p>  <ul style="list-style-type: none"> ● E. μη λεκτική επικοινωνία ● C. εξειδικευμένο σχόλιο ● B. επικοινωνιακή ανατροφοδότηση ● A. σαφής επιτολή ● D. γενικευμένο σχόλιο 	<p>Question9: Which of the following is not a benefit for health and wellbeing by law:</p> <p>A. Social Security B. Family Medicine permission C. Health care D. Employee compensation E. Compliance with the European Agency for Safety at Work (OSHA)</p> <p>Ποιο από τα παρακάτω δεν αποτελεί παροχή, για την υγεία και την ευεξία από το νόμο:</p>  <ul style="list-style-type: none"> ● C. Φροντίδα υγείας ● D. Αποζημίωση εργαζομένων ● B. Οικογενειακή - Ιατρική άδεια ● E. Συμμόρφωση με τον Ευρωπαϊκό Οργανισμό για την Ασφάλεια στην Υγεία (OSHA)
<p>Question 10: When the practices implemented within each HR activity are consistent between them there is a balance when the practices applied to organizations are working on an agreement as well as on the external challenges they face he faces, there is no balancing</p> <p>A. Proper balancing B. Internal Balancing, C. External Balancing</p>	<p>Question 11: Which of the following is not an organizational requirement?</p> <p>A. Strategy B. Labor Force Trends C. Organizational culture D. Employee concerns E. Organization Features</p>

<p>Μέτρηση από Όσων οι πρακτικές που εφαρμόζονται μέσα σε κάθε δραστηριότητα HR είναι συνεπείς μεταξύ τους υπάρχει εξισορρόπηση, Όσων οι πρακτικές που εφαρμόζονται στον οργανισμό λειτουργούν κατόπιν συμφωνίας καθώς και με τις εξωτερικές προκλήσεις που αντιμετωπίζει, δεν υπάρχει εξισορρόπηση</p> <p> ● Β. Εσωτερική εξισορρόπηση ● Α. Σωστή εξισορρόπηση ● Εξωτερική εξισορρόπηση </p>	<p>Ποιο από τα παρακάτω δεν αποτελεί οργανωτική απαίτηση;</p> <p> ● Β. Τάσεις εργατικής δύναμης ● Δ. Ανησυχίες υπαλλήλων ● C. Οργανωτική κουλτούρα ● E. Χαρακτηριστικά οργανισμού </p>
<p>Question 12: Which of the following is not an environmental impact? A. Technology B. Globalization C. Labor Force Trends D. Employee concerns E. Ethical and social responsibilities</p> <p>Ποιο από τα ακόλουθα δεν αποτελεί επίδραση του περιβάλλοντος;</p> <p> ● D. Ανησυχίες υπαλλήλων ● E. Ηθικές και κοινωνικές ευθύνες ● C. Τάσεις εργατικής δύναμης ● A. Τεχνολογία ● B. Παγκοσμιοποίηση </p>	<p>Question 13: Employees' obligations that they owe to their company and company owes them agrees to: A. Psychological Contract B. Interaction Justice C. Distributive justice D. Procedural justice</p> <p>Οι υποχρεώσεις που πιστεύουν οι εργαζόμενοι ότι οφείλουν στην εταιρεία τους και η εταιρεία τους χρωστάει συμφωνεί με την:</p> <p> ● A. Ψυχολογική σύμβαση ● B. Δικαιοσύνη αλληλεπίδρασης (Interaction Justice) ● D. Διαδικαστικής Δικαιοσύνης (Procedural Justice) ● C. Διανεμητική Δικαιοσύνη (Distributive justice) </p>
<p>Question 14: What type of justice deals with the reward people receive from their efforts, e.g. Compensation for the time and effort paid in employment, and how employees feel that they are being treated by their managers? A. Procedural justice B. Interaction Justice C. Work Life Balance D. Distributive justice</p> <p>Ποιος τύπος δικαιοσύνης ασχολείται με την ανταμείβη που λαμβάνουν τα άτομα από τις προσπάθειές τους, π.χ. αποζημίωση για το χρόνο και την προσπάθεια που καταβάλλεται κατά την απασχόληση, και πως οι εργαζόμενοι αισθάνονται ότι αντιμετωπίζονται από τους διαχειριστές τους;</p> <p> ● D. Διανεμητική Δικαιοσύνη (Distributive justice) ● B. Δικαιοσύνη αλληλεπίδρασης (Interaction Justice) ● A. Διαδικαστικής Δικαιοσύνης (Procedural justice) ● C. Ισορροπία ζωής-εργασίας </p>	<p>Question 15: Tackling people differently due to their particular characteristics that are not related to their ability to perform the job is called A. Prejudice B. Distinction C. Racism D. None of the above</p> <p>Η αντιμετώπιση των ατόμων με διαφορετικό τρόπο λόγω των ιδιαίτερων χαρακτηριστικών που δεν σχετίζονται με την ικανότητά τους να εκτελούν την εργασία τους λέγεται</p> <p> ● D. Τίποτα από τα παραπάνω ● A. Προκατάληψη ● B. Διάκριση </p>
<p>Question 16: The style of leadership in which the manager calls out is its characteristic A. participatory leadership</p>	<p>Question 17: Successful recognition of tasks, responsibilities and responsibilities expected to be required in a job, as well as the abilities they need to have employees through:</p>

<p>B. Goodwill leadership C. Autocratic leadership D. Free leadership E. democratic leadership</p> <p>Το στυλ της ηγεσίας στο οποίο ο manager φωνάζει είναι χαρακτηριστικό της</p> <table border="1"> <tr><th>Λειτουργία</th><th>Ποσοστό</th></tr> <tr><td>C. αυταρχικής ηγεσίας</td><td>87,5%</td></tr> <tr><td>A. συμμετοχικής ηγεσίας</td><td>8,3%</td></tr> <tr><td>D. ελεύθερης ηγεσίας</td><td>4,2%</td></tr> </table>	Λειτουργία	Ποσοστό	C. αυταρχικής ηγεσίας	87,5%	A. συμμετοχικής ηγεσίας	8,3%	D. ελεύθερης ηγεσίας	4,2%	<p>A. Planning the workforce B. Job Description C. Work specifications D. job analysis</p> <p>Η επιτυχής αναγνώριση των καθηκόντων, υποχρεώσεων και ευθυνών που αναμένονται να απαιτηθούν σε μια δουλειά, καθώς και οι ικανότητες που πρέπει να διαθέτουν οι εργαζόμενοι γίνεται μέσω:</p> <table border="1"> <tr><th>Μέθοδος</th><th>Ποσοστό</th></tr> <tr><td>D. ανάλυση θέσεων εργασίας</td><td>30,8%</td></tr> <tr><td>A. προγραμματισμός του εργατικού δυναμικού</td><td>38,5%</td></tr> <tr><td>C. προδιαγραφές εργασίας</td><td>23,1%</td></tr> <tr><td>B. Περιγραφή δουλειάς</td><td>7,7%</td></tr> </table>	Μέθοδος	Ποσοστό	D. ανάλυση θέσεων εργασίας	30,8%	A. προγραμματισμός του εργατικού δυναμικού	38,5%	C. προδιαγραφές εργασίας	23,1%	B. Περιγραφή δουλειάς	7,7%				
Λειτουργία	Ποσοστό																						
C. αυταρχικής ηγεσίας	87,5%																						
A. συμμετοχικής ηγεσίας	8,3%																						
D. ελεύθερης ηγεσίας	4,2%																						
Μέθοδος	Ποσοστό																						
D. ανάλυση θέσεων εργασίας	30,8%																						
A. προγραμματισμός του εργατικού δυναμικού	38,5%																						
C. προδιαγραφές εργασίας	23,1%																						
B. Περιγραφή δουλειάς	7,7%																						
<p>Question 18: In what working analysis technique the approach uses a single instrument (Questionnaire or O * Net) for data collection, uses Functional Work Analysis, and uses Position Analysis questionnaires? A. standardized approach B. personalized approach.</p> <p>Σε ποια τεχνική ανάλυσης εργασίας, η προσέγγιση χρησιμοποιεί ένα ενιαίο όργανο (ερωτηματολόγιο ή O * Net) για τη συλλογή δεδομένων, χρησιμοποιεί Λειτουργική Ανάλυση Εργασίας, και χρησιμοποιεί ερωτηματολόγια Ανάλυσης θέσεων</p> <table border="1"> <tr><th>Τεχνική</th><th>Ποσοστό</th></tr> <tr><td>B. Εξατομικευμένη προσέγγιση</td><td>52%</td></tr> <tr><td>A. Τυποποιημένη προσέγγιση</td><td>44%</td></tr> </table>	Τεχνική	Ποσοστό	B. Εξατομικευμένη προσέγγιση	52%	A. Τυποποιημένη προσέγγιση	44%	<p>Question 19: In labor analysis techniques, the personalized approach focuses on specific descriptions of work activities that distinguish good from poor performance. A. inventory of work B. Critical events C. job data D. None</p> <p>Στις τεχνικές ανάλυσης εργασίας, η εξατομικευμένη προσέγγιση εστιάζει σε συγκεκριμένες περιγραφές των εργασιακών δραστηριοτήτων που διακρίνει την καλή από την κακή απόδοση.</p> <table border="1"> <tr><th>Τεχνική</th><th>Ποσοστό</th></tr> <tr><td>A. απογραφή εργασιών</td><td>36%</td></tr> <tr><td>D. Κανένα</td><td>28%</td></tr> <tr><td>B. Κρίσιμα συμβάντα</td><td>16%</td></tr> <tr><td>C. Στοιχεία θέσεων εργασίας</td><td>16%</td></tr> </table>	Τεχνική	Ποσοστό	A. απογραφή εργασιών	36%	D. Κανένα	28%	B. Κρίσιμα συμβάντα	16%	C. Στοιχεία θέσεων εργασίας	16%						
Τεχνική	Ποσοστό																						
B. Εξατομικευμένη προσέγγιση	52%																						
A. Τυποποιημένη προσέγγιση	44%																						
Τεχνική	Ποσοστό																						
A. απογραφή εργασιών	36%																						
D. Κανένα	28%																						
B. Κρίσιμα συμβάντα	16%																						
C. Στοιχεία θέσεων εργασίας	16%																						
<p>Question 20: Applying the work analysis techniques, the personalized approach focuses on analyzing employee skills instead of analysis tasks to be performed: A. inventory of work B. Work items C. Critical Events D. None</p> <p>Εφαρμόζοντας τις τεχνικές ανάλυσης εργασίας, η εξατομικευμένη προσέγγιση επικεντρώνεται στην ανάλυση των ικανοτήτων των εργαζομένων αντί στην ανάλυση εργασιών που πρέπει να εκτελεστούν.</p> <table border="1"> <tr><th>Τεχνική</th><th>Ποσοστό</th></tr> <tr><td>C. Κρίσιμα συμβάντα</td><td>34,6%</td></tr> <tr><td>D. Κανένα</td><td>34,6%</td></tr> <tr><td>B. Στοιχεία εργασίας</td><td>15,4%</td></tr> <tr><td>A. Απογραφή εργασιών</td><td>11,5%</td></tr> </table>	Τεχνική	Ποσοστό	C. Κρίσιμα συμβάντα	34,6%	D. Κανένα	34,6%	B. Στοιχεία εργασίας	15,4%	A. Απογραφή εργασιών	11,5%	<p>Question 21: If the verbal and non-verbal part of the manager message is in conflict between the bibliography argues that the clerk is able to believe one of the following: A. the verbal message only B. the non-verbal message only C. Depending on the conditions given the message D. none of the two (verbal / non-verbal) E. likely to judge what part of the message to believe</p> <p>Αν το λεκτικό και μη λεκτικό τμήμα του μηνύματος του manager βρίσκονται σε σύγκρουση μεταξύ τους η βιβλιογραφία υποστηρίζει ότι ο υπάλληλος είναι δυνατό να πιστέψει ένα από τα παρακάτω:</p> <table border="1"> <tr><th>Απόφαση</th><th>Ποσοστό</th></tr> <tr><td>D. κανένα από τα δυο (λεκτικό / μη λεκτικό)</td><td>11,5%</td></tr> <tr><td>E. πιθανό να κρίνει ποιο τμήμα του μηνύματος να πιστέψει</td><td>30,8%</td></tr> <tr><td>C. εξαρτάται τις συνθήκες που δόθηκε το μήνυμα</td><td>34,6%</td></tr> <tr><td>B. το μη λεκτικό μήνυμα μόνο</td><td>19,2%</td></tr> <tr><td>A. το λεκτικό μήνυμα μόνο</td><td>4,9%</td></tr> </table>	Απόφαση	Ποσοστό	D. κανένα από τα δυο (λεκτικό / μη λεκτικό)	11,5%	E. πιθανό να κρίνει ποιο τμήμα του μηνύματος να πιστέψει	30,8%	C. εξαρτάται τις συνθήκες που δόθηκε το μήνυμα	34,6%	B. το μη λεκτικό μήνυμα μόνο	19,2%	A. το λεκτικό μήνυμα μόνο	4,9%
Τεχνική	Ποσοστό																						
C. Κρίσιμα συμβάντα	34,6%																						
D. Κανένα	34,6%																						
B. Στοιχεία εργασίας	15,4%																						
A. Απογραφή εργασιών	11,5%																						
Απόφαση	Ποσοστό																						
D. κανένα από τα δυο (λεκτικό / μη λεκτικό)	11,5%																						
E. πιθανό να κρίνει ποιο τμήμα του μηνύματος να πιστέψει	30,8%																						
C. εξαρτάται τις συνθήκες που δόθηκε το μήνυμα	34,6%																						
B. το μη λεκτικό μήνυμα μόνο	19,2%																						
A. το λεκτικό μήνυμα μόνο	4,9%																						

<p>Question 22: Which of the following pairs of management functions is more Interdependent? A. staffing and organization B. staffing and control C. planning and leadership D. design and control E. Discipline and recruitment</p> <p>Ποιο από τα παρακάτω ζεύγη λειτουργιών της διοίκησης είναι περισσότερο αλληλοεξαρτώμενα;</p> <table border="1"> <caption>Data for Question 22</caption> <thead> <tr> <th>Option</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>D. σχεδιασμός και έλεγχος</td> <td>54,2%</td> </tr> <tr> <td>A. στελέχωση και οργάνωση</td> <td>29,2%</td> </tr> <tr> <td>B. στελέχωση και έλεγχος</td> <td>12,5%</td> </tr> <tr> <td>C. σχεδιασμός και ηγεσία</td> <td>4,1%</td> </tr> </tbody> </table>	Option	Percentage	D. σχεδιασμός και έλεγχος	54,2%	A. στελέχωση και οργάνωση	29,2%	B. στελέχωση και έλεγχος	12,5%	C. σχεδιασμός και ηγεσία	4,1%	<p>Question 23: Guidance as a leadership technique is more likely to yield when it is true: A. the employees are well trained B. the task is in place and implemented C. performance development needs are known D. a valid performance evaluation procedure is used E. Training programs are offered</p> <p>Η καθοδήγηση ως τεχνική ηγεσίας είναι περισσότερο πιθανό να αποδώσει όταν ισχύει:</p> <table border="1"> <caption>Data for Question 23</caption> <thead> <tr> <th>Option</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>B. το καθηκονολόγιο βρίσκεται σε ισχύ και εφαρμόζεται</td> <td>30,8%</td> </tr> <tr> <td>C. οι ανάγκες για την ανάπτυξη της απόδοσης είναι γνωστές</td> <td>23,1%</td> </tr> <tr> <td>D. χρησιμοποιείται έγκυρη διαδικασία αξιολόγησης της απόδοσης</td> <td>15,4%</td> </tr> <tr> <td>A. οι εργαζόμενοι είναι καλά εκπαιδευμένοι</td> <td>26,9%</td> </tr> <tr> <td>E. προσφέρονται προγράμματα κατάρτισης</td> <td>3,6%</td> </tr> </tbody> </table>	Option	Percentage	B. το καθηκονολόγιο βρίσκεται σε ισχύ και εφαρμόζεται	30,8%	C. οι ανάγκες για την ανάπτυξη της απόδοσης είναι γνωστές	23,1%	D. χρησιμοποιείται έγκυρη διαδικασία αξιολόγησης της απόδοσης	15,4%	A. οι εργαζόμενοι είναι καλά εκπαιδευμένοι	26,9%	E. προσφέρονται προγράμματα κατάρτισης	3,6%
Option	Percentage																						
D. σχεδιασμός και έλεγχος	54,2%																						
A. στελέχωση και οργάνωση	29,2%																						
B. στελέχωση και έλεγχος	12,5%																						
C. σχεδιασμός και ηγεσία	4,1%																						
Option	Percentage																						
B. το καθηκονολόγιο βρίσκεται σε ισχύ και εφαρμόζεται	30,8%																						
C. οι ανάγκες για την ανάπτυξη της απόδοσης είναι γνωστές	23,1%																						
D. χρησιμοποιείται έγκυρη διαδικασία αξιολόγησης της απόδοσης	15,4%																						
A. οι εργαζόμενοι είναι καλά εκπαιδευμένοι	26,9%																						
E. προσφέρονται προγράμματα κατάρτισης	3,6%																						
<p>Question 24: Motivation-based needs focus on: A. Understanding the cognitive background of people who influence behavior B. Exploring the circumstances that standardize behaviors C. One person's special factors activate, direct or stop one behavior D. events personally or others that happen to a perso</p> <p>Οι ανάγκες με βάση την προσέγγιση κινήτρων εστιάζουν στην:</p> <table border="1"> <caption>Data for Question 24</caption> <thead> <tr> <th>Option</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>E. προσδοκίες και αποτελέσματα</td> <td>30,8%</td> </tr> <tr> <td>C. ειδικά παράγοντες ενός ατόμου ενεργοποιούν, κατευθύνουν ή σταματούν μια συμπεριφορά</td> <td>38,5%</td> </tr> <tr> <td>B. διερεύνηση των περιστάσεων που τυπποιούν της συμπεριφοράς</td> <td>26,9%</td> </tr> <tr> <td>A. κατανόηση του γνωστικού υποβάθρου των ατόμων που επηρεάζουν την συμπεριφορά</td> <td>4,1%</td> </tr> </tbody> </table>	Option	Percentage	E. προσδοκίες και αποτελέσματα	30,8%	C. ειδικά παράγοντες ενός ατόμου ενεργοποιούν, κατευθύνουν ή σταματούν μια συμπεριφορά	38,5%	B. διερεύνηση των περιστάσεων που τυπποιούν της συμπεριφοράς	26,9%	A. κατανόηση του γνωστικού υποβάθρου των ατόμων που επηρεάζουν την συμπεριφορά	4,1%	<p>Question 25: Which of the following is considered part of the quality approach to management? 1) statistics 2) leadership 3) economy 4) motivation A. 1 only B. 2 only C. 3 only D. 1 and 3 only E. 2 and 4 only</p> <p>Ποιο από τα παρακάτω θεωρείται μέρος της ποιοτικής προσέγγισης στην διοίκηση; 1) στατιστική 2) ηγεσία 3) οικονομία 4) παρακίνηση</p> <table border="1"> <caption>Data for Question 25</caption> <thead> <tr> <th>Option</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>E. 2 και 4 μόνο</td> <td>79,2%</td> </tr> <tr> <td>B. 2 μόνο</td> <td>8,3%</td> </tr> <tr> <td>A. 1 μόνο</td> <td>8,3%</td> </tr> <tr> <td>D. 1 και 3 μόνο</td> <td>3,2%</td> </tr> </tbody> </table>	Option	Percentage	E. 2 και 4 μόνο	79,2%	B. 2 μόνο	8,3%	A. 1 μόνο	8,3%	D. 1 και 3 μόνο	3,2%		
Option	Percentage																						
E. προσδοκίες και αποτελέσματα	30,8%																						
C. ειδικά παράγοντες ενός ατόμου ενεργοποιούν, κατευθύνουν ή σταματούν μια συμπεριφορά	38,5%																						
B. διερεύνηση των περιστάσεων που τυπποιούν της συμπεριφοράς	26,9%																						
A. κατανόηση του γνωστικού υποβάθρου των ατόμων που επηρεάζουν την συμπεριφορά	4,1%																						
Option	Percentage																						
E. 2 και 4 μόνο	79,2%																						
B. 2 μόνο	8,3%																						
A. 1 μόνο	8,3%																						
D. 1 και 3 μόνο	3,2%																						

The evolution of health expenditure in Greece of economic crisis

Abstract:

The social and economic diversification occurring over recent years in Greece significantly changes the environment of health systems. In this changing environment or enhancement of health as a key factor of economic and social development should be one of the main objectives of a properly developing nation with social character.

Purpose

The study intends to highlight the impact of the economic crisis in the field of health expenditure in Greece.

Methods

Data was collected through bibliography and internet search (Pub med, Medline, Google Scholar) 1990-2015. Greek and English articles were chosen which show the evolution of health expenditure in the economic crisis. Bibliography review in diagram 1.

Discussion/conclusion

Under adverse economic conditions there are a number of issues which if ignored no risk of the economic crisis to diversify its view of the state of health systems as a simple analysis can reveal the significance.

Key-words: economic crisis, evolution of health expenditure, Greece

Themelidou Maria¹

¹ Corresponding Address: Themelidou Maria Health Visitor, Anticancer Oncological Hospital. St. Savas, Email: mariathemel@gmail.com

1. The evolution of health expenditure in Greece of economic crisis.

The global economic crisis and the Greek society is a factor multi tumbler with significant implications both at the level of collective operation and the individual level. The problematic structure and functioning of Greek State grows the impact of the crisis by bringing to the surface the unresolved issues in which the Greek society could not take the cost of the proposed solutions. (Polyzos, N.,Dikeos 2010)

Health systems throughout the world are facing significant financial difficulties and problems because of rising costs for health. The financial resources of the health system is a problem in modern countries but also a necessary condition for social and economic development. Given that resources are scarce and finite it is evident that it is not possible to satisfy all needs and is therefore necessary the options. (Kyriopoulos, 2007). In developed countries the health sector absorbs 10% of A.E.P and the trends are upward internationally despite the efforts made in recent years to control health expenditure. The resources funding is largely determined by the form of the health system.

When the system is in financial the bulk of funding comes from the state budget. The financial aid in the clinical level is based on the presence of public funds while in the space of pharmaceutical expenditure high participation rates is concentrated and the private sector. The main discussion of the financial resources focuses on the way and the site which they share. That item confirmed by the existence of exuberant health programs but also their greater available in urban centers where there is a large number of population. (Kyriopoulos, 2007)

The unemployment job insecurity and the loss of income to live have significant health effects. The unemployment also linked to psychological disorders (restlessness, anxiety, depression) low self-esteem level of health and risk factors for cardiovascular disease. (Burchell B..1994), (Bethune A., 1997)

Job loss is accompanied by mental disorders, addiction and dependency problems in substances and non-adoption of health lifestyles by growing consumption of foods of low nutritional value of tobacco and alcohol and improper management of the diseases overburdened health services.(Stucker et.al.2009)

An economic crisis directly affects the lives of people leading them outside the labor market causing the loss of income and social contacts that had been at work. These losses in turn increases the social stress that is experienced and the pressure due to lack of material goods. Addition to the test the marital relations, family due to financial crisis. (Anagnostopoulos, 2010) Under conditions of economic crisis stress the depression that lifestyle changes and may lead to increased mortality due to dysfunction of the health system due to the reduction of public spending on health. (Anagnostopoulos, 2010)

The economic crisis causes creative thinking about structural changes with emphasis on public health and Primary Health Care in the reconstruction of the health insurance to control deficits and promoting equal coverage to introduce reforms in the provision of health services and the allocation of resources. But the extensive form of a horizontal solidarity and existence of structures of social protection and health absorb much of this social and economic tensions. Despite these effects of the crisis in the health of Greek population is significant and commensurate with the extent and intensity of the crisis. (Kyriopoulos, 2010) The organization effective Primary Health Care has relief medical technology that can act effectively decentralized and functional cells with the regional unit of the disused health center or family doctor.(Zoumpoulis,2011)

In Greece the demand and use is set increase mostly to the state and insurance. This means that correspondingly increased the pressures on profitability of the health system. According to estimates of the Ministry of Health there is a 20% increase in use of services in public hospitals and there is a 15% reduction in the use of private health services and particularly in private maternity hospitals, dental care and surgery in private hospitals. The

deficit in the government hospitals and insurance organizations will increase while grew the difficulties in their service. A similar problem is faced and the private sector of health. Furthermore, the pursuit of centralized administration for reduction of costs (medication and supplies) to 15% of public expenditure is extremely difficult and will cause dramatic reduction in supply. The extensive types of horizontal solidarity and social protection structures absorb much of this social and economic tensions. Consequently, the effects of the crisis in the health of the population Greek will is important but is not expected to be dramatic. (Angelopoulou, 2010)

The problems that arise system health is:

- No established primary care health programs and prevention Health Promotion.
- Low government expenditure in hospitals, long delays in debt of funds.
- High private health expenditure.
- Weakness technological maintenance diagnostics and acquire new technology.
- Lack of rigorous and credible monitoring and evaluation mechanism provided services.(Alexiadis,2003)

There is little awareness of the problems arising from the lack of organization and adequately qualified objectives and responsibilities, the weakness intervention on specific groups to be null, the lack of satisfactory records, the lack of laboratory facilities to investigate epidimion and no real understanding of the need for construction of Medical Connections and programs.

If Greece wishes to develop a coherent policy health and utilize efficiently the available resources to treat those in need is actually creating a policy for the industry's development of public health and those who serve him..(Alexiadis,2003)

An economic change in society can have the effect of changing risky attitude to health or the increase of mental disorders and suicide and be regarded as discrimination.(Koulierakis, 2010)

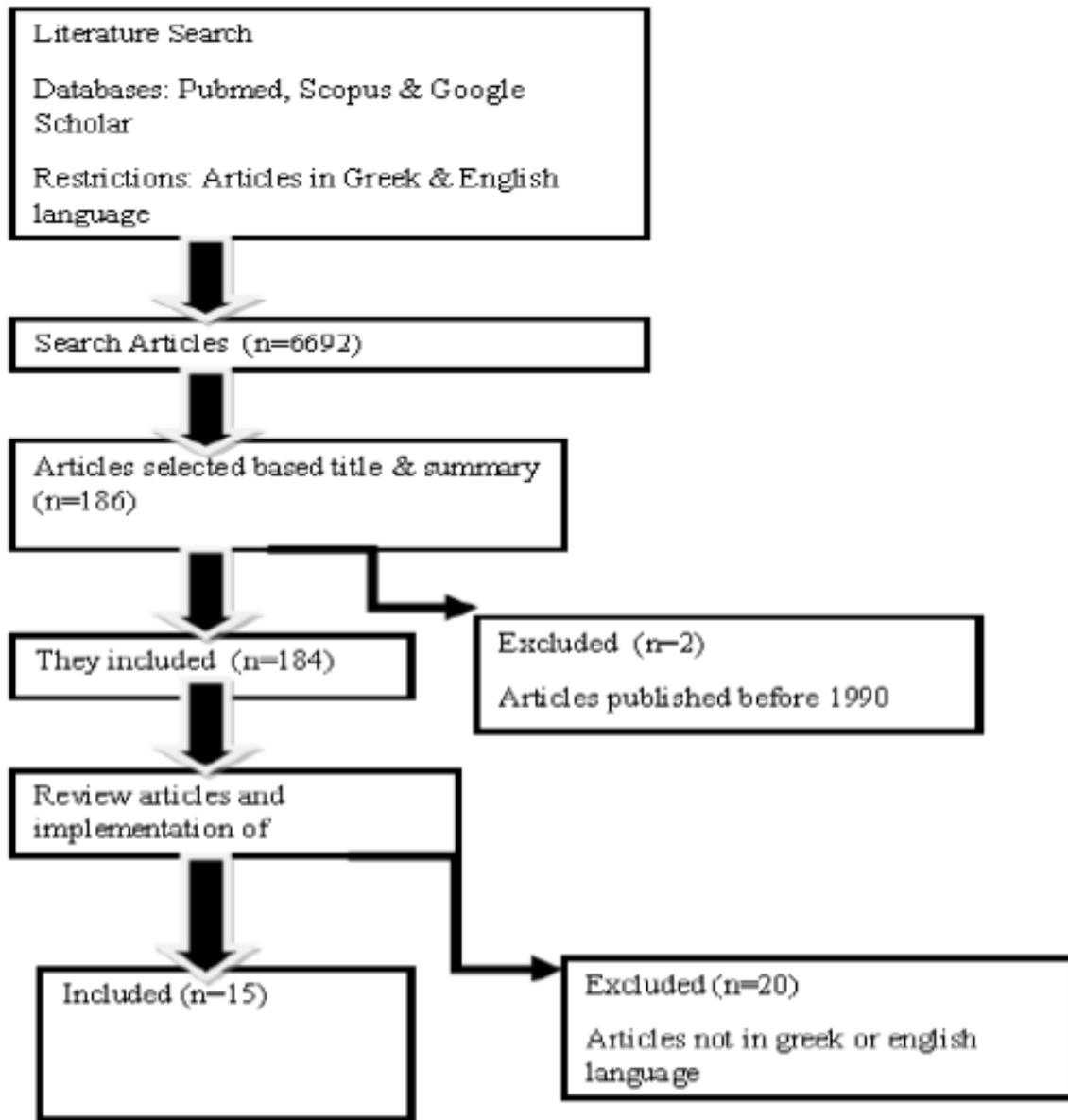
A period of major social crisis caused by the outbreak or pandemic because of a significant social decline there are problems in multi-levels (social, psychological, political). The effective management of these problems should be based on a model «social cohesion». Specifically the model based on « social cohesion» is characterized by the active participation of groups of citizens in planning the management of the crisis and to highlight them in equal partners with direct result to acquire the feeling of control and dominance over the fear, in despair and uncertainty in relations of trust and close cooperation between the state, the citizens and businesses in the health services by helping to ensure the necessary social consensus in the «restrictive» measures such as vaccination, a contingent quarantined or under house arrest redefining social values such as freedom, equality, national security, the independence and social justice.(Koulierakis, 2010)

Taking as its starting point the above there are two questions regarding the social cohesion if an economic crisis with the particular features of the Greek reality today favors or jeopardizes social cohesion and whether or disruption of social cohesion due to the economic crisis affect the physical and mental health of people. Rising unemployment the reduction of expenditure for welfare assistance, social policy programs the increase of mental disorders and the increasing use of health services constitute the major threats to social cohesion. On the other hand the increase in morbidity during the crisis and post due to the effects of stress pushes a greater use of health services operated by the disease and of patients. Even provides that the additional demand health services fall primarily on the public health service facilities as well has been shown that in periods of reduction of income the patient is directed to services for which they are covered. (Koulierakis, 2010)

2. References

- Alexiadis, D. 2003. The national health system at the beginning of the 21st century. The effort of N 2889/2001. Thessaloniki: Dimopoulou p:11-65
- Anagnostopoulos, F. 2010. The impact of the economic crisis on health. Athens: New health, Quarterly newsletter magazine. Issue 70 p:2-3
- Angelopoulou. A 2010 *Economic crisis and health*: Important but not the dramatic effects in Greece.
Available: http://fe-mail.gr/pages/posts/health_nutrition/health_nutritio6463.php. 2011
- Bethune, A., 1997. *Unemployment and mortality in. Drever F & Whitehead M. ed Health inequalities*, London: H.M stationery office, p.46
- Burchell, B., 1994. *The effects of labour market position, job insecurity and unemployment on psychological health in. Gallie D. et al Social change and the experience of unemployment*. Oxford : Oxford University Press, p.32
- Koulierakis G. 2010. *Economic crisis and public health. Threat to social cohesion*. Athens: Quarterly newsletter magazine. Issue70 p:6
- Kyriopoulos. G.2007 *.Health economics. Basic concepts principles and methods*. Athens: Papazisis p:11-35
- Kyriopoulos G. 2010. *The economically Troika to health. National school of Public Health* p:21-24
- Polyzos. N., Dikeos, C., 2010. *A political approach to the Greek health care finances, and the public/private mix: a hint of hidden inequalities?* International Journal of Health Science. 3 (3): 1-19
- Stuckler, D., Basu, S., Suhrcke, M., Coutts, A., McKee, M., 2009. *The public health effect of economic crisis and alternative policy responses in Europe an empirical analysis*. Lancet 374 (9686): 315-323
- Stuckler, D., Basu. S., Suhrcke., M., Mc Kee., M., 2009. *The health implications of a financial crisis : a review of the evidence*. Ulster Med . j ., 78 p. 142-145
- Zoumpoulis. P 2011. National health system in times of crisis. Available: http://news.kathimerini.gr/4dcgi/_w_articles_economy_1_19/02/2011_433196..2011

Flow chart 1: Articles sample selection for the systematic reviews



Source: Own Elaboration

Young men's and women's knowledge and views regarding the existing contraceptive methods and their use and effectiveness

Abstract:

Aim: It was to investigate young adults' knowledge and attitudes on contraception, on existing contraceptive methods and to record the contraceptive practices that they adopt.

Material and method: A questionnaire with closed-type questions was used. 85 young volunteers adults attending a private gym center in a provincial town were enrolled in the study. Fifty-nine persons were women (69.4%) and 26 persons were men (30.6%). 55.2% reported they were in a permanent relation or were married.

Results: Television/ radio and brochures were the main source of information on contraception and sexual health. 67% of men and 57, 6% of women considered that the "next day pill" should be received within 24 hours after sexual intercourse. The majority of the participants believe that condom is the most effective contraceptive method, while oral contraceptive was considered as the most effective method by 35% of the participants. 8.2% reported no use of any contraceptive method, while condom was the most popular method (74.1%).

Conclusion: Knowledge on effectiveness of the available contraceptive methods is limited, whereas frequency of hormonal contraception is low. An organized campaign on contraception targeting women of reproductive age is necessary.

Key-words: Contraception, knowledge, young adults

Gketsios Ioannis¹, Yfanti Eleni², Belitsi Vasiliki³ and Karagouti Vasileia⁴,

¹ Corresponding Address: Gketsios Ioannis, Health Visitor, MSc Public Health, Address: 25, G. Nazou, GR 11145 Athens Greece, Email: ggetsios1975@yahoo.gr

² Corresponding Address: Yfanti Eleni, Health Visitor, MSc Public Health, Address: Nafpaktou 19A, Pagkrati Lamias, GR 35100 Greece. Email: ifanti_eleni@yahoo.gr

³ Corresponding Address: Belitsi Vasiliki, Health Visitor, MSc Health Promotion, Address: 23, Ioannou Tsarouchi, Lathia A' Acharnes, GR 13678 Athens Greece. Email: vbelitsi@otenet.gr

⁴ Corresponding Address: Karagouti Vasileia, Physiotherapist, Sarkoudinou M.125, Neos Kosmos, GR 11744 Athens Greece. Email: villykaragouti@gmail.com

1. Introduction

Last years, despite of the developments in the issue of contraception, men and women are reluctant to artificial methods of contraception. Many studies find out a knowledge gap in this area, while the natural contraceptive methods still offer an alternative solution to planned parenthood programs.

In the bibliography natural and artificial contraceptive methods are referred. The natural contraceptive methods are the method of the rhythm, the prolonged lactation and the intermittent intercourse. These methods have significant failure rates. The artificial methods include the methods called barrier methods (condoms, diaphragms, vaginal sponges / pads), the intrauterine coil, the tubal ligation in women or the spermatic pore in men and the hormonal contraception which is a reliable method, easy in use, that already counts more than 50 years of life. The main action of contraceptive substances is the inhibition of ovulation, intervening to the operation of hypothalamopofysiakou axis^{1,2}.

The frequency of the use of hormonal contraception in our country is very low, with the most popular contraceptive methods to remain the intermittent intercourse and the condom^{3,4}. It has to be considered that Greece has one of the highest abortion rates in Europe, as it is estimated that 20% of women has done three or more abortions and the proportion in the population being between 100-120 abortions per 1000 women in the year. However, in many European countries it ranges from 25-35 abortions per 1000 women in the year^{3,5}. Despite the emphasis which is traditionally given to the institution of the family and parenthood, the institution of planned parenthood has not attributed as it was expected. Since 1980, only 2% of women of reproductive age has visited the services, that are located in the main urban centers³.

Despite of the availability of many artificial contraceptive methods, the researches in primary health care level for the knowledge of adults on contraceptive issues are not many. The purpose of this study was to investigate the knowledge and opinion of young healthy adults about contraception, the existing options of contraceptive methods and have the contraceptive practices that are followed recorded.

2. Materials and Methods

The research tool was a questionnaire with closed questions that included two parts. The first part was referred to the demographic characteristics of the participants and the second one to the contraception. All the participants were high school graduated.

The knowledge and the attitudes of the participants were investigated towards contraceptive methods, as well as the frequency of use of various contraceptive methods, and a question concerning the desirable characteristics of contraceptive methods was included. On a scale from 1 (not important) to 5 (very important) the participants were asked to express their opinion on 11 proposed features. The questionnaire was based on questionnaires by sexual health centers from Greece and internationally^{6,7}.

The first part of the questionnaire included questions on demographics characteristics of the participants, while the second one included 15 closed questions on reproductive and sexual health.

In the research were participated 85 healthy young adults aged 18-45 customers of a private provincial town gym (convenience sample). The conditions of participation in the investigation were to be healthy, ablebodied, aged between 18 and 45 years old and not to be drug users. The participation was voluntary after informing the participants about the purpose of research and the anonymous fill of the relevant questionnaire.

3. Statistical Analysis

Descriptive and inferential statistics was applied. The quantitative variables are described by the mean and standard deviation and the qualitative variables by percentages. They were

created frequency tables and the X^2 test was used for the qualitative variables. The level of statistical significance was set at $p < 0,05$. The statistical analysis was performed with SPSS 17.0 statistical package.

4. Results

The women were 59 (69.4%) and the men were 26 (30.6%). A 55.2% stated that they were in a permanent relationship or were married, while a 44.7% reported that they were free or had occasional relations (Table 1). 65.5% of men knew that the chances of conception are greater in the middle of the menstrual cycle, while the corresponding figure for women was significantly higher (93.3%). The difference is statistically significant ($x^2 = 12,91$, $p < 0,01$) (Table 2). The majority of men (67%) and women (57.6%) thought that the time for taking the 'pill of the tomorrow day' was 24 hours. The differences in total responses were not significant ($x^2 = 8,13$, $p > 0,05$) (Table 3). The TV / radio and leaflets were the main sources of information on contraception and sexual health, as they are reported of almost 40% of the participants (Table 4). A percentage of 62.3% of the sample considers that the condom is the most effective method of contraception while the contraceptive pill is reported from almost 35% of the participants (Table 5). 8.2% was not using any contraceptive methods, while the most popular method was the condom (74.1%) (Table 6). The maximum effectiveness combined with seamless sexual satisfaction, are considered the most desirable characteristics of the contraceptive method (Table 7).

5. Discussion

According to the results of this study, 30.7% of men and 6.7% of women do not know the period of the menstrual cycle with the higher chances of conceiving. Also, the majority of participants consider that the condom is the most effective contraceptive method, while in relation to the so-called "emergency contraception," the 72 hours are considered by the 20% of the participants as the maximum time limit of taking. The combination of greatest possible effectiveness and sexual satisfaction despite the use of contraception are considered as "virtues" of the contraceptive method.

The fact that even women themselves are not adequately aware of their fertility period in the cycle is not surprising, as it is also found in international studies, revealing the inadequacy of sex education. Up to 30% of young adults do not know in which of the menstrual cycle phase women are more fertile^{8,9}. Even in case of emergency contraception there isn't constant information.^{10,11} Although the 72 hours are proposed as the maximum from the compounding company, the time frame is practically longer, reaching the 5 days^{12,13}. The view that the condom is the most effective method is also common. Probably the campaign around the protection that is provided by the condom on sexual inflectional diseases it is said to be responsible for this misunderstanding. In fact, the contraceptive "pill" is the one that offers the highest contraceptive protection (99%) versus the too high percentage 95% that is offered by the condom^{1,2}. However, the frequency of use of hormonal contraception in our country is particularly low^{5,14,15}. It is often for the hormonal contraception to be treated with caution, like other artificial methods of contraception¹⁶. Social and personal reasons often discourage women from using contraception. The fear of side effects, the perception that the conception risk is low, the lack of knowledge and the attitudes and beliefs of the women are responsible for the choice of sexual contact without contraceptive protection^{17,18}.

Especially referring to the contraceptive pill, there is the tendency for its disadvantages to be magnified, while its considerable advantages be underestimated. It is worldwide ascertained a very small percentage of contraceptive use, while an increased percentage of knowledge of their side effects¹⁹. Indicatively, 54% of women incorrectly believe that there are very significant risks of their use, while 42% think that there is no benefit except contraception²⁰. In a survey (Simkins 1994) that was conducted in Canada it

was found that 85% of adult women were positive for hormonal contraception, however, only 15% knew that the benefits break out the risks of an unwanted pregnancy²¹. In the research of (Picardo et al., 2003) it was found that more than half of women did not know that the pill can offer protection against certain types of cancer. Also, they overestimate the condom success rates, while only 57% knew that the hormonal contraception is more effective than the condom¹⁶. Regarding to the emergency contraception, the majority of women doesn't know exactly neither its meaning nor the appropriate timing of taking the "pill of the tomorrow day". The greater lack of information is observed in those women who have the greatest need of this method (those that they are at risk of unwanted pregnancy but they don't use contraception).

Regarding to the situation in our country, it was found that adolescent and reproductive age women with low socioeconomic level, are based more on traditional birth control methods (coitus interruptus or rhythm method), but also in abortion⁵. In previous nationwide research in Greece (Tountas et al., 2004) it was found that the most commonly used contraceptive method was the male condom 34% followed by intermittent intercourse (29%), while the hormonal contraception and coil endometrium occupied the last positions in rates of 4.8% and 3.6% respectively. About 24% was not using any contraceptive method. Most women thought that the use of contraception is the responsibility of the man^{14,15}. In a research in Greece (S. Antoniadis. Al 1996) it was found that only 30.6% of women and 14.7% of men were able to answer correctly more than 50% of questions on contraception. As it was found by research in young adults, the male condom is the most used contraceptive method (95.4%), coitus interruptus follows with a percentage of 38.6%, while the use of the contraceptive pill follows at percentages ranging from 9% -15 %²². Apart from health professionals, other sources, such as friends, family and the media are the main source of information on the contraception^{23,24}. Sources of information are usually the media, while a variety of social and demographic factors influence their perceptions which often aren't based on scientific information, but on prejudices and on their personal experience²⁵

6. Conclusions

The knowledge of young adults in contraception is considered rather limited and fragmented. The sample of this research can't be considered as representative of the general population, but the fact that they are healthy and sexually active adults and the agreement of the findings with the findings of earlier researches, as and international studies points out that the level of knowledge about contraception remains low. All the studies converge on the need to inform women about the advantages and disadvantages of various contraceptive methods as about their indications and contraindications. The health agencies should take an organized campaign, which will dispel myths and prejudices. At the same time, improving the circulation of oral contraceptives in terms of minimizing side effects and duration of action / time administration would lead to a better acceptance by the women.

7. References

- Antoniadis S, Kagara I, Koda A, Efstathiou E, Dionysopoulou E. (1996) Pregnancy and contraception in adolescence and first adolescence. 34th National Pediatrics Conference, 1996: 118. [23]
- [Ayoola AB](#), [Nettleman M](#), [Brewer J](#). (2007) Reasons for unprotected intercourse in adult women. [J Womens Health \(Larchmt\)](#). 2007, 16(3):302-10. [25]
- Cyprus Youth Board. Institute for Reproductive Medicine Cyprus (2006). Health research on transgender relationships and sexuality. Lefcosia, November 2006. [6]
- Ellertson C, Evans M, Ferden S, et al. (2003) Extending the time limit for starting the Yuzpe regimen of emergency contraception to 120 hours. *Obstet Gynecol*

2003, 101:1168-71. [12]

- [Foster DG](#), [Harper CC](#), [Bley JJ](#), [Mikanda JJ](#), [Induni M](#), [Saviano EC](#), [Stewart FH](#). (2004) Knowledge of emergency contraception among women aged 18 to 44 in California. [Am J Obstet Gynecol](#). 2004, 191(1):150-6. [10]
- Garcia-Sanchez I, Prinzon- Pulido S, van Mens L, et al. (2002) Situation analysis: European overview. In: van Mens L, et al, editors. Prevention of HIV and STIs among Women in Europe, PHASE. Utrecht7 PlantijnCasparie, 2002. p. 13–24. [3]
- Hall KS, Castaño PM, Stone PW, Westhoff C.(2010) Measuring oral contraceptive knowledge: a review of research findings and limitations. [PatientEducCouns](#). 2010, 81(3):388-94. [2]
- Halpern V, Lopez LM, Grimes DA, Gallo MF. (2011) [Strategies to improve adherence and acceptability of hormonal methods of contraception](#). [Cochrane Database Syst Rev](#). 2011 13;(4):CD004317. [1]
- Hliadou Maria M. (2008) Sexual behavior and young. [Nursing 2008](#); 47: 497-506. [24]
- [Ioannidi-Kapolou E](#). (2004) Use of contraception and abortion in Greece: a review. [ReprodHealthMatters](#). 2004;12(24 Suppl):174-83, [5]
- Institute of Social and Preventive Medicine (2001). National survey on contraception. Athens Metron Analysis, 2001. [4]
- Kallipolitis G, Stefanidis K, Loutradis D, Siskos K, Miligos S, Mixalass S. (2003) Knowledge, attitude and behavior of female students concerning contraception in Athens, Greece. [PsychosomObstetGynaecol](#) 2003, 24:145–151. [22]
- [Katz K](#), [Naré C](#). (2002) Reproductive health knowledge and use of services among young adults in Dakar, Senegal. [J Biosoc Sci](#). 2002, 34(2):215-31. [9]
- Lee SW, WaiMF, LaiLY, HoPC. (1999) [Women's knowledge of and attitudes towards emergency contraception in Hong Kong: questionnaire survey](#). [Hong Kong Med J](#). 1999, 5:349-352. [19]
- [Lee J](#), [Jezewski MA](#). (2007) Attitudes toward oral contraceptive use among women of reproductive age: a systematic review. [AdvNurs Sci](#).2007 ,30(1):E85-103. [17]
- [Miller LM](#). (2011) College student knowledge and attitudes toward emergency contraception. [Contraception](#). 2011, 83(1):68-73. [11]
- [Picardo CM](#), [Nichols M](#), [Edelman A](#), [Jensen JT](#). (2003) Women's knowledge and sources of information on the risks and benefits of oral contraception. [J Am Med Womens Assoc](#). 2003, 58(2):112-6. [16]
- Rodrigues I, Grou F, Joly J. (2001) Effectiveness of emergency contraceptive pills between 72 and 120 hours after unprotected sexual intercourse. [Am J ObstetGynecol](#)2001, 184:531-7. [13]
- [Schrager S](#), [Hoffmann S](#). (2008) Women's knowledge of commonly used contraceptive methods. [WMJ](#). 2008 Nov;107(7):327-30. [18]
- [Tountas Y](#), [Dimitrakaki C](#), [Antoniou A](#), [Boulamatsis D](#), [Creasas G](#). (2004) Attitudes and behavior towards contraception among Greek women during reproductive age: a country-wide survey. [Eur J ObstetGynecolReprod Biol](#). 2004;116(2):190-5. [14]
- [Tountas Y](#), [Creasas G](#), [Dimitrakaki C](#), [Antoniou A](#), [Boulamatsis D](#). (2004) Information sources and level of knowledge of contraception issues among Greek women and men in the reproductive age: a country-wide survey. [Eur J Contracept Reprod Health Care](#). 2004, 9(1):1-10. [15]
- Valari Chrysa (2009). Exploring attitudes and views of nursing students and nursing professionals on sexual and reproductive health issues. Masterdisquisition, Larissa 2009. [7]
- Warren CW, Santelli JS, Everett SA, Kann L, Collins JL, Cassell C, Morris L, Kolbe

LJ (1998) Sexual behavior among U.S. high school students, 1990–1995. *FamPlannPerspect* 30: 170–172. [20]

Zhang D, Bi Y, Maddock JE, Li S. (2010) Sexual and reproductive health knowledge among female college students in Wuhan, China. *Asia Pac J Public Health*. 2010, 22(1):118-26. [8]

Appendix

Table 1: Demographic characteristics of the sample

	N	%
Gender		
Men	26	30,6
Women	59	69,4
Total	85	100,0
Marital status		
Single	28	32,9
In casual relationship	10	11,8
A permanent relationship	27	31,8
Married	20	23,5
Total	85	100,0
Place of residence		
Capital	33	38,8
Province	52	61,2
Total	85	100,0

Table 2: Phase of the cycle during which the capture probabilities are greater

Phase	Men, N=26		Women, N=59	
	N	%	N	%
During menstruation (period)	5	19,2	1	1,7
In the middle of the circle	17	65,5	55	93,3
Just before the expected date of menstruation	3	11,5	3	5,0
Don't know	2	3,8	0	0,0
$\chi^2=12,91, p<0,01$				

Table 3: Time for taking the pill the next day

Time (hours)	Men, N=26		Women, N=59	
	N	%	N	%
Until 12 hours	5	19,2	11	18,6
Until 24 hours	15	57,8	23	39,0
Until 48 hours	2	7,7	7	11,9
Until 72 hours	3	11,5	14	23,7
Until 1 week	0	0,0	0	0,0
Don't know	1	3,8	4	8,8
$\chi^2=8,13, p>0,05$				

Table 4: The core source of information on contraception and sexual health

Information Source *	N (of the sample)	%
School	27	31,8
Friends	17	20,0
Brochures	33	38,8
Family	22	25,9
The family doctor	18	21,2
Magazines	19	22,4
Family planning centers	7	8,2
Television/ radio	33	38,8
The percentages do not add that option multiple answers		

Table 5: Effectiveness of contraceptive methods

Methods	N (of the sample)	%
Intermittent contact	0	0,0
Avoiding contact the fertile days	1	1,2
Contraceptive tablet (pill)	30	35,3
Intrauterine coil	1	1,2
Condom	53	62,3
Don't know	0	0,0

Table 6: Use of contraceptives

Method	N (of the sample)	%
Intermittent contact	11	12,9
Avoiding contact the fertile days	3	3,5
Contraceptive tablet (pill)	7	8,2
Intrauterine coil	2	2,3
Condom	63	74,1
Vaginal diaphragm	0	0,0
Spermicidal substances	0	0,0
I do not use any method	7	8,2
The percentages do not add that option multiple answers		

Table 7: Assessment of importance of the characteristics of contraceptive methods

Parameter	Mean	TA*
Accepted by my moral perceptions	3,24	3,55
Maximum effectiveness	4,19	1,25
Absence of side effects	3,95	1,62
Participation of partner's method	3,49	1,54
Easy to use	3,62	1,59
Sexual satisfaction despite the use of the method	4,09	1,21
Needless cooperation partner	2,97	1,59
Physical method (not drugs / surgery)	3,79	1,59
Low cost	3,23	1,35
Easy to use	3,86	1,15
Unrelated to sex	2,87	1,74
*Standard deviation		

Parental stress and language disorders in the years of Greek economic crisis

Abstract:

Speech and language acquisition begins early in childhood and is foundational to the ability to gain access culturally, to organize and share thoughts and feelings, to participate in social interactions and relationships. Many factors may influence children's language and communication skills such as life style, economic status that represent serious lifelong threats to social, educational and employment outcomes.

Many studies showed that living in a period of global economic crisis is an important stressor that has a negative impact on a variety of mental and physical health outcomes, such as language development.

Key-words: parental stress, low socioeconomic status, language, parenting, developmental, economic crisis, social crisis.

Anastasopoulou Charikleia¹

¹ Corresponding Address: Anastasopoulou Charikleia, SLP/SLT, MSc Linguistics, Email: charanastas@gmail.com

1. Introduction

Greece is one of the countries which was hit most severely by the recent global economic crisis affecting various aspects of adolescents' well-being, identifying an increase of parental unemployment, tensions and fights within the family, increase divorces, reduce spending for special education and fewer private lessons. Student's life satisfaction has fallen according Kokkevi et al 2014 research while they noticed an increase in cannabis use among boys, smoking and alcohol consumption decreased in both genders.

Socioeconomic status negatively affects a variety of mental and physical health outcomes globally. Recent researches have demonstrated effects of low socioeconomic status on brain functions in language and executive function areas. Also professors in the development of language processing argue to the decrease in vocabulary, phonological awareness, and syntax at many different developmental stages with more people living under low ses. Furthermore other possible environmental and behavioral factors of low SES affect language development through pregnancy, the per natal period, and parenting.

The most disappointing of that fewer than 48% of children from low-income families have the academic and social-emotional skills needed to be ready for school at age 5, compared to 75% of children from moderate or high-income families (Isaacs, 2012) and unfortunately this achievement gap does not change during elementary and high school years (Duncan & Magnuson, 2011). But in the recent economic crisis according the study of INE-GSEE (Greek Working Institute) there are three main socioeconomic classes. The largest class is the percentage of total employment, corresponding the middle classes, the second large class is that of the working-class, following a reduced rate for the period 2006-2014 and the third class, the upper classes, is a social minority.

Accepting that the achievement gap between disadvantaged and more affluent children begins as early as 9 months of age (Halle et al., 2009), starting interventions in children from low-income families during infancy may be the best strategy for ensuring equity later on. Academic evidence from research suggests that intervening early in children's lives to prevent later academic and social-emotional difficulties is more effective than remediating problems later (Dunlap, Ester, Langhans, & Fox, 2006; Powell, Dunlap, & Fox, 2006; Heckman, 2010; Lamy, 2012).

2. Socioeconomic status/ stress- developmental disorders

The connection between socioeconomic status and early vocabulary development is a result of several factors such as biological characteristic, influences abilities in children, effects of families function (Linver et al., 2002) the impact the differences in the language learning experience (Hoff & Naigles, 2002). Typically language development has been considered to follow a genetic model (e.g., Pinker, 2002) while other approaches consider the environment to be a stronger influence (Hoff, 2003). Moreover the environment determines certain aspects of development (Wachs, 1991) and maternal behavior is still a strong predictor of language development in children development (Lyytinen, Eklund, & Lyytinen, 2003). Also when parents report concerns regarding their young children as Tervo (2005) refer the most common concerns reported by the parents included language and behavioral characteristics.

In the same conclusion Halfon et al., 2002 come to an increased occurrence of behavior problems in young children with developmental and/or language delays, which follows an increase family stress when young children exhibit behavior problems.

There is evidence that preschool children who exhibit challenging behaviors are more likely to have language deficits than peers without language concerns (Kaiser et al., 2000). Preschool children with expressive language delays are more likely to have social-emotional problems, and those with receptive delays experience pervasive developmental problems (Tervo, 2007). Previous research has shown that children from lowincome families are especially at risk for significant behavior and language problems (Qi & Kaiser, 2004).

Children from families with lower socioeconomic status have lower language scores. Hancock (2006) found that African American preschool children from low-income families scored standard deviations below the mean on a test of language functioning compared with European American preschool children. A large percentage of toddlers (41.8%) and preschoolers (68.1%) referred to child welfare agencies have developmental and behavioral needs (Stahmer et al., 2005). In addition, children may have underlying risk factors, including premature birth or genetic disorders, for language and behavior problems (Nelson, Stage, Duppong-Hurley, Synhorst, & Epstein, 2007).

Parental influences on vocabulary development, and the differences of vocabulary sizes among high and low SES children can be explained by the differences in the parental speech. This is the pathway socioeconomic status influences the development of language in children through narrative language. Also parents vary on their beliefs and according to experts parents hold certain cognitive abilities that influences beliefs and behaviors, which shape parenting practices (McGillicuddy-DeLisi & Sigel, 1995).

Low SES is known as a stressful condition associated with deficits in brain physiology in regions associated with language, e.x. perisylvian deficits associated with low SES among children who diagnosed as poor readers and with poor phonemic awareness skills. Additionally low SES has been correlated with the degree of left inferior frontal gyrus activation during a language task in young children, suggested the decreased specialization of language function in the left hemisphere in children with low SES.

According Gianaros et al 2011 article about the long-term effects of childhood SES, found that lower parental education predicted reduced activation in ACC and dmPFC, and reduced connectivity between cortical regions and OFC and striatum. Also, the functional connections associated with articulation and word analysis anterior inferior frontal (IFG) areas within the operculum and near the Broca's area demonstrated impaired connectivity of these areas with reward and impulse-control.

The association between SES and language may be stronger than for other neurocognitive systems and can reach clinical significance, such as language impairment (LI) and speech impairment (SI).

But besides economic crisis parenting a preschool child with developmental disabilities is an additional source of stress. Research findings show that the level of parenting stress is higher in parents of preschool children with developmental problems than in parents of typically developing children (e.g. Baker *et al.* 1997, 2002, 2003; Tomanik *et al.* 2004; Spratt *et al.* 2007) because the demands of raising this kind of child are higher. As referred to Sharpley *et al.* (1997), the most important sources of this stressful situation are: (1) the permanency of the disorder, (2) the social and family “taboos” status towards the child (3) insufficient professional support.

3. Research

The above literature review highlights several important findings led to the decision to study parenting stress as it relates to child language and their educational skills. Greek economic crisis pass into every aspect of children's lives at home, at school, in their neighbourhood and the community. It damages them economically, materially, socially and on a deep personal level (Ridge, 2002), more specific in Greece where poverty and risks have increased and protection has collapsed, and children are being hit hardest. Significant, complex needs and factors that may lead to child neglect or maltreatment are unmet but obviously they share their parents' traumatic experience of their life project being overthrown, faced with unemployment, loss of income, deadlocked in debt management and stringent obligations.

3.1 Population and sample

The participants in this study were 30 parents (mother/father) who completed the questionnaire. Parents were excluded from this study if they had children diagnosed with a genetic disorder (e.g., Down syndrome), an autism-related medical disorder or physically handicapping condition (e.g., cerebral palsy).

3.2 Questionnaire

The purpose of the survey was double to measure the levels of stress experienced by parents in this crucial economic crisis and if parenting stress connected with the increased speech language disorders in children. We used the Berry et al. 1995 "The Parental Stress Scale" with a low score to signify a low level of stress, and a high score to signify a high level of stress.

3.3 Method of analysis

Respondents are response to each of questions on a five-point scale ranging from 1= strongly disagree to 5= strongly agree. There are ten positive items which described the emotional benefits and personal development theme of parenthood and eight negative which described the demands on resources and restrictions themes of parenthood. According the tool scoring the possible scores on the scale range from 18 – 90. The higher the score, the higher the measured level of parental stress.

3.4 Results

The result showed parenting stress was positive associated with family social economic status and their children's speech disorders. The finding indicated that high level of parenting stress may increase the level of language problems (score: min: 59-max: 75).

4. Discussion

Parent stress may result from factors common to having a child identified with or without any language disorder but economic crisis was a significant predictor of parenting stress, especially in Modern Greek families. There is evidence that aspects of the environmental stress of family status may negatively influence parental language usage which is an important predictor of language development in children, and important for understanding patterns of word usage in home.

Parents who were unemployed, forced to work longer hours or to move into lower-status forms of employment, feel disappointed, offended, having to pay new taxes. Many of them were forced to change their life style, moving house or moving to grand papa's home, migrating abroad. Most of them had a feeling of social injustice, with anger and fear of future. They lack the time, self-esteem, self control and courage for talking to and sharing their children's interests, experiences and emotions, led them focusing less on their emotional development. Moreover, as families being unable to pay their daily cost were depending on food handouts from the church and need more time to adapt the new conditions.

Also it is known that parent language environment is likely associated with the child's development of brain regions associated with language reception and expression. Future research should be directed at exploring parent and contextual factors further, considering the parenting stress of parents of adolescents, and evaluating interventions directed at reducing parenting stress in parents of children with language and educational disorders.

5. Bibliography

- Allen, J., & Marshall, C. R. (2015). Parent–Child Interaction Therapy (PCIT) in school-aged children with specific language impairment. *International Journal of Language & Communication Disorders*, 1-14.
- Arif, S., & Albulene, G. (2017). The relation between Socio-Economic Status (SES) and early development: Empirical findings and theoretical perspectives
- Berry, J. D., & Jones, W. H. (1995). The parental stress scale: Initial psychometric evidence. *Journal of Social and Personal Relationships*, 12, 463-472.
- Bishop, D. (2014). *Uncommon Understanding (Classic Edition): Development and disorders of language comprehension in children.*
- Crnici, K. A., Neece, C. L., McIntyre, L. L., Blacher, J., & Baker, B. L. (2017). Intellectual Disability and Developmental Risk: Promoting Intervention to Improve Child and Family Well-Being. *Child Development*, 88(2), 436-445.
- Dowling, M. (2014). Young children's personal, social and emotional development.
- Duncan, G. J., & Magnuson, K. (2011). The nature and impact of early achievement skills, attention skills, and behavior problems. *Whither opportunity*, 47-70.
- Hirsh-Pasek, K., Adamson, L. B., Bakeman, R., Owen, M. T., Golinkoff, R. M., Pace, A., & Suma, K. (2015). The contribution of early communication quality to low-income children's language success. *Psychological Science*.
- Hollo, A., Wehby, J. H., & Oliver, R. M. (2014). Unidentified language deficits in children with emotional and behavioral disorders: A meta-analysis. *Exceptional Children*, 80(2), 169-186.
- Huang, C. Y., Costeines, J., Kaufman, J. S., & Ayala, C. (2014). Parenting stress, social support, and depression for ethnic minority adolescent mothers: impact on child development. *Journal of child and family studies*, 23(2), 255-262.
- Isaacs, J. B. (2012). Starting School at a Disadvantage: The School Readiness of Poor Children. The Social Genome Project. *Center on Children and Families at Brookings*.
- Kokkevi, A., Stavrou, M., Kanavou, E., & Fotiou, A. (2014). The repercussions of the economic recession in Greece on adolescents and their families. *UNICEF Innocenti Research Centre, New York*.
- Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., & Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological bulletin*, 139(1), 1.
- McEwen, B. S., & Gianaros, P. J. (2011). Stress-and allostasis-induced brain plasticity. *Annual review of medicine*, 62, 431-445.
- Nelson, J. R., Stage, S., Duppong-Hurley, K., Synhorst, L., & Epstein, M. H. (2007). Risk factors predictive of the problem behavior of children at risk for emotional and behavioral disorders. *Exceptional Children*, 73(3), 367-379.
- Thompson, R. A. (2014). Stress and child development. *The Future of Children*, 24(1), 41-59.
- Pasterski, V., Mastroyannopoulou, K., Wright, D., Zucker, K. J., & Hughes, I. A. (2014). Predictors of posttraumatic stress in parents of children diagnosed with a disorder of sex development. *Archives of sexual behavior*, 43(2), 369-375.
- Tervo, R. C. (2007). Language proficiency, development, and behavioral difficulties in toddlers. *Clinical Pediatrics*, 46(6), 530-539.
- Wallace, I. F., Berkman, N. D., Watson, L. R., Coyne-Beasley, T., Wood, C. T., Cullen, K., & Lohr, K. N. (2015). Screening for speech and language delay in children 5 years old and younger: a systematic review. *Pediatrics*, peds-2014.
- Yew, S. G. K., & O'Kearney, R. (2013). Emotional and behavioural outcomes later in childhood and adolescence for children with specific language impairments:

meta-analyses of controlled prospective studies. *Journal of Child Psychology and Psychiatry*, 54(5), 516-524.

Noncommunicable diseases (NCDs) and chronic health problems: how counselling and coaching can affect patients adherence to a healthier lifestyle

Abstract:

Lifestyle and behaviour are two greatly important factors for the enhancement of someone's health. Undoubtedly nutritional habits and physical activity are cornerstones to health improvement of people with chronic diseases. Even though counseling and coaching are not perceived as sciences *per se*, they constitute two significant methods that according to several researches could particularly support people with help problems especially with noncommunicable diseases (NCDs). This paper examines the critical role of counselling and coaching for the treatment of such chronic diseases through behaviour change.

Key Words: Health Counselling, Health Coaching, Health Behaviour, Noncommunicable diseases, Chronic Diseases, Behavioral Change, Lifestyle changes.

Keramidaki Konstantia¹

¹ Corresponding AddressL Keramidaki Konstantia MSc, Email: keramidaki@hotmail.com

1. Introduction

According to World Health Organization (WHO, 2014), Noncommunicable diseases (NCDs), known as chronic diseases², are leading causes of deaths worldwide. This expansion of Noncommunicable diseases (NCDs) is strongly linked with lifestyle; poor diet, lack of physical activity and smoking (Swinburn, et al., 2013). Chronic diseases develop gradually, take years to settle and affect other systems in the body resulting in health complications (Busse, Blümel, Scheller-Kreinsen and Zentner, 2010). Patients can be benefitted using this time to control and manage the disease through suitable lifestyle changes. (Busse, Blümel, Scheller-Kreinsen and Zentner, 2010).

The management of chronic disease requires a long term health care plan. Changes in lifestyle, predominantly losing weight, healthy diet and physical activity are crucial for achieving better health and better quality of life with less complication. (Hamine, Gerth-Guyette, Faulx, Green and Ginsburg, 2015; Rise, Pellerud, Rygg and Steinsbekk, 2013). It has been documented that people diagnosed with chronic diseases need behaviour change as primary principle for prevention and management (American Diabetes Association, 2014; James, et al., 2014). The right education and guidance will enhance their knowledge about the disease, its complication and its management resulting in patients' adherence to a healthier lifestyle (Rise, Pellerud, Rygg & Steinsbekk, 2013).

Counseling and coaching are two approaches that can help people achieve better health outcomes and healthier lifestyle changes (American College of Preventive Medicine, 2009; Moore, Lopez, & McMahan, 2011; Lawna & Schoob, 2010). The aim of counseling and coaching is to facilitate people achieve the proper lifestyle changes through behaviour change and also help them achieve a higher level of self-awareness that can lead in better decision making (Adachi, 2003; Frates, Moore, Lopez, & McMahan, 2011; Melanie, et al., 2012; Lawna & Schoob, 2010; Wolever, 2013).

2. The Counselling Model

There are different definitions of counselling. British Association for Counselling & Psychotherapy states that "Counselling is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others" (Clarkson, 1998). Moreover counselling in healthcare can be prescribed as the collaboration and the interaction between the counselor and the patient (client) which is affiliated with the health care that the medical personnel provides aiming to help patients adopt healthier behaviour that ameliorates their health (Pignone et al., 2003).

There are several theories a counselor can use, the three most common of which are:

- (a) Behavioral theory,
- (b) psychoanalysis theory and
- (c). humanistic theory with the last being the main approach used in health care (Gable, 2007).

The aim of humanistic approach is to make someone realize his own energy in order to advance towards his ideal self³, with main aspiration to become a totally functional person. Such a person could accept his emotions and experience them building up the self-awareness

² Chronic diseases are diabetes, cancer, heart disease, respiratory disease, obesity and arthritis.

³ Ideal self is the image of what a person would like to be

which will let him be in balance with his experiences and also increase his range of options (McLeod, 2013).

The humanistic approach can be used by health professionals in order to:

- ❖ Activate patients (clients) make the appropriate choices
- ❖ Help patients (clients) experiencing and express their emotional, social and relationship problems
- ❖ Help patients (clients) express their thoughts and emotions
- ❖ Identify patients' needs and wants
- ❖ Show patients (clients) that they have been heard and understood well
- ❖ Support patients' (clients) choices (Burnard, 2005).

Counseling is a process that enables clients to make and follow through on decisions and is based upon some specific principles which according to CDC (2014) are:

- Principle 1. Establish and maintain rapport with the client
- Principle 2. Assess the client's needs and personalize discussions accordingly
- Principle 3. Work with the client interactively to establish a plan
- Principle 4. Provide information that can be understood and retained by the client
- Principle 5. Confirm client's understanding.

Counsellor needs to have the education which will accouter him with the skills to offer a relationship to the client making him feel safe to speak and ready to change. Counsellor must possess:

- (1). Unconditional acceptance of the patient (client)
- (2). A warm, positive, and accepting attitude that includes no evaluation or moral judgment
- (3). Accurate empathy, whereby the therapist conveys an accurate understanding of the client's world through skilled, active listening (Center for Substance Abuse Treatment, 1999).

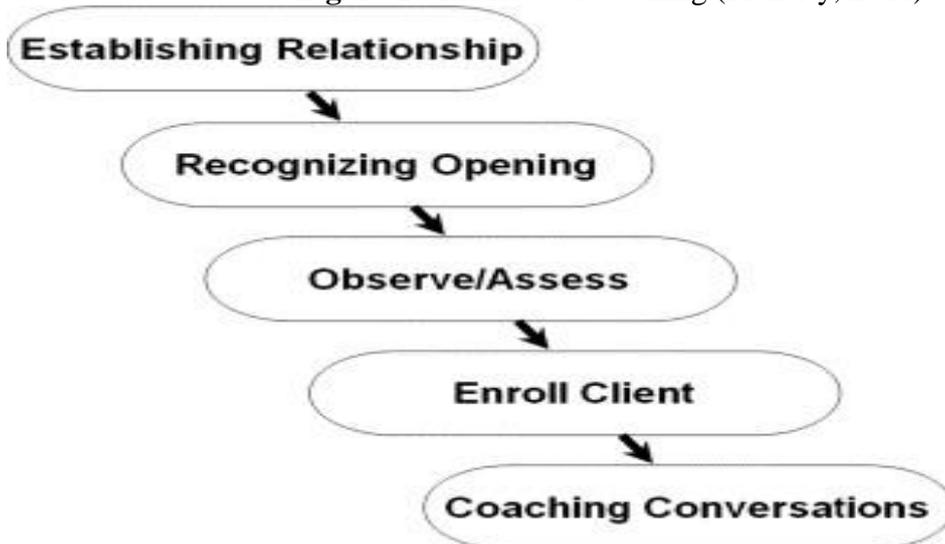
3. The coaching model

Coaching is not an established profession and still its field cannot be clearly defined; the more we try to define, analyze and clarify it, the more we lose its essence. It is well-known that coaching conceptualizes and fulfills some of the essential basic theories of humanistic and positive psychology. It leans on the concept of adult development as it builds on the idea that there is a cyclical relationship between cognition and behavior (Wildflower, & Brennan, 2011). However we can say that coaching is «a process that facilitates the development of learning and growth and as result improves performance. Being successful coach requires knowledge and understanding of the process as well as a variety of styles, skills and techniques that are appropriate to the framework within which the coaching takes place» (Parsloe, 1999). Moreover most of the times coaching is focused on goals and solutions rather than problem solving (Grant, 2013b).

In this relationship both parts play an active role. The coach keeps the coachee in the spotlight, empowers goal accomplishment and increases well-being by managing this complicated procedure of goal achievement, while the coachee puts into effect action steps to accomplish defined goals. The coach's function includes establishing clear contracts, specifying respective responsibilities, and co-creating a supportive working relationship, as well as eliciting coachee's knowledge, a challenging and constructive process through active listening and provoking questions (Grant, 2013a; Grant, 2013b). In health care the goal is health related, so the coach help the coachee to achieve the health related goal through information elicitation and specific health related education (Palmer, Tubbs & Whybrow, 2014).

The process of coaching (figure 2) begins with the relationship between coach and coachee as the rapport is the key to success.

Figure 2: The flow of coaching (Flaherty, 2011).



Additionally coaching has five principles (figure 2) in which professionals rely on for a successful outcome. Obviously the relationship is the first principle because everything is based upon it; it is the foundation for all coaching effort (Flaherty, 2011).

- Principle 1. Relationship with mutual trust, respect, satisfaction and freedom to express.
- Principle 2. Pragmatism, in order to face each coaching session with willingness to learn something anew; understanding that every session provides fresh knowledge and what we have learnt earlier should not be taken for granted and could be applied this time in the same way.
- Principle 3. Two tracks, coaching is a learning experience for both coach and coachee. Track one is the coaching process that coaches do with clients. Track two is the same process coaches must do with themselves.
- Principle 4. Always and ready which mean interventions must always fit in with their structure of interpretation.
- Principle 5. No techniques, means that the coach has to know when to use the appropriate technique, even proven ones. Techniques cannot replace human heart and creativity in coaching (Flaherty, 2011).

Figure 2: Five principles of coaching



Coaching has a humanistic theory emerging from the person-center approach. As foretold professionals who utilize this approach should have some skills to assert rapport. These skills are empathy, genuineness, unconditional acceptance (O’Broinl & Palmer, 2009)

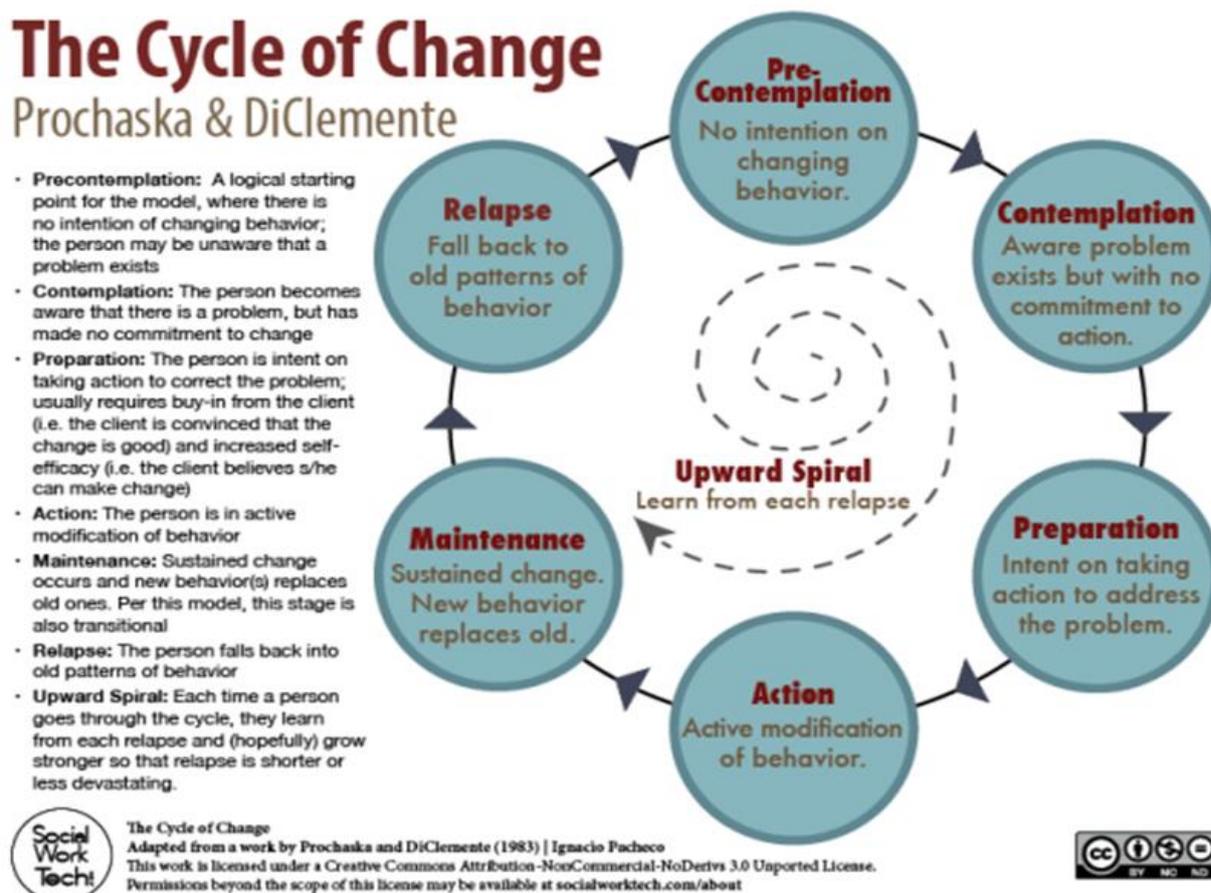
and critical thinking; a very important skill to be a successful coach. O'Neill & Dluhy (1997) argue that "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action".

4. Coaching and counselling: similarities and differences

Both coaching and counselling have elements taken from psychology and especially from humanistic approach and apparently they share certain common features but also have differences which make them so idiosyncratic.

Both are directed by professionals who create rapport with their clients and support them to go from where they are to where they want to be as well as both approaches have to manage with the cycle of change (figure 3). Most of the basic skills are common, like empathy, active listening and questions which augment awareness. Moreover both can cause behaviour change through motivational interviewing⁴ as cognitive and emotional techniques aiming to help clients achieve personal development, performance, and well-being (Bluckert, 2005; Griffiths & Campbell, 2007).

Figure 3: The cycle of change



(Prochaska & DiClemente, 1983).

The divergences between the two fields begin with the fact that in counselling the counsellor is the expert while in coaching there is an equivalent relationship between coach and coachee. Moreover counselling investigates personal issues and examines the past

⁴ Motivational interviewing is a technique in which you become a helper in the change process and express acceptance of your client.

through conversation in order to instigate the clients to increase his self-awareness as well as improve some dysfunctional behaviors. On the other hand coaching is more about the present and the future, it is goal-oriented and action-focused. In brief whilst counselling is problem-focused, coaching is solution-focused. What is more, counselling is guided and the clients ask for it when they already have problem, while in coaching most of the times clients are doing well but wish to do better through exploration, experimentation and learning new ways of thinking, new ways to achieve their goal and eventually get ready to take action (Paterson, 2008; Bluckert, 2005; Griffiths & Campbell, 2007).

5. Clinical Evidence

Several clinical trials of population with NCDs or chronic health problems suggest that both counseling and coaching approach lead to better health outcomes and more effective behaviour change (Table 1). In particular the essential benefits of counseling and coaching are self-awareness and readiness to change. Also better knowledge of the disease and ways to manage it is succeeded, followed by adherence to healthier lifestyle.

British Association for Counselling & Psychotherapy (2010) states that ‘Counsellors play a crucial role in improving the health and wellbeing of our society. They help people to talk about their feelings, think about their choices or their behaviour, and make positive changes in their lives’. Coaches also seem to play the same important role as counsellors for patients with NCDs to embrace both healthier lifestyle and positive behaviour changes that lead to better health outcomes (Ammentorp, Uhrenfeldt, Angel, Ehrensvärd, Carlsen & Kofoed, 2013; Bray, Turpin, Jungkind, & Heuser, 2008). Hence both approaches have a significantly positive impact on health care (Nishita, Cardazone, Uehara, & Tom, 2012).

Table 1: Clinical trials in patients with chronic diseases using counseling and Coaching

Author	Title	Method	Results
Weekes, Emery, & Elia 2008.	A randomised trial of dietary counselling and food fortification in stable chronic obstructive pulmonary disease	RCT	weight gain and improvements in outcome
Hardcastle, Taylor, Bailey, & Castlec, 2008	A randomised controlled trial on the effectiveness of a primary health care based counselling intervention on physical activity, diet and CHD risk factors.	RCT	people were more active and had reduced weight, blood pressure and cholesterol
Lin, O'Connor, Evans, Senger, Rowland & Groom, 2014	Behavioral counseling to promote a healthy lifestyle in persons with cardiovascular risk factors: a systematic review for the U.S. Preventive Services Task Force.	Systematic Review	counseling in persons with risk factors for cardiovascular disease resulted in consistent improvements across various important intermediate health outcomes up to 2 years.
Wallace, Seligman, Davis, Schillinger, Arnold, Bryant-Shilliday, et al., 2009	Literacy-appropriate educational materials and brief counseling improve diabetes self-management.	Pilot RCT	Important improvements were observed in participants' activation, self-efficacy, diabetes-related distress, self-

			reported behaviors, and knowledge.
Wolever, Dreusicke, Fikkan, Hawkins, Yeung, Wakefield, et al., 2010.	Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial.	RCT	Reduction in HbA1c.
Edelman, Oddone, Liebowitz, Yancy, Olsen, Jeffreys, et al., 2006.	A multidimensional integrative medicine intervention to improve cardiovascular risk	RCT	Decrease in CHD risk, weight loss and increase in physical activity.
Wayne, Perez, Kaplan, & Ritvo, 2015.	Health Coaching Reduces HbA1c in Type 2 Diabetic Patients From a Lower-Socioeconomic Status Community: A Randomized Controlled Trial.	RCT	Reduce of HbA1c , weight loss, better quality of life
Margolius, Bodenheimer, Bennett, Wong, Ngo, Padilla, et al., 2012	Health Coaching to Improve Hypertension Treatment in a Low-Income, Minority Population.	RCT	Reduction in blood pressure

RCT=Randomized Control Trials

6. Conclusion

Adopting healthy lifestyle changes is crucial for people with NCDs. Both counselling and coaching seem to have positive outcomes in health behaviour change even though there are significant differences between them. However the principal theoretical base is the same and this is the patient-center approach which is diametrically different to the physicians 'expert approach' that relies on the physicians' skills and knowledge.

Such an approach is apparently effective on acute problems but is not that useful on behaviour change. It is evident-based that coaching and counselling appear to be catalytic for patients' (clients) behaviour change that can last. In particular behaviour changes with regards to increasing physical activity, making healthier choices of food, losing weight, stop smoking and managing with stress; behaviors that can lead to a better health and wellness. The key for this success is the rapport between the professional and the client as well empathy, active listening and questioning that promote self-awareness.

7. References

- Adachi, Y. (2003). Behavior Therapy for Nutritional Counseling —In cooperation with registered dietitians. *Journal of the Japan Medical Association*, 126(6), 806–810.
- American college of preventive medicine. (2009). Coaching and counseling time tool. A Resource from the American College of Preventive Medicine. Retrieved April 3rd 2017 from <http://www.acpm.org/?NurseCoachingClinRef>
- American Diabetes Association. (2014). Standards of medical care in diabetes 2014. *Diabetes Care*, 37(suppl 1), S14-S80.
- Ammentorp, J., Uhrenfeldt, L., Angel, F., Ehrensverd, M., Carlsen, E. B. & Kofoed, P.E. (2013). Can life coaching improve health outcomes? – A systematic review of intervention studies. *BMC Health Services Research*, 13(1), 428. Doi: 10.1186/1472-6963-13-428

- Bluckert, P. (2005). The similarities and differences between coaching and therapy. *Industrial and Commercial Training*, 37(2), 91-96. doi: 10.1108/00197850510584241
- Bray K., Turpin R. S., Jungkind K., Heuser G. (2008). Defining success in diabetes disease management: Digging deeper in the data. *Disease Management*, 11(2), 119-128. doi:10.1089/dis.2008.112722
- British Association for Counselling & Psychotherapy. (2010). *What is counselling and psychotherapy?* Retrieved April 7, 2017 from: <http://www.bacp.co.uk/student/what.php>
- Burnard, P. (2005). *Counselling skills for health professionals* (pp.1-36). Cheltenham: Nelson Thornes.
- Busse, R., Blümel, M., Scheller-Kreinsen, D. and Zentner, A. (2010). *Tackling chronic disease in Europe strategies, interventions and challenges*. Copenhagen: World Health Organization on behalf of the European Observatory on Health Systems and Policies.
- CDC. (2014). Providing quality family planning services recommendations of CDC and the U.S. Office of Population Affairs. *Morbidity and mortality weekly reports*, 63(4), 47-48.
- Center for Substance Abuse Treatment. (1999). *Treatment Improvement Protocol (TIP) Series, No. 34. Brief Interventions and Brief Therapies for Substance Abuse*. Chapter 6 --Brief Humanistic and Existential Therapies. U.S :Rockville Available from: <https://www.ncbi.nlm.nih.gov/books/NBK64939/>
- Clarkson, P. (1998). *Counselling psychology : integrating theory, research, and supervised practice (p. 4)*. London New York: Routledge.
- Edelman, D., Oddone, E., Z., Liebowitz, R., S., Yancy, W., S Jr., Olsen, M., K., Jeffreys, A., S., et al. (2006). A multidimensional integrative medicine intervention to improve cardiovascular risk. *Journal of General Internal Medicine*, 21(7), 728-734.
- Flaherty, J. (2011). *Coaching: evoking excellence in others* (pp.2-11, 31-37). Abingdon, Oxon: Taylor and Francis.
- Frates, E., P., Moore, M., A., Lopez, C., N. & McMahon, G., T. (2011). Coaching for behavior change in psychiatry. *American Journal of Physical Medicine & Rehabilitation*, 90(12), 1074–1082. Doi: 10.1097/PHM.0b013e31822dea9a.
- Gable, J. (2007). *Counselling skills for dietitians* (pp. 11-12). Oxford Ames, Iowa: Blackwell Pub
- Grant, A., M. (2001). *Towards a Psychology of Coaching*. Sydney: Coaching Psychology Unit, University of Sydney.
- Grant, A., M. (2013a). The efficacy of executive coaching in times of organizational change. *Journal of Change Manage*, 14(2), 258–280. Doi: <http://dx.doi.org/10.1080/14697017.2013.805159>.
- Grant, A., M. (2013b). Autonomy support, relationship satisfaction and goal focus in the coach–coachee relationship: which best predicts coaching success? *Coaching: An International Journal of Theory, Research and Practice*, 7(1), 18-38. Doi: <http://dx.doi.org/10.1080/17521882.2013.850106>
- Griffiths, K. & Campbell, M., A. (2007). Semantics or substance? Preliminary evidence in the debate between life coaching and counselling. *Coaching: An international journal of theory, research and practice*, 1(2), 164-175. Doi: <http://dx.doi.org/10.1080/17521880802328095>.
- Hamine, S., Gerth-Guyette, E., Faulx, D., Green, B.B. and Ginsburg, A.S.(2015). Impact of m Health Chronic Disease Management on Treatment Adherence and Patient Outcomes: A Systematic Review. *Journal of Medical Internet*

Research, 17(2), e52. Doi: 10.2196/jmir.3951

- Hardcastle, S., Taylor, A., Bailey, M. & Castle, R. (2008). A randomised controlled trial on the effectiveness of a primary health care based counselling intervention on physical activity, diet and CHD risk factors. *Patient Education and Counseling*, 70(1), 31–39. <http://dx.doi.org/10.1016/j.pec.2007.09.014>
- James, P.A., Oparil, S., Carter, B.L., Cushman, W., C., Dennison-Himmelfarb, C., Handler, J., et al. 2014. Evidence-based guideline for the management of high blood pressure in adults: report from the panel members appointed to the Eighth Joint National Committee (JNC 8). *JAMA*, 311(5), 507-520. doi:10.1001/jama.2013.284427
- Lawna, S., Schoob, A. (2010). Supporting self-management of chronic health conditions: Common approaches. *Patient Education and Counseling*, 80(2), 205–211.
- Lin, J.S., O'Connor, E., Evans, C.V., Senger, C., A., Rowland, M., G., Groom, H., C. (2014). Behavioral counseling to promote a healthy lifestyle in persons with cardiovascular risk factors: a systematic review for the U.S. Preventive Services Task Force. *Annals of Internal Medicine*, 161, 568-578.
- Margolius, D., Bodenheimer, T., Bennett, H., Wong, J., Ngo, V., Padilla, G., et al. (2012). Health Coaching to Improve Hypertension Treatment in a Low-Income, Minority Population. *Annals of Family Medicine*, 10(3), 199-205. doi: 10.1370/afm.1369
- McLeod, J. (2013). *An introduction to counselling* (pp.165-200). New York, New York: Open University Press
- Melanie, R., J., Colleen, C., G., Sheira, L., S., Stella, M., S., Scott, E., S., Sondra, R., Z., et al. (2013). The Impact of Primary Care Resident Physician Training on Patient Weight Loss at 12 Months. *Obesity*, 21(1), 45-50. doi:10.1038/oby.2012.137.
- Nishita, C., Cardazone, G., Uehara, D., L. & Tom, T.(2012). Empowered diabetes management: Life coaching and pharmacist counseling for employed adults with diabetes. *Health Education & Behavior*, 40 (5), 581 – 591. 10.1177/1090198112465088.
- O'Broinl, A. & Palmer, S. (2009). Co-creating an optimal coaching alliance: A Cognitive Behavioural Coaching perspective. *International Coaching Psychology Review*, 4(2), 184-194.
- O'Neill, E., S. & Dluhy, N., M. (1997). A longitudinal framework for fostering critical thinking and diagnostic reasoning. *Journal of Advanced Nursing*, 26, 825-832.
- Palmer, S., Tubbs, I. & Whybrow, A. (2003). Health coaching to
- Parsloe, E. (1999). *The manager as coach and mentor*. London: Chartered Institute of Personnel and Development (CIPD).
- Paterson, J. (2008). Counseling vs. life coaching. *Counselling today*. Retrieved April 13, 2017 from: <http://ct.counseling.org/2008/12/counseling-vs-life-coaching-2/>
- Pigone, M., Ammerman, A., Fernandez, L., Orleans, C., Pender, N., Woolf, S., et al. (2003). Counseling to promote a healthy diet in adults. *American Journal of Preventive Medicine*, 24(1), 75-92.
- Powers, M.A., Bardsley, J., Cypress, M., Duker, P., Funnell, M.M., Fischl, A.H. et al. (2015). Diabetes self-management education and support in type 2 diabetes: a joint position statement of the American Diabetes Association, the American Association of diabetes educators, and the Academy of Nutrition and Dietetics. *The diabetes educator*, 41(4), 417-30
- Prochaska, J., O. & DiClemente, C., C. (1983). Stages and processes of self-change of

- smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51(3), 390-395. Doi: <http://dx.doi.org/10.1037/0022-006X.51.3.390>
- Rise, M.B., Pellerud, A., Rygg, L.Ø. and Steinsbekk, A.(2013). Making and maintaining lifestyle changes after participating in group based Type 2 diabetes self-management educations: A qualitative study. *Plos one* 8(5), e64009. doi:10.1371/journal.pone.0064009
- Swinburn, B., Sacks, G., Vandevijvere, S., Kumanyika, S., Lobstein, T., Neal, B., et al. (2013). INFORMAS (International Network for Food and Obesity/non-communicable diseases Research, Monitoring and Action Support): overview and key principles. *Obesity Reviews*, 14(S1), 1–12. doi:10.1111/obr.12087
- Wallace, A., S., Seligman, H., K., Davis, T., C., Schillinger, D., Arnold, C., L., Bryant-Shilliday, B., et al. (2009). Literacy-appropriate educational materials and brief counseling improve diabetes self-management. *Patient education and counseling*, 75(3), 328-333.
- Wayne, N., Perez, D., F., Kaplan, D., M. & Ritvo, P. (2015). Health Coaching Reduces HbA1c in Type 2 Diabetic Patients From a Lower-Socioeconomic Status Community: A Randomized Controlled Trial. *Journal of Medical Internet Research*, 17(10), e224.
- Weekes, C.E., Emery, P.W. & Elia, M. (2008). A randomized trial of dietary counselling and food fortification in stable chronic obstructive pulmonary disease. *Thorax* , 64(4). doi: 10.1136/thx.2008.097352
- Wildflower, L. & Brennan, D. (2011). *The handbook of knowledge-based coaching: from theory to practice*. San Francisco, CA: Jossey-Bass.
- Wolever, R. Q., Simmons, L. A., Sforzo, G. A., Dill, D., Kaye, M., Bechard, E. M., et al. (2013). A Systematic Review of the Literature on Health and Wellness Coaching: Defining a Key Behavioral intervention in Healthcare. *Global Advances in Health and Medicine*, 2(4), 38–57. <http://doi.org/10.7453/gahmj.2013.042>
- Wolever, R., Q., Dreusicke, M., Fikkan, J., Hawkins, T.,V., Yeung, S., Wakefield, J., et al. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *The diabetes educator*, 36(4), 629-639. doi: 10.1177/0145721710371523
- World Health Organization. (2014). *Global status report on noncommunicable diseases 2014*. World Health Organization.

Detecting Dyslexia in Primary School: The Teachers' Perspective

Abstract:

The aim of this study was to outline and understand the knowledge of teachers in relation to detecting and dealing with dyslexia in the mainstream classrooms of primary schools in Greece. The data was collected using semi-structured interviews with 40 educators working in general and special education, and teaching specialist subjects. The results highlighted two typical teacher profiles. The teachers in the first group can identify the characteristics traits of dyslexia but require guidance and support, while those in the second group have inadequate or erroneous knowledge leading to misconceptions and inappropriate attitudes. They all believed that additional training after their university studies is essential and that it is necessary for educators in the school community to work together to include all pupils.

Keywords: dyslexia, teacher attitudes, misconceptions, primary school, inclusive education.

Danopoulou Elvira-Eleni¹ and Zachou Vaia-Nefeli²

¹ Corresponding Address: Danopoulou Elvira-Eleni, Primary School Teacher, MA Special Education, Email: elvirad88@gmail.com

² Corresponding Address: Zachou Vaia-Nefeli, Primary School Teacher, Email: nefeli_zachou@hotmail.com

1. Introduction

Dyslexia is the most common Specific Learning Disability (SLD). Specifically, 13% of the school population falls under the special education category. Of this population, about 50% presents learning difficulties (6%-7%) and 80% of these children receive special education to address reading difficulties (National Center for Education Statistics, 2010). In Greece, the results of a survey conducted under the Operational Programme for Education and Initial Vocational Training 'In-Depth Programmes - Mapping Special Education' showed that of the 15,850 pupils served by special education, 56.2% experience learning disabilities (Lampropoulou, Panteliadou, & Markakis, 2005).

Despite the increase in pupils diagnosed with dyslexia, international research has shown that educators have insufficient knowledge in this area (Aladawani & Al Shaye, 2012; Bell, 2013; Wadlington & Wadlington, 2005; Washburn, Joshi, & Binks-Cantrell, 2011b). Specifically, the definitions, characteristics and early indicators of dyslexia are often misunderstood.

Numerous studies have found that educators believe the reversal of letters is a key symptom of dyslexia (Hudson, High, & Otaiba, 2007; Wadlington & Wadlington, 2005; Washburn, Binks, & Joshi, 2007; Washburn, Joshi, & Binks-Cantrell, 2011a), though it is often typical in children up to the age of seven (Williams & Lynch, 2010).

There are also teachers who believe children with dyslexia have a low IQ (Bowman & Culotta, 2010). On the contrary, according to Shastry (2007), they have an average level of intellectual ability. Besides, a key prerequisite for diagnosing dyslexia is that the individual exhibit a mean normal level of cognitive function (Polychroni, 2011).

There are still educators who believe dyslexia can be cured. Conversely, according to the International Dyslexia Association (2002), dyslexia is a lifelong disorder which affects the life of people at all ages. Nevertheless, with proper educational intervention based on teaching phonological awareness (at a phonemic and syllable level), children's reading ability can be improved and difficulties in written expression can be lessened (Hatcher, et al., 2006; Shaywitz, et al., 2004).

Dyslexia is a hidden particularity and is often misleading (Anastasiou, 1998). The early indications of reading difficulty usually become apparent as pupils enter the first year of primary school. Thus, it is often the teachers who are first to observe difficulty in reading and writing (Wadlington & Wadlington, 2005). Teachers play a definitive role in identifying these early indications, referring the child and his family to the Centres for Diagnosis and Support of Special Educational Needs (KEDDY) or to the medical education centres, contributing to diagnosis by submitting their experience in the classroom, and ultimately in carrying out any teaching intervention.

Due to misconceptions, myths, and minimal training, a large number of teachers exhibit low self-esteem with regard to dealing with children with dyslexia in the classroom (Duranovic, Dedeic, Huseinbasic, & Tinjic, 2011). This results in educators developing negative attitudes and behaviours, which then influence the way in which the pupils view themselves in terms of succeeding at school and in life (Hellendoorn & Ruizssenaars, 2000).

The beliefs and behaviour of educators towards pupils with specific learning difficulties are very important for the pupils' subsequent progress. Their experiences at school can cause social and emotional problems, low self-esteem, school failure and stigmatisation (Currie & Wadlington, 2000). Specifically, Rhodes and Nevill (2004) claim there is a strong link between pupil self-esteem and the motivation that drives them to succeed at school. This is even truer for children with dyslexia. In fact, Hagborg (1996) found that 70% of children with learning disabilities exhibit low self-perception with regard to their performance at school.

It is critically important for pupils with dyslexia to have teachers who understand what it means to have dyslexia; to understand its characteristics and the difficulties it can cause

(Williams & Lynch, 2010). Also important for successful intervention is "the level of tolerance and cooperation" (Stasinou, 2009, p. 381) of the teacher with each child, the teacher's expectations (Hornstra, Denessen, Bakker, Van den Bergh, & Voeten, 2010), his cooperation with special education teachers (McPhillips & Shevlin, 2009) and parents, as well as having relative training in addressing learning difficulties, particularly dyslexia. Nevertheless, with regard to teacher training, studies have shown that educators do not feel confident about the effectiveness of their teaching for students with dyslexia. In fact, they say they have limited knowledge of this area from their university education and would like further training-specialisation (Gwernan-Jones & Burden, 2010; Washburn et al., 2011a).

The role of teachers is very important to both identifying dyslexia and in effective educational intervention. Long, MacBlain, and MacBlain (2007) assert that teachers must recognise and focus not just on the academic needs of pupils, but also on their personal, social and emotional needs. Clearly, not all pupils respond to interventionist programmes to the same degree, since each child diagnosed with dyslexia is unique and presents a varying combination and degree of difficulties (Polychroni, 2011).

Based on the diversity of pupils, teachers should focus their attention not just on the pupils' weaknesses but also on their strengths if they are to achieve a successful intervention programme (Williams & Lynch, 2010). By developing all the 'strong points' of children with dyslexia, they boost their self-esteem and motivate them to learn and participate in school activities.

Some of the key components of an effective intervention include the use of multisensory methods (Singleton, 2009), an emphasis on teaching phonological awareness as part of a broader programme (Brooks, 2007), applying structured programmes which include consecutive teaching units of short duration (Rose, 2009) and frequent testing-evaluation of pupil progress (Hudson, et al., 2007; McPhillips & Shevlin, 2009).

Educators must create a friendly school environment for children with dyslexia. According to the principles of inclusive education, addressing pupils with dyslexia is not just the responsibility of the classroom teacher or the special educator, but all educators as a whole (British Dyslexia Association, 2001; Pavey, 2007).

2. Method

2.1 Participants

The study population comprised primary education teachers (N=167) from 9 primary schools within the purview of the 1st Piraeus, 2nd Athens, 3rd Athens, East Attica and West Attica directorates.

The survey sample comprised 40 educators working in primary education during the 2016-2017 academic year. Interviews were conducted with 32 women and 8 men. Of the educators, 32 are teachers and 5 of them have completed first and post-graduate degrees in Special Education or have attended similar in-service training at the Marasleio Pedagogical Institute; one is a Special Education teacher.

Figure 1 presents the percentage distribution and frequency of teachers by speciality and Figure 2, the percentage distribution and frequency of interviews by years of teaching.

Page Break

Figure 1: Percentage distribution and frequency of teachers by speciality

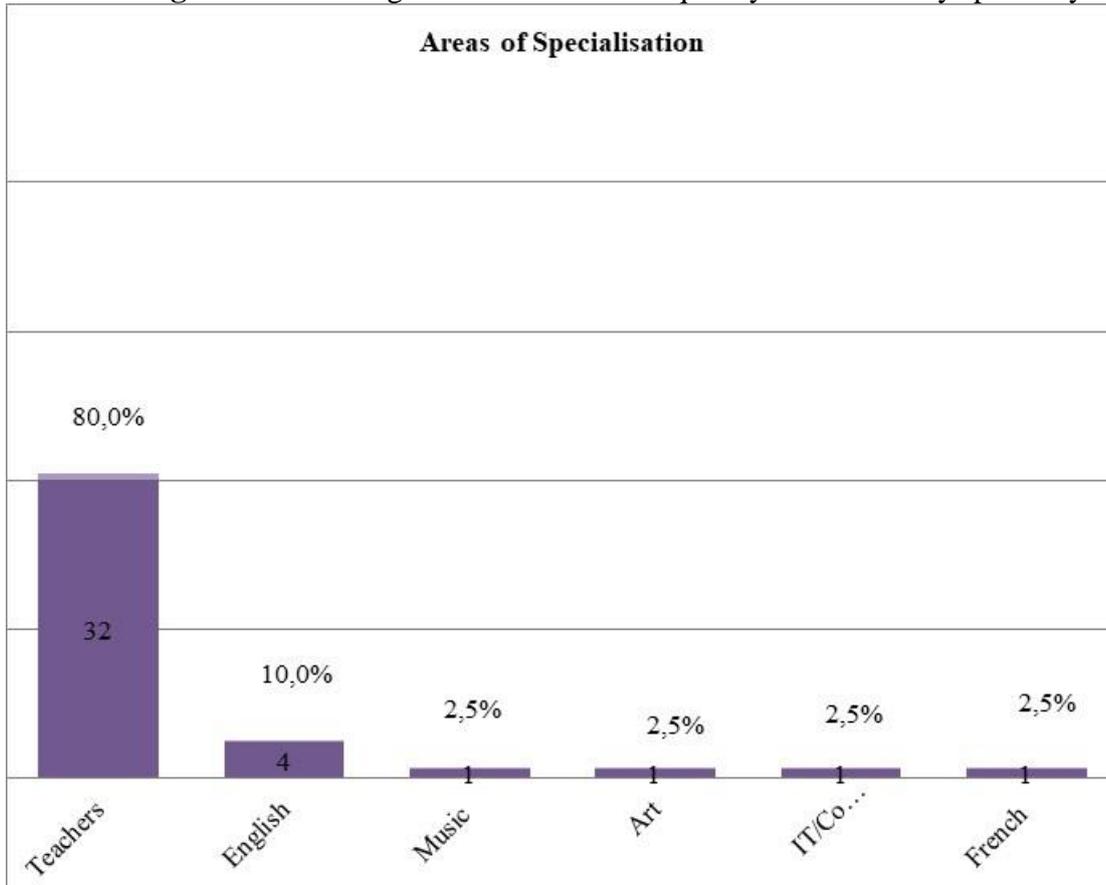
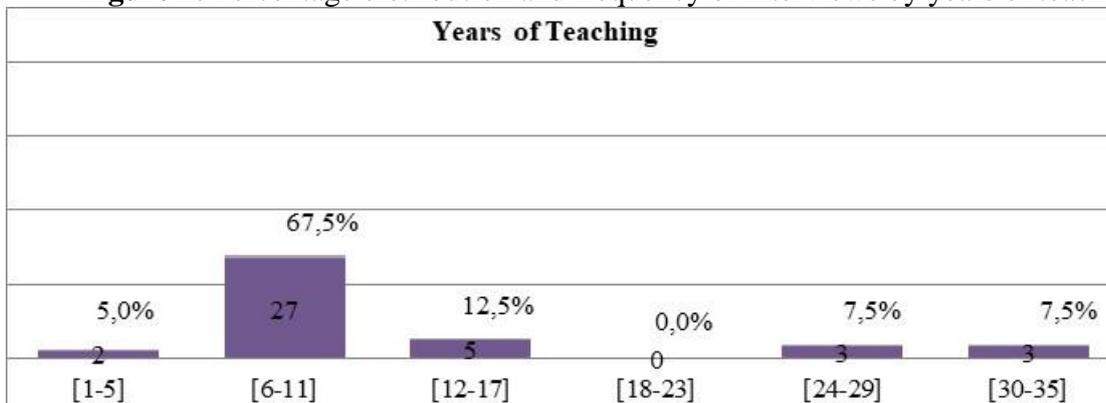


Figure 2: Percentage distribution and frequency of interviews by years of teaching



2.2 Materials

For the purpose of outlining and understanding the current situation with regard to detection of dyslexia in primary school classrooms, we used the qualitative method of data collection and analysis, as it focuses on the personal views and experiences of participants; this would not have been possible through statistical analysis (Stake, 2010). Specifically, we used semi-structured interviews.

2.3 Procedure

The educators who took part in the survey responded to the questions posed to them voluntarily and sincerely in a positive climate and during the flow of conversation. The interviews were conducted either in their workplace or at an outside location by prior arrangement.

3. Results

The data collected through the interviews as to the definition of dyslexia showed that 6 teachers (15%) were able to provide a clear definition of dyslexia, as established by the International Dyslexia Association (International Dyslexia Association, 2002).

"[...] dyslexia is a [...] neurobiological disorder [...] it is not related to the intelligence of the child and simply shows symptoms in all of his learning activities, for example, maths, writing, reading depending on age and naturally depending on the level, on the stage."

The remaining educators (75%) offered key characteristics of dyslexia instead of a definition.

"[...] they have a good cognitive level... they show insurmountable and inexplicable difficulties in oral and written language. [...] he has great difficulty reading, to read a text, though he is very good in other areas. You see a written text with missing letters, syllables, accents, letters will be reversed [...] very often, various issues are involved, where these children usually also exhibit certain behavioural problems."

Asked about the characteristics of dyslexia, the teachers provided more information, referring to instances they had encountered in the classroom, and explaining how the areas of the children's learning and life as a whole are affected.

"[...] In reading... he had a terrible time because he could not even read the rubric of an exercise easily. [...] he might omit whole sentences."

"[...] Total chaos in the school bag and at the desk. Illegible letters, [...] difficulty in copying from the book to the notebook, from the board to the notebook."

As to knowledge of dyslexia, two typical educator profiles emerged. The first group comprised 13 teachers (32.5%) who can identify typical traits of dyslexia but require guidance and support, while the second group of 27 teachers (67.5%) have inadequate or erroneous knowledge leading to misconceptions and inappropriate attitudes.

"[...] scant knowledge."

"As teachers, we have an average knowledge of the theory [...]. We don't have [...] either the knowledge or the specialisation to help a child."

Nevertheless, the teachers in both groups wish to be trained and acquire further knowledge about dyslexia and request help.

"[...] I would be interested on a practical level, to be told when you have a child with dyslexia, what type of exercises to give, what to do with him."

"Training is needed [...] because there are increasingly more cases of learning difficulties."

To the question of whether there are teachers who interpret dyslexia as laziness, the answers confirmed the fact that there is only superficial knowledge. Specifically, 27 of the teachers (67.5%) say there are still teachers who confuse learning difficulties with laziness.

"[...] Very often, they are confused and believe that children with dyslexia do not have dyslexia, but are just lazy."

"[...] many times, when a child could not read or could not write correctly, I assumed he had not prepared well enough at home."

As to which areas of a child's development can be affected by dyslexia, the teachers mentioned school failure and psycho-emotional and social development.

"Dyslexia can result in school failure; they exhibit delinquent behaviour."

"[...] they have a hard time in their social groups; they feel inferior and may become more aggressive or more shy and become isolated."

Through the interviews, it became clear that teachers play an important role in addressing dyslexia. But it is a difficult role that requires knowledge, self-esteem and self-confidence on their part. They are called upon to balance the personal and interpersonal tension among the pupils, but also their cooperation with the parents.

"[...] the teacher should help the child, boost his self-esteem, work at a team level."

"[...] it is important – crucial - to recognise the problem [...] the role is also made difficult because it must be brought to the parents."

When the teachers were asked about the intervention methods they apply in the classroom, some of them appeared quite concerned and insecure. None of them mentioned a particular method; on the contrary, they expressed the desire for a special education teacher to take over the situation.

"[...] clearly there is a need for an inclusion classroom teacher who will help the child specifically with his problem."

"[...] the teacher will have to communicate with the parents in order to refer the child elsewhere for a diagnosis."

Although they cannot use specific intervention methods, they can support the pupils in a variety of ways.

"[...] one way to make it easier would be in relation to the quantity of work. I don't correct all the mistakes, only those that we have set as goals; it could be in the time I give you to finish copying off the board. [...] I write each word on the board in a different colour.

"[...] point with your finger or stay on the line, vertical writing, [...] you do not expect the child to write all of the dictation; you give him less reading, less spelling, fewer times to copy [...] you have to work on the sense of space, so they know from and to where the movement is."

Particular emphasis was given in developing a friendly-educational climate of acceptance in the classroom, which will help the pupil with dyslexia by giving him the self-confidence and motivation to continue his efforts.

"[...] to have certain activities [...] that aim to highlight the diversity between people and how each person should be addressed differently with his particularities as a human being, without prejudice against him."

"[...] to make to child feel comfortable [...] that it's not a problem [...] for the teacher to make the class accept the child and make him feel like he belongs to the group."

Finally, there was a reference to the cooperation among educators which, though necessary in dealing with children with learning difficulties and particularly dyslexia, does not exist though most teachers seek it.

"[...] the word 'cooperation' in Greek schools is, I wouldn't say 'unknown', it is a familiar word with many gaps. Most teachers embrace it, they want cooperation, they raise it as an argument, but they work completely alone. Each one has his kingdom - the classroom, where he is lord [...] where he can do anything he wants. [...] if cooperation of general education teachers is necessary, then cooperation between the inclusion classroom teacher with the general teacher is a prerequisite."

"[...] many of my colleagues want to do something but it depends on the colleague and what they believe in. It doesn't have anything to do with a more general culture or line of thought in the educational community."

4. Discussion and conclusions

Although it is the most common Specific Learning Disability among all pupils (Stasinou, 2009), educators are unable to offer a precise definition. In general, teachers are able to detect difficulty in pupils' reading and writing, but are unable to formulate a clear definition.

With regard to how knowledgeable teachers are, the opinion that they have insufficient or erroneous knowledge is borne out by results of research indicating the prevalence of misconceptions about dyslexia (Aladawani & Al Shaye, 2012; Bell, 2013; Wadlington & Wadlington, 2005; Washburn, et al., 2011b). Both the teachers in the sample and those in other studies have said that they had not received the necessary knowledge through their university education (Aladawani & Al Shaye, 2012; National Institute of Child Health and Human Development, 2000; Washburn, et al., 2011a).

One issue that was discussed was whether teachers interpret dyslexia as laziness. Of the sample, 67.5% (n=27) explained that there may be misconceptions due to inadequate training and education on the subject. A study by Gwernan-Jones and Burden (2010) shows that most teachers do not agree with the opinion that dyslexia is an excuse for laziness. However, there are cases of pupils described by some teachers and peers as 'lazy' and 'inattentive' (Krokou, 2010).

As to the characteristics of dyslexia and the areas of pupils' lives that are affected, the views of teachers are in line with the key characteristics listed by the International Dyslexia Association in 2008, as well as other research (Frith, 1997; Rose, 2009; Williams & Lynch, 2010).

In reference to methods of addressing dyslexia, the educators were unable to mention specific interventions due to the lack of in-service training, the school timetable, the curricula and all of the difficulties that are encountered in classrooms and in schools in general. These obstacles emerge in studies conducted in other countries, despite the differences between educational systems (Aladawani & Al Shaye, 2012; McPhillips & Shevlin, 2009).

Aside from simple practices to support pupils, the teachers noted the importance of creating an educational climate of acceptance, citing the need to enhance pupils' self-esteem and motivation. This point is supported by the principles of inclusive education which promotes equal opportunity and the right to diversity (British Dyslexia Association, 2001; Pavey, 2007). As for boosting self-esteem, research has focused on its importance and its link to motivating pupils to perform well in academic and other settings (Humphrey, 2003; Long, et al., 2007; Nind & Wearmouth, 2006).

Participants said it is also essential to develop a good working relationship between general education and special education teachers, and between educators and parents - which is not always possible. Studies on the importance and effectiveness of cooperation arrive at similar conclusions (Hudson, et al., 2007; McPhillips & Shevlin, 2009; Floratou, 2009). In view of the above, it is apparent that the results of studies referred to here agree for the most part with the results derived from our analysis of the interviews. This may be because dyslexia is one of the greatest concerns among educators with regard to pupils' academic performance.

Dyslexia is not a disease, nor does it correlate to a low IQ. It is simply that the brain functions differently; it is not caused by social deprivation, bilinguality or poor living conditions.

It seems that teachers are either aware but need guidance and support, or possess insufficient or erroneous knowledge which leads to misconceptions and inappropriate attitudes. They would like to obtain further training on topics of special education on a collective level within the school setting.

The timely and accurate diagnosis is seen as essential for the purpose of implementing an appropriate interventional educational programme designed with the needs and abilities of each pupil individually. Teachers should be prepared; they should know their pupils well and

support them in all their efforts. They should place emphasis on addressing the issue, rather than ignoring the difficulties that our pupils may manifest as a result of daily routine and stress.

5. Bibliography

- Aladawani, A., & Al Shaye, S. (2012). Primary School Teachers' Knowledge and Awareness of Dyslexia in Kuwaiti Students. *Education, 132*(3), pp. 449-516.
- Anastasiou, D. (1998). *Dyslexia: Theory and Research, Practical Aspects* [in Greek] (Vol. I). Athens: Atropos.
- Bell, S. (2013). Professional development for specialist teachers and assessors of students with literacy difficulties/dyslexia: 'to learn how to access and support children with dyslexia'. *Journal of Research in Special Educational Needs, 13*(1), pp. 104-113.
- Bowman, F., & Culotta, V. (2010). *Myths About Dyslexia*. Retrieved Ιουλίου 12, 2013, from The International Dyslexia Association: <http://www.interdys.org/MythsAboutDyslexia.htm>
- British Dyslexia Association. (2001). *Dyslexia Friendly School Audit*. Reading (UK): BDA.
- Brooks, G. (2007). *What Works for Pupils with Literacy Difficulties? The Effectiveness of Intervention Schemes*. Sheffield: National Foundation for Educational Research: Department of Children Schools and Families.
- Currie, P., & Wadlington, E. (2000). *The Source for Learning Disabilities*. East Moline, IL: Linguistics.
- Duranovic, M., Dedeic, M., Huseinbasic, M., & Tinjic, E. (2011). *Teachers' Attitudes About Dyslexia: Evidence from Bosnia and Herzegovina and Montenegro*. Retrieved July 2, 2013, from International Conference Learning Disabilities At School: Research and Education: http://www.convegnodas.dfa.supsi.ch/wp-content/uploads/2011/04/DURANOVICH-DEDEIC-HUSEINBASIC-TINJIC_Teachers-attitudes-about-dyslexia-Evidence-from-Bosnia-and-Herzegovina-and-Montenegro1.pdf
- Floratou, M. (2009). *Learning Difficulties, Not Laziness: Teaching Programmes to Address Problems at School and at Home in READING, WRITING, SPELLING* [in Greek] (9th ed.). Athens: Odysseas.
- Frith, U. (1997). Brain, Mind and Behaviour in Dyslexia. In C. Hulme, & M. Snowling (Eds.), *Dyslexia: Biology, Cognition and Intervention* (pp. 1-19). London: Whurr.
- Gwernan-Jones, R., & Burden, R. (2010). Are They Just Lazy? Student Teachers' Attitudes About Dyslexia. *Dyslexia, 16*(1), pp. 66-86.
- Hagborg, W. (1996). Self-concept and middle school students with learning disabilities: A comparison of scholastic competence subgroups. *Learning Disability Quarterly, 23*, pp. 117-126.
- Hatcher, P., Hulme, C., Miles, J., Carroll, J., Hatcher, J., Gibbs, S., . . . Snowling, J. (2006). Efficacy of Small Group Reading Intervention for Beginning Readers with Reading-delay: A randomised controlled Trial. *Journal of Child Psychology and Psychiatry, 47*(8), pp. 820-827.
- Hellendoorn, J., & Ruizssenaars, W. (2000). Personal Experiences and Adjustment of Dutch Adults with Dyslexia. *Journal of Remedial and Special Education, 21*(4), pp. 227-239.
- Hornstra, L., Denessen, E., Bakker, J., Van den Bergh, L., & Voeten, M. (2010). Teacher Attitudes Toward Dyslexia: Effects on Teacher Expectations and the Academic Achievement of Students with Dyslexia. *Journal of Learning Disabilities, 43*(6), pp. 515-529.

- Hudson, R., High, L., & Otaiba, S. (2007). Dyslexia and the Brain: What Does Current Research Tell Us? *The Reading Teacher*, 60, pp. 506-515.
- Humphrey, N. (2003). Facilitating a Positive Sense of Self in Pupils with Dyslexia: The Role of Teachers and Peers. *Support for Learning*, 18(3), pp. 130-136.
- International Dyslexia Association. (2002). *Definition of Dyslexia*. Retrieved from <https://dyslexiaida.org/definition-of-dyslexia/>
- Krokou, Z. (2010). Learning Difficulties and Behavioural Problems. In E. Koliadis, *Behaviour at School: Developing Strengths, Addressing Problems* [in Greek] (pp. 600-622). Athens: Grigori.
- Lampropoulou, V., Panteliadou, S., & Markakis, E. (2005). Mapping - Special Education programmes in detail: A Day Late... [in Greek]. *ARETHAS Scientific Yearbook*, III, pp. 243-262.
- Long, L., MacBlain, S., & MacBlain, M. (2007). Bridging the Holistic and Academic Divide: Beyond the Mechanics of Learning to Read. *Journal of Adolescent & Adult Literacy*, 51(2), pp. 124-134.
- McPhillips, T., & Shevlin, M. (2009). Evaluating the Teaching and Learning Experience for the Child with Dyslexia in Special and Mainstream settings in Ireland. *Support for Learning*, 24(2), pp. 63-72.
- National Center for Education Statistics. (2010). *The Condition of Education 2010*. Retrieved Ιουλίου 10, 2013, from National Center for Education Statistics: http://nces.ed.gov/pubs2010/2010028_2.pdf
- National Institute of Child Health & Human Development. (2000). *Report of the National reading Panel: Teaching Children to Read*. Bethesda, MD: Author.
- Nind, M., & Wearmouth, J. (2006). Including Children with Special Educational Needs in Mainstream Classrooms: Implications for Pedagogy from a Systematic Review. *Journal of Research in Special Educational Needs*, 6(3), pp. 116-124.
- Pavey, B. (2007). *The Dyslexia-Friendly Primary School: A Practical Guide for Teachers*. London: Paul Chapman Publishing.
- Polychroni, F. (2011). *Specific Learning Difficulties*. Athens: Pedio.
- Polychroni, F., Hatzichristou, C., & Bibou, A. (2006). *Specific Learning Difficulties - Dyslexia. Classification, evaluation and intervention* [in Greek]. Athens: Ellinika Grammata.
- Rhodes, C., & Nevill, A. (2004). Academic and Social Intergration in Higher Education: A Survey of Satisfaction and Dissatisfaction within a First Year Education Studies Cohort at a New University. *Journal of Further and Higher Education*, 28(2), pp. 179-193.
- Rose, J. (2009). *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London, UK: Department for School Children and their Families.
- Shastry, B. (2007). Development Dyslexia: An Update. *Journal of Human Genetics*, 52(2), pp. 104-109.
- Shaywitz, B., Shaywitz, S., Blachman, B., Pugh, K., Fulbright, R., Skudalarski, M., . . . Gore, J. (2004). Development of Left Occipitotemporal Systems for Skilled Reading in Children After a Phonologically-based intervention. *Biological Psychiatry*, 55(9), pp. 926-933.
- Singleton, C. (2009). *Intervention for Dyslexia. A review of Publicised evidence on the impact of specialist dyslexia teaching*. Hull, East Yorkshire: University of Hull.
- Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. New York: Guilford Press.
- Stasinou, D. (2009). *Psychology of Speech and Language: Development and Pathology, Dyslexia and Speech Therapy* [in Greek]. Athens: Gutenberg.

- Wadlington, E., and Wadlington, P. (2005). What Educators Really Believe About Dyslexia. *Reading Improvement, 42*(1), pp. 16-33.
- Washburn, E., Binks, E., & Joshi, R. (2007). What Secondary Teachers Know About Dyslexia? *International Dyslexia Association Conference*. Dalas, TX.
- Washburn, E., Joshi, R., & Binks-Cantrell, E. (2011a). Teacher Knowledge of Basic Language Concepts and Dyslexia. *Dyslexia, 17*(2), pp. 165-183.
- Washburn, E., Joshi, R., & Cantrell, E. (2011b). Are Preservice Teachers Prepared to Teach Struggling Readers? *Annals of Dyslexia, 61*(1), pp. 21-43.
- Williams, J., & Lynch, S. (2010). Dyslexia: What Teachers Need to Know. *Kappa Delta Pi Record, 46*(2), pp. 66-70.

Intercultural Competence and Readiness of Teachers in the Contemporary Multicultural School Environment

Abstract:

In the contemporary world, pluralistic and multicultural dynamics are developing due to massive immigration and the rapid technological evolution. Multicultural diversity within the school classrooms is already evident.

Every teacher is called upon to manage diversity within the multicultural school classroom, thus his/her sufficient training-education, as well as an appropriate educational and psycho-pedagogical approach to this diversity, becomes a necessity.

In this presentation, we initially determine the aims of Intercultural Education and those of Intercultural Pedagogy and Methods of Teaching. Furthermore, we analyze the framework and the special features of Intercultural Competence and Readiness that the teacher should obtain and also give a description of the profile of a teacher as a professional and a pedagogue, capable of overcoming any of the difficulties and demands which may arise.

Providing an intercultural dimension in teachers' training is deemed necessary in order to produce a more effective, experiential, cooperative and substantial approach to diversity.

Key words: intercultural readiness, intercultural competence, intercultural education, intercultural teaching, intercultural pedagogy

Leze Evaggelia¹

¹ Leze G. Evaggelia, Educator at ASPETE (School of Pedagogical and Technological Education), PhD. In Psychology – philologist. 46 Miliaraki Str., Kato Patissia – Athens, Postal Code:11145, Email: lilianleze@yahoo.gr

1. Introduction: Intercultural Education - Intercultural Teaching: aims and characteristics

The massive immigration of populations and the transformation of societies into multicultural ones form new foundations in the approach of native and immigrant students. “Intercultural Theory” is based on the axioms of: a) the “equality of cultures”; b) the “equality of educational background” of immigrant students; and c) the provision of “equal opportunities in education and society” of the host country (Damanakis, 1998).

According to Essinger, Intercultural Education is based on the principles of: a) solidarity training for the elimination of social inequalities, (b) education for intercultural respect, c) education against ethnocentrism for the elimination of national stereotypes and d) education for empathy, that is, understanding others and their problems and trying to resolve any conflict through constructive dialogue / (Govaris, 2001. Athanassiou, 2007). Intercultural Education can be delimited by the following areas: a) Equality Education, which may be adapted to the style of learning of all students and their needs, in order to help them achieve good school performance in the future; b) by reviewing the content of the education provided and incorporating various subjects, examples, activities, experiential activities and information in teaching, which deploy the cultural background of the students; c) Knowledge-building, in the sense of understanding that knowledge is structured under the influence of various factors (e.g. ethnicity, cultural assumptions, gender, or the socio-educational status of decision-makers or groups) and is substantial when it derives from Critical thinking, rather than when it is imposed on the learners as a truth; d) by reducing prejudices with pedagogical and teaching interventions; and e) by strengthening school culture in various ways (e.g. student participation in artistic and sporting activities at school, cooperative teaching models, interaction of teachers and students etc.) / (Banks, 1989).

The main goal of Intercultural Teaching is the use of linguistic and cultural differentiating elements for the benefit of all learners. This is achieved when certain conditions exist in the daily school reality. More specifically, teachers are required to implement individualized learning methods and adopt communicational practices in teaching; they ought to motivate interest and bring about active participation of all students through experiential activities and various motives and develop all types of intelligence for children and adolescents (e.g. linguistic, emotional, etc.). Furthermore, the educational process and practice should aim at intercultural expansion, cultural contact and classroom exchange as well as the management of any discrimination or inequality problems that may arise in the school environment. Modern methodological approaches can be used in the context of Intercultural Teaching, such as: 1) collaborative teaching, 2) projects, 3) interdisciplinary teaching, 4) research methods, 5) experiential activities, 6) role play, dramatization and brainstorming, (7) the use of New Technologies in the subjects taught, 8) activities for the development of creativity, 9) presentations of project work, 10) the use of images, etc.) / (Leze 2002, 2003. Dimidriadou & Efstathiou, 2008. Nikolaou, 2011).

The above conditions and approaches go beyond traditional teaching practices and help all students to develop skills, emotions, values, ideas and the means for self-expression. Therefore, “they learn how to learn” (UNESCO, 2002). According to Sleeter & Grant, there are the following approaches for the development of intercultural curricula: a) the approach of “Human Relations” (e.g. good relations among native and immigrant students, positive school atmosphere, conflict resolution, elimination of prejudices etc.), b) the approach of “Teaching Culturally Different People”, c) the “Cultural Diversity” approach (e.g. inclusion of topics on social justice and oppression in courses), d) the approach of “National Studies”, which aims at respect and acceptance of cultural diversity and e) the “Social Reconstruction” approach that prepares all students to take further action against inequalities as active citizens (Chatzigeorgiou, 1999. UNESCO, 2002).

2. Intercultural competence and readiness of teachers

In a more general sense, a teacher is required to possess the following characteristics in order to be able to work: a) knowledge of the characteristics of the ethno-cultural groups that make up the multicultural society that the school is part of, b) knowledge of the realities of Europe and the world in general and c) pedagogical knowledge (Markou, 1996). Basic parameters of a teacher's professional profile are his/her scientific training and a lifelong dedication to learning with a view to continuous personal and professional development (Day, 1999). The main characteristics of professional teachers (Christensen, 1996) are:

- As “mediators in learning”: they ought to have realistic but high expectations; they also need to be “open” to change and help their students achieve maximum performance; they should use all the appropriate (pedagogical, social and psychological) techniques and strategies in order to approach their students;
- As individuals: they ought to respect the values of students and believe in lifelong learning, as well as to be able to communicate effectively;
- As “members of society”: they should have a sense of responsibility for their students and a moral commitment to their profession; they are to be adaptable to their working environment and cooperate with colleagues, parents and any other educational institutions.

More specifically, if teachers are to manage the diversity of a multicultural school classroom, they should have redefined their own identity. They ought to have selected the correct teaching techniques but, above all, they need to possess “intercultural competence and readiness”, so as to approach all students in a holistic and pedagogic way.

2.1. Definition of the terms “intercultural competence” and “intercultural readiness” of teachers

“Intercultural Competence” includes the theoretical, scientific, research and teaching training that in service teachers have received during their studies and during their active teaching and pedagogical work in the form of teacher training programs on intercultural issues, in order to be considered competent. To reach this level of “competence”, the teacher should have teaching experience with both native students and non-native speaking students, seek lifelong learning, and possess an appropriate lifelong experiential learning for students from different cultural backgrounds.

Therefore, it does not concern students and prospective teachers because they are in the process of practicing and gaining experience. “Intercultural readiness” refers to the ability to manage and translate the knowledge of intercultural education into practical implementation in the educational process. It represents the ability to directly perceive intercultural stimuli and appropriately respond to them, as a result of the teacher's proper training and preparation. It is the potential ability of a teacher and his / her psychological readiness to manage the diversity of a classroom, which will be mobilized by his / her predispositions, attitudes and pre-existing perceptions of the different “Other”, as well as his / her cognitive prerequisites. Of course, in order to be implemented in practice, educational resources and appropriate educational experience and feedback are required. Thus, “intercultural readiness” refers to in service or prospective teachers and presupposes “intercultural competence”, while the opposite is not the case (Gundara, 2000. Georgogiannis, 2006).

2.1.1. Characteristics of teachers' “intercultural readiness and competence”

The teacher needs: a) to be aware of any prejudices and phenomena of racism and be able to intervene in the classroom; b) to have formed and redefined his / her own ethno-cultural identity through self-awareness and critical thinking and understand the identity of others; c)

to develop empathy and acceptance towards his / her students in order to understand their communication codes and their cultural values and come closer to them as individuals with personal self-worth; d) to understand any linguistic-communicational difficulties and the emotional problems of non-native speaking students; e) to be aware of the concepts of “Intercultural Education and Pedagogy”, “Multiculturalism” and “Antiracist Education”, as well as the similarities and differences of these concepts; f) to know the individual forms of bilingualism and the process of learning a “second” or “foreign” language in combination with the appropriate teaching techniques and methods; g) to design and produce teaching material for immigrant students; h) to use New Technologies for teaching multicultural classes; i) to develop positive expectations for the students’ capabilities and set high cognitive goals through his / her teaching; j) to create a positive atmosphere in the multicultural classroom through a cooperative-communicative learning model that reduces prejudice and promotes social cohesion; k) to take into account the pre-existing educational and cultural background of the students, their previous experiences, their different learning styles and provide them with the appropriate motivation for learning; l) to develop their own personal theory, based on their communication and personal experience with the students; m) to keep up with modern research data, styles which have to do with intercultural teaching and education; n) to develop cooperation networks with supporting institutions of immigrant students and their families, seeking alternative ways of finding the necessary information to meet their needs (Banks, 1989. Gay, 1988. Papanou, 2008).

The proposals of Rivilla & Garrido (Paleologou & Evangelou, 2003) on lifelong “teacher training in intercultural education” take into account the interaction of the following thematic fields in the educational process: a) the theory of intercultural education, b) intercultural practices and activities, c) the views and perceptions of teachers on intercultural pedagogy; d) the intercultural curriculum; e) intercultural methodology; f) intercultural teaching means; g) the intercultural school atmosphere; h) intercultural information at an individual and collective level.

According to the principles of intercultural pedagogy, it is necessary that prospective teachers should cultivate similar attitudes – in addition to their acquiring teaching skills and psycho-pedagogical knowledge – that significantly determine their actions and choices. It takes time to modify these attitudes or create new ones. At the same time, achieving this goal is not always feasible because teachers’ beliefs may not be consistent with what they learn in their initial studies or do not keep pace with the principles of intercultural pedagogy and are, thus, filtered through their personal value system (Guillaume, 1998). However, the formation of “intercultural emotion” in teachers, in general, can be achieved gradually through specific stages, such as: a) the perception of phenomena, b) the response to these phenomena, c) assessment, d) the organization and development of values and e) the formation of a value system (Rios, 1998).

3. The profile of an “intercultural teacher and counselor”

The “native-insider” (who confirms the attitudes of the ethno-cultural group he belongs to through his pedagogical and teaching work) and the “external-insider” teacher of the multicultural environment (who has been socialized within the framework of the principles of a different culture, but validates the views and behaviors of the native culture) can both be effective in teaching multicultural classes, according to the principles of intercultural theory and the profile of the “intercultural” teacher (Liakopoulou, 2006).

The characteristics of the competencies of school counselors with intercultural orientation are summarized as follows: a) sensitivity to non-verbal communication and stereotypes of other cultures; b) the ability to recognize linguistic and cultural differences, relationships among different cultural groups and the clear formulation of the cultural

elements of the “Other”; c) the interest in the social welfare of people from other cultures; d) respect for pluralism and multiculturalism; and e) the ability to interpret any direct and indirect forms of communication (Sue, 1998). The framework of the “intercultural competence of a counselor” refers to the awareness of the information and facts needed to understand his / her own behavior and the behavior of the “Other”, the awareness of the culture of the counselor himself in relation to other cultures and the development of appropriate skills that will bring about change in the right direction. To sum up, the teacher’s “abilities to know culture” presuppose: knowledge of the “cultural shocks and stress” of immigrants, the history of other cultures and the role of values, education, money and attitudes towards them, equality of individuals regardless of their cultural level, the particular linguistic characteristics of his / her immigrant students and the resources for teaching their language and culture, the knowledge of how “Others” interpret the rules and traditions in the new socio-cultural frameworks and the development of professional intercultural skills of the teacher (Pedersen, 2002). If the counselor treats his vulnerable groups in a mono-cultural manner (e.g. immigrant students and women, etc.), then: a) he / she is confined to his / her defined professional boundaries without working in an interdisciplinary way; b) underestimates the psychological situation of “Others” because of his / her own cultural prejudices; c) behaves as an individual and not as a member of the system; d) neglects their cultural and educational background and e) demands that they be assimilated to the host country system (Pedersen, 2000).

4. Conclusions

It is necessary that the intercultural dimension in teacher training should be developed in order to make the relationship of teachers with immigrant and native learners substantial, supportive, experiential, communicative, and cooperative and to also help teachers themselves be trained and become effective professionals.

Also, in the context of interculturalism, counselors of vulnerable social groups need to have democratic values, empathy and the ability to view situations in a holistic way and function on all levels of their cultural identity (Papachristos, 2011). In addition, teachers and counselors could go through the critical reflection stage after they have learnt and been familiarized with the principles of Intercultural Pedagogy. In “reflective interculturalism”, they understand that cultural differences are implied by the immigrants themselves (rather than by the natives) in a specific way, in the context of shaping their identity and searching for opportunities for social participation in the host country. These understandings are made clear, if one considers the immigrants living conditions and the quality of intercultural relations between immigrants and natives (Govaris, 2013).

5. Bibliography

5.1. Greek language

- Athanasiou, L. (2007). The role of modern teacher in a school that is changing. Features, problems, prospects. In: Govaris, C. & Theodoropoulou, E. & Kodakos, A. (proofr.). The pedagogical challenge of multiculturalism (in Greek). Athens: Atrapos, pp. 236-254.
- Chatzigeorgiou, G. (1999). Know the Curriculum. General and Special Topics of Curriculum and Teaching Programs (in Greek). Athens: Atrapos.
- Damanakis, M. (1998). The Education of Repatriates and Foreign Students in Greece. Intercultural Approach (in Greek). Athens: Gutenberg.
- Dimidriadou, K. & Efstathiou, M. (2008). Teaching Approaches in mixed classes. In:

Training Guide. Intercultural Education and Pedagogy of Program “Integrating children repatriated and foreign school (Gymnasium) of Aristotle University of Thessaloniki (prologos: Z. Papanou – introduction: J. Mavroskoufis) / (in Greek). Thessaloniki, pp. 67-85.

- Georgogiannis, P. (2006). Educational, Intercultural Competence and Readiness of Teachers of Primary and Secondary Education (in Greek). Patra.
- Govaris, C. (2001). Introduction to Intercultural Education (in Greek). Athens: Atrapos.
- Govaris, C. (2013). Intercultural Pedagogy: Thoughts and Positions from the Theory of Education. In: Govaris, Ch. (proofr.). Teaching and Learning in Multicultural School (in Greek). Athens: Gutenberg, pp. 17-30.
- Leze, E. (2002). The Intercultural Dimension of the program of early childhood pedagogy-education schools. In: Department of Early Childhood-University of Crete, “Psycho-Pedagogy of Preschool Age”. Proceedings of International Conference, 18-20/10/2001 (in Greek). Rethimno, pp. 831-841.
- Leze, E. (2003). New Technologies and Teaching of Greek as a Second Language in Early Childhood and Primary Education. In: Department of Early Childhood-University of Crete, “Language and Mathematics in Preschool Age”. Proceedings of International Conference, 22-23/11/2002 (in Greek). Rethimno, pp. 170-179.
- Liakopoulou, M. (2006). The Intercultural Dimension in Teacher Education: theoretical and empirical approach (in Greek). Thessaloniki: Kiriakidis Brothers.
- Markou, G. (proofr.) (1996). Approaches of Multiculturalism and the Intercultural Education – Training of Teachers (in Greek). Athens: Ministry of Education – General Secretariat of Adult Education.
- Nikolaou, G. (2011). Intercultural Teaching. The new environment – basic principles (in Greek). Athens: Field.
- Paleologou, N. & Evangelou, O. (2003). Intercultural Pedagogy. Educational, Teaching and Psychological Approaches (in Greek). Athens: Atrapos.
- Papachristos, K. (2011). Intercultural Education in the Greek School (in Greek). Athens: Ttaxideftis.
- Papanou, Z. (proofr.) (2008). Teaching and Learning in Multicultural School: Teaching Approaches and Education Material (in Greek). Thessaloniki.
- UNESCO (2002). Education. The treasure hidden inside. Report of the International Committee chaired by J. Delors (translation: SPS Working Group) / (in Greek). Athens: Gutenberg.

5.2. Foreign language

- Banks, J. & McGee-Banks, A. (1989). Multicultural Education. Issues and Perspectives, Boston: Allyn and Bacon Inc.
- Christensen, D. (1996). The professional knowledge-research base for teacher education, In: J. Sikula. & T. J. Battery & E. Guyton (eds), Handbook of research on Teacher Education. New York: Prentice Hall, pp. 38-52.
- Day, E. (1999). Developing Teachers: The Challenges of Lifelong Learning, London: Falmer Press.
- Gay, G. (1988). Designing relevant curricula for diverse learners. Education and Urban Society, 20, pp. 327-340.
- Guillaume, A. (1998). What Difference does preparation make?, In: E. M. Dilworth (edr), Being responsive to cultural differences: How Teachers Learn. London: AACTE, pp. 143-159.
- Gundara, J. (2000). Interculturalism, Education and Inclusion, London: Sage Publications.
- Pedersen, P. A. (2000). Handbook for developing multicultural awareness, (3rd Ed.), VA: American Counseling Association.

- Pedersen, P. A. & Draguns, G. J. & Lonner, J. W. & Trimble, E. J. (2002). *Counseling across cultures*, (5th ed.). Thousand Oaks, CA: Sage.
- Rios, F. (1998). Pursuing the possibilities of passion: the affective domain of multicultural education, M. E. Dilworth (edr), *Being responsive to cultural differences: How Teachers Learn*. London: AACTE, pp. 160-181.
- Sue, S. (1998). In search of cultural competencies in psychology and counseling. *American Psychologist*, 53, pp. 440-448.

The contribution of "mutual respect" relationships between educator and student in the emotional and cognitive autonomy of students

Abstract:

The present study is in the field of didactic approaches and theories on the importance of the interaction between the educator and the student in the development of the cognitive and emotional autonomy of the student and especially the teenager. The research was based on Jean Piaget's theory and *constructivism* for the cognitive development through cognitive conflict, but was also enriched by other relevant studies and theories, such as Carl Rogers' person-centred theory and others. However, an attempt has been made to link this theory to other elements of Piagetian thought, which have not been adequately studied and systematized and are scattered, although documented, in various works. These elements relate to the identification of the emotional component of cognitive development and to the way it is cultivated through the interpersonal relation of the educator and the student, a relationship that is built with the expression of *mutual respect*. The methodology of the research was based on bibliographic information and then observation followed in the context of integrated curricula conducted by the researcher, to adolescent students with learning disabilities. The survey was completed with an interview with a structured questionnaire, in a selected small sample of students aged 13-17.

Keywords: Mutual respect, adolescence, interpersonal relationships, emotion, cognitive and emotional autonomy

Vasiliki Matiaki¹

¹ Corresponding Address: Vasiliki Matiaki, Email: vasilikimat123@gmail.com

1. Introduction

When the actions and generally the behaviour of an individual affect the behaviour of one or other individuals and there is interaction and mutual regulation of behaviour, then we talk about interpersonal relationships (Kapsalis, 1996, 416). Interpersonal relationships are a formative factor in the social development of human, especially of a young one, as they regulate their social adaptability through the trial and experience of relationships. In order for interpersonal relationships to exist it is necessary for communication to exist beforehand, which means that they are not always done in the best possible way and can not always have the same results. The main feature of effective interpersonal relationships is the free communication of people which is built in *mutual respect*, where there are no tendencies of enforcing, obedience or exploitation, but people are led to preserve their personal heterogeneity. In this way the interpersonal trust and the voluntary consent of the persons arise and communication becomes interpersonal rather than diatomic (Kogoulis, p. 269).

A. Theoretical-Part

2. The emotional experience in the interaction of the educator and the student

Interpersonal relationships in a school environment mainly refer to educator-student and student-classmates relationships. There have been many pedagogy-psychological studies and it is now scientifically accepted that the quality of interpersonal relations between educator and student facilitates the learning process, motivation and critical thinking. The student is in a dialectical relationship with his/her environment i.e. he/she is not a passive receiver but a transformative carrier of the stimuli he/she receives. Through them he/she forms his/her own personal world, as the individual-student shapes and is shaped by the circumstances (Gotovos 1985, p. 51). In the same way the pedagogical interaction between educator and student is a two-way process.

According to the theory of French psychologist Lobrot (1993) for human communication, there are two distinct functions in it: the transmission and reception of messages. To receive messages, he stresses, the receiver should be *available*, i.e. be prepared to accept messages and appropriate them. He proposed **positive experience** as a basic variable for *availability*. Katz & Lazarsfeld (1955), decades ago, talked about **personal influence** in an interpersonal communication · the personality of the transmitter in connection with the expectations of the receiver was found as the main influential factor.

For the Greek data, Fragos studied the educator-student communication, which he characterized as binary unity or else a **community of souls**. Young educators emphasized that without the **emotional phenomenon** there can be no mobilization and no learning and development can be achieved, as "we only learn what moves us" (Bakirtzis, 144). For him, the pedagogical relationship is deeply personal, a relationship not standardized and conformist, but an unpredictable existential encounter with the other (Bakirtzis, 168). The individual, he claims, receives the messages of the environment by choice and through the emotional experience, the inter-soul-social energy generates the intra-psychic one while it is influenced by it (Bakirtzis 2003, p.46).

3. The "co-suffering relationship" in Carl Rogers's person-centred theory

The American psychologist and psychotherapist Carl Rogers, with his person-centred theory, introduced also into education the obstetric method, the empathy and the positive acceptance of the transmitter to the receiver. He argued that authentic learning exists only for what concerns and touches mentally the individual and is an invasive knowledge that overwhelms every part of existence (Rogers 1968, 201). He spoke of the "co-suffering relationship" as a sovereign element of development and recognized that the diptych empathy-authenticity leads to the unconditionally **positive acceptance** (Rogers 1968, 201).

According to Carl Rogers, the soul of interpersonal relations is considered to be the educator, because with his own contribution the appropriate psychological climate is shaped to make the four following "psychological attitudes"² function (Lappas, 2007, p.374): a) The *positive recognition of the student*, i.e. the unprejudiced recognition of the student that according to Rogers "this means a kind of love equal to the theological term love"³ and b) the state of *authenticity*, i.e. the genuine interpersonal behaviour of the educator within the relationship. In *Freedom to Learn*, he notes: "*When a facilitator (educator) is a real person, being the one who is, entering into a relationship with the student without presenting a mask or a face, is much more likely to be effective [...] enters an immediate personal encounter with the student, meeting him on a face to face basis*"⁴. c) *Compassionate understanding*, otherwise empathy, the ability of the educator to deeply grasp the student's thoughts and feelings, so as to communicate with him at an inter-soul level⁵. d) Finally, *the acceptance*, that initially refers to the educator's self-knowledge, to accepting and understanding, first, of himself, and then accepting others, in particular the students⁶.

The educator, therefore, must love and respect the student whoever he/she is and in whatever situation he/she may be. This will result in the development of the student's self-esteem, the awareness of his / her self-worth, and most importantly, the response to the educator's tilt of love⁷.

4. The contribution of emotion to cognitive development in Piaget

For Piaget, mental development depends on social interaction, which is one of the four growth variables: maturity, experience, social interaction and balancing (Wadsworth, 227). He believed that it is the source of social conflict and imbalance (Wadsworth, 246). For him, we have cognitive development only when, through imbalance or cognitive conflict, the assimilation and adaptation of the new experience, i.e. its transformation into new structures / shapes, is completed. (Wadsworth, 226).

Piaget, in his early writings, identified the importance of the emotional factor in cognitive development (Piaget, 1981b) and put emotionality at its core. The emotionality that includes as a concept: emotions, trends, values and interests (Wadsworth, 237) *is the guard of the gates*, who decides which ideas are chosen for structuring (Piaget and Inhelder 1969, 159, Brown And Weiss, 1987) into anything that gets the attention.

Behaviour, therefore, depends on the thymic and cognitive dimension, as the thymic and the cognitive are inextricably linked, despite their differences (14 Piaget). The child feels the teacher's interest. **Emotional autonomy** leads to cooperative action and interaction based on the desire for someone to make the "right, fair and responsible" for himself/herself and others. Autonomy, however, is not a license that we give children to do whatever they want but: how to learn how to self-regulate, control and direct themselves effectively, truly and responsibly.

The emotion for Piaget regulates the mental act as he realized that there was neither emotion nor behaviour without a cognitive component. A systematic comparison at each stage of cognitive and emotional development is presented in his work *La formation du symbole chez l' enfant, Six etudes de Psychologie* but also in *Psychologie de l' enfant* (In collaboration with Barbel Inhelder). However, he clarifies that emotion is not what creates new structures / mentalities but is the **driving force** for cognitive functioning in general.

² See p. 374.

³ As above, p. 375.

⁴ As above, p. 376.

⁵ As above

⁶ As above, p. 377.

⁷ As above

5. The contribution of relationships of mutual respect to the emotional and cognitive autonomy of teenagers

Adolescence with its three stages (prematurity, mainly adolescence, late) is the cornerstone of human personality. The development of the personality in the period of adolescence is the final aspect of social and emotional development. The teenager, through a "mourning", abandons his/her parents and the world of his/her childhood and at the same time acquires his/her own identity as an adult. Cognitive and emotional characteristics of teenage logic in teenage behaviour are the personal hierarchy of values and typical functions in cognitive development.

The environment is the "constant" around which life is rotated, and so the teenager is particularly sensitive to the positive affirmation he draws and by seeking his/her own image, at first he/she approaches those similar to him/her. Closer relationships with the similar (teenagers) replace the stressful with the parents with whom they conflict in order to be able to get away from them. The conflict, however, brings them guilt and anxiety.

For Piaget, the completion of the personality of a teen occurs when he/she secures his/her emotional and cognitive autonomy and eventually reaches complete self-regulation of behaviour and emotions. This can happen when cooperation with others is established and **relations of mutual respect** develop, because: "*Emotional autonomy emerges from relationships of mutual respect*" (Wadsworth, 227, 250). In other words, emotional autonomy is self-discipline, a guide to choosing the right behaviour every time.

Wright links moral development with mutual respect: "*the essence of moral development ... can be defined as the prolonged and continuous experience of relations of mutual respect*" (1982, p. 216). It is the "ethics of cooperation", an unnecessary but freely structured interaction, which is triggered by the recognition that cooperation yields and is adapted to the necessities of individuals.

Teenagers apply a purely logical criterion in assessing reasoning: "what is reasonable is the best." They do not make distinctions between logic and real world (omnipotence), nor do they realize that the world and the people are not always reasonable. (Wadsworth, 217). Although the elements of self-centred thinking prevail, the feelings of *need* and the notion of obligation towards those that they value are key elements in controlling teenager behavioural mood.

6. The contribution of mutual respect relationships in knowledge management to students with learning difficulties

Students with learning difficulties have statistically low levels of self-confidence. According to Vail (1987), after prolonged failures they may become "unavailable for learning". The doors are closed and the student is not willing to open them.

For these students, the **relationships of mutual respect** are translated into the sense that one cares for them, is interested and respects their personality and their interests. When children experience this, they develop mutual appreciation and interest, trust and respect. Their willingness is cultivated, which, also supported by the educator's support, can convince them to open some of the "closed doors". Relationships of mutual respect and trust that according to Piaget lead to the enhancement of teenager cognitive functions, appear to have a catalytic effect on the management of knowledge, autonomy and socio-emotional adaptation of the student.

B. Experience Part

7. Research clues

Target: It is checked whether relationships of mutual respect lead to the strengthening of cognitive functions of teenagers and **their socio-emotional adaptation.**

Case: The case that was placed is that the students will support in their answers the importance of mutual respect and will identify this element in the researcher's teaching approach.

Research subjects: Five students who were in personalized intervention at least 1, 5 years from the researcher herself. In two out of five the intervention has not completed. In the other three it was considered that the student can continue by himself/herself and become autonomous. In two of the three there is communication and regular contact until today (life coaching, mentoring). Age range of subjects: 13-17 years.

The total number of students experienced learning disabilities / general difficulties - disorders: special learning difficulties, distraction of attention, hyperactivity, epileptic syndrome (memory disorders), moroseness. However, all students were functional with normal mental potential and moderate to increased learning difficulties.

Method: An information note was given to the students' parents to ensure written consent for the conduct and recording of the interview, which was done through a structured questionnaire. A combination of a questionnaire and an interview was chosen to enable cross-checking of data and to ensure reliability and validity. The students were informed about the interview and the completion of the questionnaire. The interviews were recorded and transcribed. 12-23 questions were personal. The students were asked to answer general questions of attitude and to make personal assessments. In particular, it was stressed before the start of the interviews that it is a necessary condition that the answers are: spontaneous, do not want to satisfy the educator, to be honest in order not to offend the research and the results.

Restrictions: The small sample number, subjectivity, personal involvement, normal maturation of students. Other co-factors and non-generable conclusions. Finally, it's about a Personalized Intervention, while the teaching part may change the data.

8. Descriptive subjects clues

Student A.

The student with diagnosed dyslexia and distraction of attention, 13 years old

Description of the learning profile before the intervention (1.5 year duration): Great difficulty in mathematics (he/she knew only addition - subtraction and multiplication up to three), in memory recall and restraint, and immature behaviour. Educational profile very low, calculated in 3-4 classes of school down to the level of knowledge. At school his/her behaviour was very disruptive, he/she was constantly speaking, he/she was not involved, he/she was permanently in tension, in motion, he/she was bothering, he/she was creating. Finally, he/she could not prepare any lesson on his/her own.

Description of the learning profile after the intervention: he/she can monitor the pace of the classroom, the learning profile has greatly increased (educators did not recognize marks of a student with dyslexia) but also the cognitive level estimated in 4 classes at 1, 5 year of intervention). The disruptive behaviours in the school were drastically reduced, and the child now behaves maturely, responsively, autonomously and interrupted some immature behaviours he had. Now, the manifestations of distraction of the attention and dyslexia are mild.

Student B.

The student with non-localized learning difficulties, diagnosed with moroseness and distraction of attention, 15 years old.

Description of the learning profile before the intervention: Extensive scribbling, production of spoken and written speech limited to repetition of stereotyped expressions and coded speech with difficulties in adapting to the communication framework, disruptive behaviour low and learning profile, while attention deficit data (without hyperactivity) were

distinct from the beginning with the predominant feature of Carelessness. He was referred for sessions to a child psychologist.

Description of the learning profile after the intervention: The student ceased to have disruptive behaviour, can prepare himself/herself for school, he/she is autonomous. With my suggestion, he/she was referred to an integration section where he/she attends the first grade of secondary school.

Student C.

The student with an estimated attention deficit disorder - hyperactivity 17 years old

Description of the learning profile before the intervention: great difficulties in Language and in particular in the written language where he presented oral language production with repetition of stereotyped expressions and encoded speech, while significant deficits emerged in grammatical and syntactic phenomena, as well as poor vocabulary. At the same time, outbursts of rage, little tolerance for failure, lack of organization, and poor memory performance co-ordinated.

Description of the learning profile after the intervention: Mentoring, coaching is provided to the student until today. The student developed spectacularly cognitive and emotional, with impressive performance in organization, self-discipline, concentration and control of impulsivity. Additionally, great progress has also been made in school performance in the lesson of language teaching.

Student D.

The student with diagnosed special learning disability, 13 years old

Description of the learning profile before the intervention: Weaknesses in the morphosyntactic (=syntax and morphology relationships), in the semantics of words, in grammatical rules and grammar skills: 1) A particular difficulty was found in the written expression: a) in spelling, b) in the organization and structure of texts, and c) in the vocabulary d) and in the meaning of the texts produced. 2) Difficulty in constructing paragraphs and completing sentences and producing texts with a limited number of words (telegraphically). 3) Extensive deficits in writing and in movement. 4) Difficulty in the formation of letters, words, sequence of lines and margins. In addition, social immaturity and impulse, psychosomatic reactions in anxiety and low learning profile, a large observed negativity towards school were also observed. In addition, rude, tedious and offensive behaviour.

Description of the learning profile after the intervention: The student so far: has ceased to be rude and offensive; on the contrary, he/she has adopted good ways of behaviour and courtesy (though he/she admits that he/she generally does not respect much). He/she can prepare himself/herself at a satisfactory level in his/her own lessons. Written speech has also been improved, while psychosomatic reactions continue in stressful situations.

Student E.

The student with memory disorders, diagnosed with epileptic syndrome, 16 years old

Description of the learning profile before the intervention: Originally, weakness in divergent thought and reduced efficiency of working memory, low rate of working memory were observed. Psychological overload and intense stress from stressors (preparation of competitions, etc.) and the somatised reactions of intense anxiety (insomnia, hallucinations etc.) were prominent.

Description of the learning profile after the intervention: all the difficulties were fully restored, memorable, psycho-emotional and the child became excellent in his/her school performance.

9. Conclusions of empirical research

- Students (research subjects) consider it very important to be respected
- Respect for them is: freedom, appreciation, sympathy, trust, admiration or all of that.
- They argued that feeling intimate with the educator does not diminish the respect he/she feels for him. However, teaching in a school class changes the facts, as intimacy in that place can be an inhibitory factor.
- They considered that a personal relationship with the educator could influence positively the acquisition of knowledge. However, teaching in a class, may change the facts supported by the older (16, 17): "it is enough to do his/her job properly".
- Everyone felt that they had responded much and very much to the researcher's teaching approach, that there was a positive acknowledgment on both sides very much and too much, that the educator-researcher cares much and very much about them, deeply understands the student's thoughts and feelings (2 said too much, 2 much, 1 medium).
- Cognitively believed they developed from much to too much.
- According to how autonomous they generally are they responded: Much (3) and medium (2) the same for their emotional autonomy.
- In the question of linking courses and autonomy development, the older students responded much and very much, while the smaller ones medium and much.
- The older students (aged 16-17: high school) answered all the questions "very much and too much". From this it can be deduced that either: a) the intervention cycle has been closed or b) they have reached higher levels of cognitive and emotional autonomy or c) better perceive the purpose of the research or finally d) wish to satisfy and please their educator who is at the same time the researcher.
- The youngest students (aged 13-15: secondary school) were somewhat more restrained in the answers: either (a) because they feel they have room for growth or (b) because the intervention has not yet been completed or (c) they are more spontaneous in their responses due to age.

10. Proposals for further investigation

We support, initially, the need to the theoretical foundation and further development of a mutual respect teaching model, to be materialized and delineated scientifically as a teaching approach. Related to this is the need to clarify that emotion alone is not a didactic approach, tactic – method is needed. In addition, extensive research in larger sample is advisable and the case Study.

11. Final thoughts

This research highlights the systematic, i.e. the scientific implementation of mutual respect in teaching, with emphasis on adolescence, as a dynamic and fully effective approach to addressing cognitive, emotional, moral and social problems, issues and deficits. Students practicing in such an environment and experiencing a prolonged experience of mutual respect seem to gain faster and more efficient cognitive and other skills through the process described as a *cognitive imbalance*. Children are motivated to rebuild their knowledge because they experience experiences that are in conflict with their predictions. **In conclusion, we conclude that emotion is at the centre of Knowledge.**

12. References

- Barry J. Wadsworth, Piaget's Theory of Cognitive and Affective Development, Series: Psychology, Athens: Kastaniotis 2001
- Brown, T, & Weiss, L. (1987). «Structures, procedures, heuristics, and affectivity». Archives de Psychologie (Geneva),55, p. 59-94.
- D. Lappa, Interactive Communication and Pedagogical Love in Modern School, Pournara Publishing, Thessaloniki 2007
- Piaget, J. & Inhelder, B. (1969). The psychology of the child. Translated from the French by Helen Weaver. New York: Basic Books

A school without exclusion. The inclusion model or the model of inclusive education

Abstract:

“Inclusion model” is an approach to the education of students with special needs, according to which, students with special needs are part of the programme with non-disabled students. Thus, there is no distinction or discrimination among students in a regular classroom.

This paper attempts to analyse the inclusion model or the model of inclusive education

Key-Words: Inclusive education, school, inclusion model

Marias-Zoi Papaioannou¹

¹ Corresponding Address: Marias-Zoi Papaioannou, Address: Larissa, Theofrastou 68, Email: Marizapap1994@gmail.com

1. Introduction

Education includes activities that aim to influence the person's character, way of thinking and physicality. The Greek education system is divided into general education and special education.

The first definition of Special Education in Greece comes from Rosa Imbrioti, who introduced the term "Therapeutic Education" in 1939. That education had as a primary objective teaching and care for the education of all children whose physical and mental development is hampered by personal and social factors. As the time has gone by, teachers and pedagogues have realized that isolation in a special classroom has negative effects on the social and emotional development of the student with special needs, whereas - being in a regular classroom - a child with special needs will be made to develop academically. For a child being in a regular classroom is a real challenge that can be dealt with, however, with the inclusion model or the model of inclusive education.

"Inclusion model" is an approach to the education of students with special needs, according to which, students with special needs are part of the programme with non-disabled students. Thus, there is no distinction or discrimination among students in a regular classroom.

2. Integration and Incorporation in Special Education

It has been almost 20 years since there was the change of the concept of "integration" into "incorporation" in the special education, from a theoretical point of view.

The difference between the two concepts, as Pierpaolo Donati has developed in relational sociology, is between integration / exclusion - differentiation / inclusion. In modern societies, whoever is not directly productive, s/he is excluded from the whole. Based on this rationale, "integration" was borne in the education system. When a person with any disability - that is, a person that is different from the whole, specific conditions should be created so such a person can be integrated in the whole. The confusion that these two concepts cause is very common, so their redefinition is necessary in order for the school environment and the educational system to operate in such a way that children with special educational needs are treated in equal terms and are provided with appropriate training.

3. Inclusion

Inclusion is a situation that requires a school environment ready to meet the needs of its students so that these pupils (with special educational needs) can develop the appropriate skills for their future. (Kratochilova, Jana) The underlying premise of inclusion is that all children can learn and belong to the mainstream of school and community life.

Inclusion comes from Latin *inclusio*, and one of its definitions is that offered by Armstrong (1999):

"Inclusive education refers to a system of education which refers to the recognition of the rights of all children to share a common educational environment in which everyone is judged to be equal regardless of the differences between their abilities, gender, descent, social class and the way of learning"

Therefore, inclusion embraces the concept of diversity as a physical state of human existence or, from the educational point of view, as that of a student and/or of an individual (Bayliss, 1997).

At a first level, research has shown that there are eight classes that delineate teaching conditions of individuals with special needs and talented students: (1) the organizational form of education; (2) teaching strategies; (3) educational content; (4) special educational care issues; (5) cooperation with specialists; (6) parents and the environment; (7) teaching staff; and (8) security of material and space.

Moreover, at a second level, there have been four brain maps that summarize the requirements for the care of students with disabilities, special needs, talented pupils and disadvantaged students. Here, it should be noted that the same process and procedure have also been chosen in the analysis of the school curricula, an analytical-complex procedure of open codification of the perception of the terms and their categorization. Then, a comparison of the legal framework of school programmes and its actual practice can be made.

As far as the legislative part of education and its programmes is concerned, it can be said that they are not fully applicable in reality, since each school and each classroom should adapt to the needs of its pupils. These factors and teachers' lack of experience in dealing with students with special needs are reflected in the quality of this process and procedure. Thus, four basic structures are proposed to be reviewed and will help: learning conditions, teaching strategies, parents' and experts' co-operation, and assessment of the process and procedure and its educational outcomes. The following sections make an effort to shed light on some factors involved in education in general and inclusive education in particular.

4. Teachers' views on inclusion

Studies have shown that general teachers neither have developed any empathy towards disability conditions (Horne & Ricciardo, 1988) nor seem to be ready to accept students with special needs. Nevertheless, they seem positive to the integration of these children as long as their disability characteristics will not require additional teaching or management skills from their side. As it is conspicuous, the problem lies in teachers' lack of training in participatory education. Research has also shown that older teachers had a better view on and management of the issue of inclusive and/or participatory education because of their experience and are more open to inclusion or inclusion model. Furthermore, those teachers who have children with SEN (: Special Educational Needs) in their classroom are more familiar with the issue and have a more positive attitude towards it.

5. Parents' views on inclusion

Parents who have experienced the model of inclusive education understand the benefits this model offers to their children's social and personal development. Of course, there are parents that have been negative to this educational model. However, when they were informed about the benefits this model provides to their children, they usually change their minds and become more receptive. Thus, it is important for parents to be informed about the inclusion model so they can think and decide how they could turn their children's school into a more just and a quality school for all.

Several studies have shown that parents of children with or without disabilities who went to kindergarten or school that implement inclusive education are positive to a mixed school, which is organized according to the inclusion model, and recognize all the benefits that arise from it. Nevertheless, there has been a good number of parents of children without disabilities who, although they perceive the benefits of inclusion, still would not choose a mixed school or an inclusive school.

6. Teaching assistants for students with complex needs

Teaching assistants or specialist teachers are considered to be a key factor for successful inclusion. They usually support individually a student with disabilities in the classroom. However, relatively poor teacher training gives them few opportunities to perceive and understand children's situation. Since specialist teachers are usually weighed down with a great deal of responsibilities, there should be appropriate training facilities and infrastructures so that this "weight" can be alleviated. Furthermore, there are several strategies that can function as a guide and help teachers be efficient. They should not, nevertheless, follow these

strategies mechanically; they should rather assimilate and try to use them in classroom situations (Gwadabe Kurawa, Bayero University).

7. New trends in the education of children with special needs or in Special Education

There have been new trends in the education of children with special needs such as: adaptation to course content; adaptation to teaching; adaptation of methods and techniques used by the teacher; adaptation of the school environment; adaptation to educational material and adaptation to measurement and evaluation.

Another trend in education is online teaching and learning that is now playing a very important role in education in general and in special education in particular. Of course, young students are fully acquainted with technology nowadays, whereas teachers lag behind, a fact that is forcing them either to acquire more skills or to enhance them in this part of education. Within the context of online teaching, there are primarily two strands of online teachers, one that provides content to students and one that supports student-teacher communication.

8. Sample and Sampling

As mentioned earlier, the present paper is part of a wider research. Within this context, it is enough to say that the questionnaires were designed to respond to several the research questions, portion of which is shown in the sections below and their respective Tables. Those questionnaires were answered by 50 teachers and 50 parents without or with children with disabilities during the period January-May 2016. They were distributed to Asisteus, the special school of Larissa (Greece), and to the Mental Health Centre of Serres (Greece).

9. Teachers' gender

Among the individuals in the research population, the gender ratio was almost one to two, with men accounting for 32.0% and women 68.0% (Table 1).

Table 1: Teachers' gender

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Men	16	32,0	32,0	32,0
	Women	34	68,0	68,0	100,0
	Total	50	100,0	100,0	

It is noted that, despite the fact that the sampling was not entirely random and an effort was made so that there should be the same amount of men and women in that research, women outnumber men, something that is expected considering that most general and specialist teachers are women in Greece. It is also noted that all 50 respondents answered this research question, that is, what they think of inclusive education.

10. Teachers' educational level

Based on the data from the demographic characteristics of the sample, the teachers surveyed by the overwhelming majority – that is, 82.0% of them – were university graduates of general education. The remaining 18.0% of teachers were special education graduates, as shown in Table 2.

Table 2: Teachers' educational level

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Graduate of general university education	41	82,0	82,0	82,0
	Graduate of special university education	9	18,0	18,0	100,0
	Total	50	100,0	100,0	

11. Teachers with a child with SEN

Based on the statistical results as presented in Table 3 below, only 10.0% of the interviewed teachers answered that they have a child with SEN in their immediate family environment.

Table 3: Existence of a child with SEN in teachers' immediate family

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	YES	5	10,0	10,0	10,0
	NO	45	90,0	90,0	100,0
	Total	50	100,0	100,0	

12. Parents' gender

Among the individuals in the research population, the gender ratio was almost one to two, with men representing 34.0% and women 66.0%; see Table 4 below.

Table 4: Parents' gender

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Men	17	34,0	34,0	34,0
	Women	33	66,0	66,0	100,0
	Total	50	100,0	100,0	

It is noted that, despite the fact that the sampling was not entirely random and an effort was made so that there should be the same amount of men and women in that research, women outnumber men, something that is expected considering that most general and specialist teachers are women in Greece. It is also noted that all 50 respondents answered this research question, that is, what they think of inclusive education.

13. Parents' educational level

Based on data from the demographic characteristics of the sample, the respondent parents – that is, 36.0% of them - were graduates from a University / Technological Educational Institution (TEI). Of equal percentage (36.0%) were the parents who were high school graduates. 24.0% of the parents are holders of a postgraduate degree (that is, either a Master's or a Ph.D. degree), while the remaining 4.0% of the respondent parents were junior high school graduates; see Table 5.

Table 5: Parents' educational level

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	A junior high school graduate	2	4,0	4,0	4,0
	A high school graduate	18	36,0	36,0	40,0
	Holder of a Bachelor's degree from a University / TEI (Technological Educational Institution)	18	36,0	36,0	76,0
	Holder of a Master's or a Ph.D. degree from a University / TEI	12	24,0	24,0	100,0
	Total	50	100,0	100,0	

14. Parents with a child with SEN

Based on the statistical results, as presented in Table 6 below, 56.0% of the respondent parents answered that they had a child with SEN in their family, while the remaining 44.0% of the respondents did not have any.

Table 6: Existence of a child with SEN in parents' immediate family

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	I have a child with SEN	28	56,0	56,0	56,0
	I have a child without SEN	22	44,0	44,0	100,0
	Total	50	100,0	100,0	

15. Concluding remarks

The purpose of the present paper (which is part of a wider research) has been to clarify parents' and teachers' view on the implementation of inclusion or the inclusion model of education. In this research 50 teachers and 50 parents participated; of the former, 68% were men and 32% women, whereas of the latter 66% were mothers and 34% were fathers. It is also worth being noticed that most teachers and parents were between the ages of 40-49.

As far as respondents' educational level is concerned, most teachers had a degree of rather general than special education, while most parents were either junior high / high school graduates or holders of a University / TEI degree. Regarding the existence of a child with SEN in respondents' immediate family, it was found that teachers with children with SEN were only 10% of the sample, whereas parents who had children with SEN were 56% of the sample.

Furthermore, it was found that, although teachers agreed with the view that segregation within the education system contributes to social exclusion and that the inclusion model of education serves to eliminate discrimination, they do not want any students with special needs in their classroom unless they have a specialist teacher's help. Only older teachers and teachers who had a child with SEN were more open to inclusion in education.

Almost the same views were held by parents. On the one hand, parents with children without special needs seemed resistant to inclusive education, despite the fact that they are informed about the benefits their children will have. On the other hand, parents with a child with SEN do agree with the inclusion model.

As a final note, the inclusion model benefits all children when they coexist in the classroom, allows students to participate in education and social life equally, enhances students' quality of life, merges the student population and provides equal access of all to education. Within the inclusion model communication skills can be developed and enhanced, students with SEN are accepted and, finally, the model will become a way to enhance the functionality of schools, which can become schools for all.

16. References

- Avramidis Elias et al./ Teaching and Teacher Education 16 (2000) 277-293
- Gil González-F., Martín-Pastor E., Flores c N., Jenaro C., Poy eR , Gómez-Vela M., (2013), Teaching, Learning and inclusive education: the challenge of teachers' training for inclusion, *Procedia - Social and Behavioral Sciences*,93,) 783 – 788.
- Kurawa Gwadabe, (2010), Teaching diversity in a primary school: examining teachers classroom strategies for inclusion, *Procedia - Social and Behavioral Sciences*, Volume 5,Pages 1585-1591
- Unianu Maria E.,(2011), Teachers' attitudes towards inclusive education, *Procedia – Social and Behavioral Sciences* , 33, 900-904

A Quantitative Research: Factors Affecting Career Choice During the Last Period of Adolescence

Abstract:

The present study is mainly a pilot survey using quantitative methods that aims to examine all the factors affecting career choice during adolescence. There are different views in the relative literature. Therefore, in one respect, career choice is supposed to be a long-term procedure with often unpredictable developments, that never ends. On the other hand, it is generally accepted that career choice is a developmental process that starts from early childhood and is basically expressed during adolescence when students are obligated to take a decision related with their career structure. Based on the second point of view, it was chosen that all sampled students should be at the age that is close in time to the most important decision about their working life (upper secondary school). The findings of investigation showed that further research is necessary, especially nowadays that socio-economic factors are changing rapidly. Research in the Greek field should be re-evaluated, as the working framework changes every year and consequently the factors influencing career choice during adolescence, are formulated within another framework.

Key words: Career choice, adolescence, factors

Savvidou Maria¹ and Zezos Gregorios²

¹ Corresponding Address: Savvidou Maria, Email: maria.p.savvidou@gmail.com

² Corresponding Address: Zezos Gregorios, Email: grzezos@hotmail.com

Part I: Survey of the Literature

1.1 The role of the group in adolescence

It is widely known that during adolescence, we notice lots of changes in adolescents' behavior and adolescents' aggression to parents, as they reject adults' ethical and social ideals. Of course, this does not mean that parents and "important others" (e.g. brothers and sisters, relatives and teachers) stop influencing teenager's ethical reference framework, which has already been fundamentally established, as also indicated in psychoanalysis theory, where parents and "important others" play a vital role in shaping child's "superego". This particular stage of adolescent rebellion and rejection is plunging them into further difficulties, depression and confusion. Thus, the teenager is directed at a more accessible environment, his friends and his company. At this point, a paradox seems to be emerging: whereas, in general, adolescents question or stand up against adults' principles, they are to a great extent, in line and in agreement with their friends' ideas and style.

1.2 The social impact of the financial crisis on youth

It is often highlighted that alongside the economic and humanitarian crisis, our society deals with increasingly emergency situations in all age groups, and therefore in adolescents and young adults, that are experiencing the "youth crisis". It is true that teenagers' gangs have multiplied, "drugs and psychotropic substances" have become widespread among young people, the contestation movement has widened in parallel with the social and political fermentations that have taken place over the past decade in Greece.

1.3 Domain and general working conditions as an incentive in the selection of a profession

This particular point of our study is directly related to the aspects that we have mentioned and we consider that in the current Greek reality there are now some peculiarities in the economy which completely change the working conditions. For example, the previous Greek's trend, to seek a position in the public sector with the choice of the teacher's profession to be the most popular for immediate and profitable professional rehabilitation, begins to change as permanence is phased out, wages are reduced and there is a large number of graduates, disproportionate to the available positions. Related research (Karmas et al., 1990) shows 72.7% of Greek high school students wanting to work in the public sector (Papanis, 2007).

1.4 Economic gains as a factor-incentive to choose a profession

An equally important factor to be taken into account when choosing a profession is the economic terms. These financial terms contain the general earnings a profession may have and the form of remuneration (monthly salary, hourly or wage-earning). According to the later researches, the "remuneration" is the primary motivation in the choice of profession. Then follows the "social recognition", the "interest" for the particular profession and the "working conditions" (Kantas, 1991). Generally, in Greece the dominant belief is that "well-paid" professions are related to senior and scientific professions, a belief that is a continuing trend from pre-crisis years, when almost all graduates of higher education were absorbed in public institutions (Papanis, 2007).

1.5 The Media as a factor affecting the choice of a profession

Compared with previous generations, we see obvious changes in the preferred business fields. From the agricultural and traditional context, we moved within a few decades into the post-industrial model, in the age of information technology. The storm of information and images through TV, free Press and Internet, happens simultaneously with the emergence of new

needs, role models and values and with the rejection of older and anachronistic mentalities and habits (eg. private school advertising, promotion of the ephemeral consumer lifestyle).

1.6 Fortune as a factor affecting the choice of a profession

The theory of fortune concerns every age group and is influenced by theory of chaos, which is a social-economic theory. In this theory, chaos is defined as the dynamic behaviour of a deterministic system, which is clogged, is impermanent and sensitive to the original conditions (Tsiftiktsoglou, 2002). The theory of fortune or coincidence simply underlines the flexibility and complexity of modern system. It is most likely that a chance occurrence will determine the entire career path of an individual, while a predetermined goal will fail or lead to a different perspective than anyone had imagined. In short, the coincidence factor plays a very important role economic-social theories and this is why efforts are being made to understand the forces of randomness and coincidence.

1.7 The role of parents and close family environment in shaping the adolescents' professional choice

Lots of theorists and researchers, who study the theories of professional development, emphasize parental or family influence as a key factor in individual's professional development. Others emphasize the direct influence of family putting great pressure on a certain professional direction and others speak about an indirect influence through family's contribution in shaping teenager's values and self-perception, which in turn will play an important role in teen's professional choices.

1.8 The role of teachers in shaping the adolescents' professional choice

The importance of school environment has often been studied and it may influence student's choices mainly through his/her communication with teachers but also according to school performance. And only if a teacher is liked by some students, he can influence them decisively in choosing a profession. In addition, a teacher can influence each child's idiosyncrasy and reinforce his/her self-image or encourage student's participation in the classroom or, of course the opposite. Having as an example the Greek educational system, we can claim that school is a miniature of society and after family assumes a very important role in educating students, as they spend there one-third of the day on a five-day basis.

1.9 Individual factors

This sub-section emphasizes psychological theories, some of which belong to the category of theories of professional development and theories of decision-making. They attribute professional choices to the person himself, in other words to his personality, which is defined as a fixed unity of behaviour, as a typical reaction syndrome. In particular, the following theories are mentioned: theory of characteristics, Holland's typological theory, Super's evolutionary theory, Ginzberg's evolutionary theory, Bandura's social learning theory and social-cognitive theory.

Part 2: Methodology and Results

2.1 Sample, methodological tools and evaluation of research data

The sample of the survey is composed of 70 students from the prefecture of Grevena, some of which are studying at EPAL (Technical, vocational high school) and others at Eniaio Lyceum (Unified, upper high school) in the prefecture of Grevena. Students were selected from final grades of High School (Second and Third grade of High school), because they coincide with the last stages of adolescence and during that period most students have specified their field of interest.

We used simple random sampling, a quantitative method in order to examine the frequency of standard responses to the specific questions we posed with standardised questionnaires. The questionnaire is made by ourselves on the basis of the five-level Likert scale (0= not at all, 1= little, 2= enough, 3= very, 4= very much) and has taken components from bibliographic data and from questionnaires designed in other surveys.

The basic characteristics our research measures with the (SPSS) Statistical Package for Social Sciences are gender, type of school (EPAL or ENIAIO), parents' or guardians' profession and whether the student has ever visited a career counsellor. The remaining data are derived from questions with a rating scale (from 0= not at all to 5= very much) and are divided into five main categories related to:

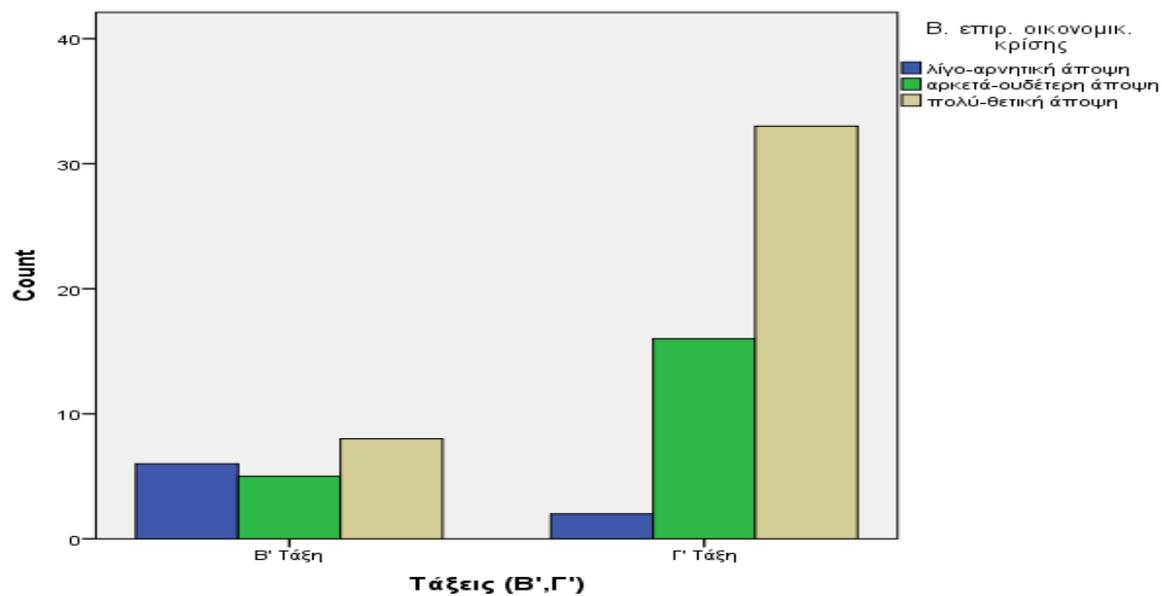
- -the degree of influence from School Vocational Guidance (SEP)
- -the degree of influence of the following socio-economic factors:
parents/ guardians, relatives, teachers, friends, social circle, parents' profession, role models from media, coincidence, environmental influences, professional rehabilitation, financial crisis
- -the degree of influence of the following individual factors:
attitudes and beliefs, genetic features, social skills, interests, emotional status, interpersonal relationships
- -the degree of influence of the place, costs and scientific field
- -the degree of influence of the following working values:
environment, creativity, contact with people, independence, free time, glory-reputation-prestige, leadership-administration, travelling

2.2 The Chi-square test of independence

The statistically significant relationships found between the variables were derived from the following correlations:

- -Influence of economic crisis- Class (B or C grade of high school)
- -Influence of cost on attending college- Class (B or C grade of high school)
- -Parental influence- Type of school (EPAL or ENIAIO)
- -Teachers' influence- Type of school (EPAL or ENIAIO)
- -Influence of attitudes and beliefs- Type of school (EPAL or ENIAIO)
- -Influence of interests- Type of school (EPAL or ENIAIO)
- -Influence of friends on place of study- Type of school (EPAL or ENIAIO)
- -Influence of student's preferences for the place of study- Type of school (EPAL or ENIAIO)
- -Influence of creativity- Type of school (EPAL or ENIAIO)

By way of example (blue= negative view, green= neutral view, light brown= positive view):



Savvidou & Zezos, (2016). Influence of economic crisis- Class (B or C grade of high school).

Part 3: Discussion

The purpose of this survey is to study and investigate the factors affecting students' educational and occupational options in late adolescence. The basic assumption that was originally made is that, in the current period The socioeconomic context in Greece presents much more unfavorable working conditions than a decade ago and we expect this to turn teenagers towards different professional orientations and behaviors than we have so far observed. For this reason, we analyzed the socio-economic factors above in the bibliographic review section and we considered that our research should be done by a quantitative, sampling method. Of course, we have not looked at these factors completely isolated, as we know from the relevant literature and research in this field that the professional choice is due to a combination of factors.

As with all quantitative surveys, the purpose is to find correlations between different factors, systematic investigation with statistical tools (SPSS) and numerical data. The sample of research is considered to be random, so it enables us to be generalized to a wider population with a certain degree of caution as it is not very large and quite uneven. We wanted to emphasize the adolescents' own speech and that is why we shared questionnaires that were answered by teenagers both from the EPAL and the ENIAIO Lyceum of Grevena, which enables us to compare any differences between them, as most surveys emphasize either one sector or the other. At this point, of course, the main limitation of research is obvious, meaning that the validity of the answers results depends on whether the participants were sincere and not affected by the stressful test condition or the anxiety that arose from not taking the professional decision. In addition, another limitation worthy of reference is the small size of the sample and its origin, as it includes students from the province where socio-economic factors are quite different from those of the urban context.

4. References

- Eysenck H.J. (1990). *Biological Dimensions of Personality In A.L. Pervin (Ed.) Handbook of Personality: Theory and Research*. New York: Guilford.
- Hoffman N. (2011). *Schooling in the Workplace-How Six of the world's Best Vocational Education Systems Prepare Young People for Jobs and Life*. Cambridge, MA: Harvard education Press.
- Kantas A. (1991). *Occupational Psychology. Theories of Personal Development: Counselling Elements*. Athens: Ellinika Grammata.
- Papanis E. (2007). *Socioeconomic Factors and Incentives in the Selection of a Profession*. [http://:epapanis.blogspot.com](http://epapanis.blogspot.com).
- Stitt-Gohdes W.L. (1997). *Career Development: Issues of Gender, Race and Class. Adult, Career and Vocational Education*.
- Tsiftiktsoglou S. (2002). University Notes in: *Analysis of Non-linear Time Series Based On Chaos Theory, Department of Electrical and Computer Engineering*. Thessaloniki.

The assistance of the family environment of autistic children: difficulties of acceptance and achievements

Abstract:

After the big shock of family that results from the discovery of autistic disorder in their child, the parents but also the brothers are called to be adapted to the new difficult reality and to be educated suitably from professional experts so that they manage to cope, controlling themselves, in the interest of the child with autism. The parents are co-healers and the good and cooperative communication with the experts is essential.

The parents try to create networks and associations so that they can claim more privileges for the autistic individuals to a better life but also in order to come in contact with parents with the same difficulties so that the stress and the loneliness is moderated. A constant stress for the parents is the future of their children with autism. In this way, therefore, they become complacent but it makes them stronger for more fights and claims.

Keywords: Autism, Family, Refusal, Adaptation, Support

Sfakianaki Kalliopi¹

¹ Corresponding Address: Sfakianaki Kalliopi, Graduate of the Faculty of Philosophy, Pedagogy and Psychology (Department of Pedagogy) University of Athens, Greece. Email: SfakianakiKalliopi@yahoo.gr

1. Introduction

Opinions that prevail with regard to the role of parents concerning the autism are often contrasting. Kanner (1943) alleged that an insufficient interest and volatile familial environment was responsible for the autism to be expressed in the child. Later he revised his position. Other researchers argue that the autism is due to biological pathological reason but the parents' assistance in the attenuation of symptoms is of utmost importance (Christie 1993). The parents, consequently, are co-healers. The parents are also those that have historically claimed with eagerness and feisty spirit, the autistic children's rights but also children's with special needs rights in general (Knoll 1990)

2. The profile of autistic children's family

Families with low economic payments as well as decreased intellectual culture have perceptibly less probabilities to benefit from the services of precocious diagnosis and consequently of intervention of parked therapeutic frame. This is due to the insufficient briefing of networks of relative services of support of community (Goydiras 2004). As a consequence, despite the legislative regulations on prompt intervention, children with autism coming from deprived environments might not be able to receive the suitable treatment that has a determining role if it begins at an early age for the biggest effectiveness.

On the other hand, parents with high educative level and prosperity, enter into the process to found institutions for research, to found associations and to grow close other families that have a child with autism (Hamilton 2000). In this way, they manage to reduce stress that overwhelms them as well as the feeling of frustration of fruitless efforts.

3. Denial of the acceptance

A usual phenomenon, particularly when it is about autism of high functionalism, is the refusal of acceptance of the reality from the parents. The mother, often, is unable to collaborate with the professional healer because she believes that she knows better her child.

The parents are dealt a severe blow to their self-esteem. They are seized by feelings of guilt and reproach. They see their expectations smashing and they are lapsed into funereal situation.

Many times the parents seek the easy way out, being unable to anticipate in the long run results that require laborious effort and collaboration with the healer, and thus resort to fatalistic metaphysical invocations of a "marvel". As long as, however, the therapeutic intervention delays, so much dwindle the probabilities for sufficient positive results.

4. Acceptance

After the shock of diagnosis, the parents crash into in the difficult reality with realism and they understand that the good relation with the special scientists/professionals is essential so that their child's difficulties are faced up to (Papageorgioy 2004).

The moment of diagnosis is traumatic for both the parents and the professionals (Kimpton 1990), however the good communication between them will stimulate to a smooth collaboration with common objective the biggest profit of child.

5. Procrastination between observation and diagnosis

Certain characteristic symptoms of autistic spectrum from the young age that the parents observe are the refusal for game, the reduced eye contact, the difficulties in the social interaction as well as the stereotypical/obsessive behaviors (Young, Brewer, Pattison 2003).

The parents, however, begin to express signs of anxiety when they start recognizing linguistic difficulties in the child. In this helps the existence of elder brothers that can make an assessment of a formal developmental process.

It is observed, therefore, an increased delay of resort of parents to the experts although they have the first worrying symptoms too soon, when the child of is at the first months of his life. This delay grows with the enormous procrastination in the diagnostic procedure (Young 2003).

6. Family obstacles during the adaptation

In the Western European societies the women work and are many hours out of the house. This renders difficult the place of mother who is called to modify up to now her life with the arrival of a child with autism that requires more time and attention.

The economic difficulties are still a serious stress factor as they need enough money for the treatment and the concern of the autistic child and this it is burdened with the readjustment of familial priorities where the parents will be supposed to decrease their working duties in order to contribute in a more qualitative and supportive way.

The autistic children's siblings and their management is another prickly issue. These are the remaining links of the family that should not be neglected. In the beginning they will demur which will shock the familial stability. However, via the experts' help they will also comprehend that their role should be auxiliary without putting aside their life and their ambitions.

Finally, one of the most stress factors in the families is the disagreements between the spouses because of the mental anguish and the chagrin with result the instability and the bad temper. The parents do not admit that they are thrown into confusion but throw the weight in the existence of the autistic child and in the difficulties of finding suitable and effective treatments (Weiss 1991). The father is often the one who does not endure and goes into pieces so that he cuts off the family (Lamp 1983).

7. Parent's training

A basic therapeutic model of parents' training of children with autism is governed by the basic principles of Applied Analysis of Behavior that presupposes frequent visits of the healer to the familial house (Gena 2002).

Apart from education in behavioral-analytic techniques, the parent is called to familiarize with methods of systematic observation and evaluation of child with autism. In the long run, the child with autism will accomplish considerably higher performances in evaluations of his intelligence quotient as the objectives are of course determined and measurable (Schreibman and Winter 2003, Gena and Galanis 2007).

Another issue that requires attention and orientation of parents is to insist on having more eye contact with their child and not to be indifferent when this one has difficulty reacting but to keep trying. It is an important form of extra discursive interaction between the parent and the autistic child (Ruser 2007).

8. Parent's anxiety about the future

One of the more important concerns of parents that have child with autism is what is going to happen with their child after they pass away. A child with autism is vulnerable and he cannot claim alone his rights for a decent living.

The parents fight daily for legally suitable conditions of children with autism so that they are protected. In the frames of this was founded in Greece the Greek Company of Protection of Autistic Individuals (EPPAA) where is a Pan-Hellenic charitable organization,

in which members are parents and friends of individuals with autism as well as scientists that deal with the autistic spectrum from all regions of Greece.

The aim of EEPAA is to work “for the rights of autistic individuals, and more concretely: a) for the existence qualitatively and quantitatively sufficient diagnostic units for the convenient diagnosis and precise evaluation of children that presents symptoms of autism, b) for the guarantee of suitable education, g) for the guarantee of means for a protected and decent life for the autistic individuals, when their families live, d) for the benefit of all kinds help, e) for the facilitation of scientific research for the autism” (Greek Company of Protection of Autistic Individuals, informative form).

9. References

- Bristol, M. M. (1987). Mothers of children with autism. *Journal of Autism and Developmental Disorders*, 17 (4), p. 469-485
- Bristol, M.M. and Schopler, E. (1983). Stress and coping in families of autistic adolescents. In E. Schopler and G. B. Mesibov (Eds.), *Autism in adolescents and adults* (p.225-250). New York: Plenum
- Davis, N. O. and Carter, A. S. (2008). Parenting stress in mothers and fathers of toddlers with autism spectrum disorders: Associations with child characteristics. *Journal of Autism and Developmental Disorders*, 38 (7), p.1278-1291
- Frith, U. (1989). *Autism: Explaining the Enigma* (Chapters 2 and 3). Oxford: Basil Blackwell.
- Gena A. (2002). Autism and pervasive developmental disorders. Athens: edition of the writer p.277-308
- Gena A. (2006) “Family and child with autism: the reactions and the adaptation of the parents” *The autism spectrum: collaboration- convergence between family and professionals* (p.45-88) Ella editions, Trikala
- Gena A. and Galannis P. (2007) Applications of the analysis of behavior to the evaluation and treatment of autism. *Brain*, 44(2), p.84-99
- Harris, S. L. (1982). A family systems approach to behavioral training with parents of autistic children. *Child and Family Behavior Therapy*, 4(1), p.21-35
- Konstantarea, M. (1988). Children's Autism. In G. Tsiantis and P. Manolopoulos (epim.) *Modern subjects paidopsychiatry*, B' volume, 156-198
- Lennox, C., Callias, M., Rutter, M. (1979). Cognitive characteristics of parents. *Journal of Autism and Childhood Schizophrenia*, 6, p.163-170
- Noba- Kaltsoyni, X. (2000). “The Greek Family”. In the X. Noba- Kaltsoyni (Epim), *Texts of sociology of marriage and family* (p.227-240). Athens: Typothito
- Panagopoyloy, N. (2003). *The painting of hope*. Koxlias. Athens, p.10-11
- Papanikolaoy, Mr. (2007). “Autism: Inquiring data on the soft faintypiki expression in the relatives”. In S. Christogiorgos (Epim.), *Subjects psychosocial and psychodynamic paidopsychiatrikis* (p. 569-577). Athens: Publications Kastanioti
- Sinanidoy, M. D. (2009). Evaluation of perception of psycho-pressing factors of mothers with children of autistic spectrum. *Mentoras*, 11, p.56-68
- Psarra, E. and Kleftharas, G. (2009). “Meaning of life, mental health and psychopathology”. In the G. Kleftharas and M. Kaila, *From the psychopathology in meaning of life* (p. 15-36). Athens: Field

Counseling in Special Education

Abstract:

The present paper consists of three parts. The first part delineates the theoretical framework of Counseling and Special Education. The second part discusses School Counseling both from the point of view of the people with special needs and from the point of view of Counseling and the Counselor. The third part refers how important Counseling in the adult life of the people of special needs is.

Key words: Counseling, People with special needs Special Education.

Sofia Paklatzoglou¹ and Maria-Zoi Papaioannou²

¹Corresponding Address: Sofia Paklatzoglou, E-mails: paklatzoglou.sofia@gmail.com

² Corresponding Address: Maria-Zoi Papaioannou, Thessaloniki, Thivon 10, Larissa, Theofrastou 68, Email: marizapap1994@gmail.com

Part 1

1.1. Theoretical framework - definitions

The theoretical framework within which the present paper will move on includes terms such as Counseling, Special Education, and People with Special Needs (PSNs). In the sections below brief definitions of the aforementioned key-words will be provided so that the paper can be fully fledged.

- Counseling is the process of helping individuals to help themselves so that they can think of and face their personal difficulties and problems more positively (Brouzos & Raptis, 2001).
- People with special needs (PSNs) are the people who cannot participate in all activities and enjoy all the goods offered to the other members of the society in which they live due their particular psychosomatic or social features (Tsibidaki, 1997).
- "Special Education" (SE) is the set of the provided educational services to students with disability and identified special educational needs or to students with special educational needs (Law 3699/2008).

Special Education in Greece appeared just in 1981, and the first law for special education was Law 1143/1981 entitled: "Special Education, Special Vocational Training, employment and social care of physically different individuals and other educational provisions", while just in the 1990s Counseling in Special Education appeared to provide timely anticipation, planning and designing actions to facilitate the transition and adaptation of the people with special needs to each level of education.

The most recent law that has been voted is the Law on "Special Education that ensures equal opportunities for people with disabilities and special educational needs" (Law 3699/2008). The Law stipulates that the purpose of Special Education is to provide special educational services to students with special needs or disabilities and identified special educational needs, for integrated education, equal opportunities, full participation and contribution to society, independent living, economic self-sufficiency and autonomy. As far as Counseling is concerned, its usefulness in Special Education is not defined in the specific Law; it is only mentioned, to a limited extent, that the provision of Counseling services is useful and effective in education (Dimakos, 2006).

1.2. Counseling in Special Education

As it is assumed, the main role of Counseling in Special Education is to solve the daily needs of people with special needs. These needs can be summarized as:

- Needs resulting from a person's relationship with himself/herself;
- Needs arising from a person's relationship with the world around him/her; and
- Needs for contact with particular groups (Kroustalakis, 1998).

In general terms, all of the aforementioned needs can be categorized in three axes: emotional, cognitive and psychosocial (Dimitropoulos, 1999), on which the objectives of Counseling in Special Education are based.

The main goal of Counseling is to ensure the necessary conditions that will help counselee individuals reach a level of autonomy and greater self-awareness in order to achieve a voluntary constructive change of their personality of their own free will. "This change in the individual can relate to his/her behavior, his/her way of thinking, or a complete reconstruction of his/her internal sense and emotional forms", resulting in the reduction of internal conflict and the use of more and more energy to build and improve their lives (Kosmidou-Hardy & Galanudaki-Rapti, 1996).³

³ The translation of this passage - and any other passage from a reference written in Greek - is ours, unless otherwise indicated.

Counseling indicates support for people to help themselves to think more positively not only about themselves and their abilities but also about the adverse conditions they are called to face (Malikioti-Loizou, 2001).

Without any discrimination, every person is a distinct personality with value; s/he should be accepted with respect, appreciation and understanding; s/he should be considered capable of judging and deciding on his/her fate; s/he should be treated in a spirit of equality and the correctness of his/her subjective opinion is acknowledged. Thus, with regard to acceptance of diversity, in order for the principles of counseling to have an effective influence on people's attitude and to cultivate their resistance against any incitement to segregation, they should include as a prerequisite acceptance, respect and the rights of the Other, or, in other words, reciprocity; they should also be based on the principle of 'equal treatment'.

1.3. The Counselor's levels of action

In his/her effort to help the person s/he has in front of him/her and because of these individuals' multiple, the Counselor should act on multiple levels such as:

- The level of social action, that is, s/he should inform, make aware and educate the community how to integrate the individual with particularities within it.
- The supporting level, that is, s/he should empower and encourage the individual to cope with oppression, rejection and exclusion.
- The level of information, that is, s/he should inform the individual both about educational and professional choices and the state provisions and benefits.
- The personal level, that is, s/he should help the person to know himself/herself, by abolishing personal stereotypes and by reconciling with the concept of diversity, but always as an equal member of society.

1.4. The profile of the Counselor of People with Special Needs (PSNs)

The counselor who will work with people with special needs (PSNs) should first of all work with himself/herself, exploring his/her own attitude towards such a person. He or she should not only be theoretically informed; s/he should also be practical and careful with points, such as the trap to be compassionate and protective towards these people. A correct attitude towards them means appreciation and equality. Usually, the difficulties that arise from an individual with disability are a smaller barrier than the way non-disabled people behave to this individual (Sidiropoulou - Dimakou, 1998).

Moreover, the counselor should not treat PSNs in the same way, as they do not share common features and have multiple individual peculiarities. Furthermore, s/he should not treat them as sick people; s/he should expect active participation rather than passive consent from them.

In general terms, the Counselor should have an empathetic understanding, perceive his/her client's problem through his/her own context, by neither observing nor just being sympathetic.

The Counselor should create a warm, non-discouraging environment in which unlimited positive respect can be perceived, which – of course – will not be perceived through full consensus on all facts but rather through constructive confrontation.

Finally, the counselor should have a personal value system to which s/he is committed but s/he should also recognize / acknowledge the influence that his/her attitude and behavior can have /exercise on PSNs. The counselor should also understand his/her fellow human beings and to have confidence in himself/herself and his/her abilities (Aid for Counselors of Professional Orientation (SEP, in Greek) - April 2000).

Part 2

2.1. School Counseling in Special Education

The content of the School Counseling in Special Education is about:

- Designing, planning and making educational decisions;
- Addressing school problems that can lead to school failure;
- Supporting students so they can perform the best they can;
- Counseling and guiding so that interpersonal relationships can be facilitated and fostered; and
- Supporting the individual so that s/he becomes an all-round individual and fully self-aware of himself/herself (Syriopoulou-Delli, 2005).

The creation of an appropriate communication climate in the classroom, thus, school can contribute to the success of the content of Counseling.

School Counseling is expanded and includes - apart from the support of individual students with special needs and learning disorders - parent-student problems, student-teacher and parental conflicts and professional orientation (Brouzos & Raptis, 2001).

Therefore, Counseling in Special Education aims not only to benefit student, but also to mentor and psychologically support parents through their cooperation with teachers within a context of "comradeship" (Kontopoulou, 2001).

The role of the teacher is also determined by his/her scientific training, by the meaning and weight s/he gives himself/herself to his/hers role and by the school reality itself in which this role is realized (Douskas, 2007).

There are a number of reservations about the teacher assuming the role of the counselor. The objections relate to the teacher's education and training in the field of counseling. Moreover, there is the question of time, because if the teacher assumes the role of the counselor, then there will be the problem of how the school programme can be implemented (Dimitropoulos, 1992).

2.2. The teacher's and the counselor's roles

The similarity of the roles of the Teacher/Educator and the Counselor is reflected in many of their responsibilities, so the combination of the two roles is often proposed for the satisfaction of both functions in the school (Lambropoulou & Pantelidou, 2000).

Counseling is often described as a "pedagogical act", integrated into the whole pedagogical process that includes all teachers and the student's family environment. Teachers can look for ways to support their role in counseling both the student and the student's family. The role of the family will be that of the partner, a complementary, interactive and informative role, "as both teachers and the family aim to implement the same pedagogical activity" (Krivias, 2007).

The counselor can thus act so clearly in the school environment and in the pedagogical process as well as in the family and social environment of PSNs. In the literature the following three models of "collaboration" between the Counselor, the Teacher / Educator and the Family have been identified:

- **The Expert Model:** This model is the traditional way of working with families of children with special needs. According to this approach, the practitioner (or the counselor) uses his/her position and his/her specialized knowledge to judge and monitor what it needs to be done.
- **The Transplant Model:** is based on the principles that parents can be an inexhaustible source of help in treating their child and that the home should be seen as a potentially important learning environment. In this model, practitioners / professionals/counselors share, 'transplant' their specialized knowledge to parents, thus helping them at the same time to become both more capable of and more experienced in helping their own children.

- **The Consumer Model:** was developed by Cunningham and Davis in 1985, and is one of the first conceptual working frameworks that are based on the collaboration between parents and professionals in special education counseling. It has been underlined for the first time that the parent has some special knowledge (for his/her child and his/her own family), which is special and different from that of the professional.

Therefore, the role and responsibilities between the counselor and the teacher (or the educator) should also be distinguished and are summarized as follows:

- (a) counseling should be practised by both the Special Counselor and the Teacher;
- (b) the teacher, as a psycho-pedagogue, should also act as a counselor, at least at the level of attitudes and behaviors;
- (c) the dimension of counseling is the centre of the teacher's work and it is a teacher's failure to relinquish this dimension of his/her work;
- (d) in cases where special or continuous counseling support is required by a specialist (i.e. a counselor), the teacher should function as a counselor towards the child and/or his/her parents in the beginning of the process and then to facilitate and support the work of the expert; and
- (e) The special psycho-pedagogical training, practice and the psychological development of the teacher's personality will not only help with handling cases correctly, but also with realizing and accepting the limits of his/her counseling intervention, through his/her role as a teacher, too (Kosmopoulos, 1996).

2.3. Necessary knowledge and techniques

The Counselor can use a variety of techniques to reach out people with special needs more easily and communicate with them more quickly. Some of the most basic cognitive behavioral therapy techniques are:

- (a) The use of language that which gives substance both to the way we perceive people and the way we treat them or provide them with our services.
- (b) Perceiving the counselor as an authority comes from the psychoanalytical point of view, and it is used when the counselee perceives the counselor as an authority, who has gained the latter's trust and appreciation.
- (c) Perceiving the counselor as a helper sends the message 'I am here for you'.
- (d) Free associations can be used when murders and unconscious factors are investigated.
- (e) Transference comes from psychodynamic approaches and redirects the individual - through a dialectic method of enquiry (or the Socratic method) - to the problem so to understand it better.
- (f) Facing what can and cannot be done helps the person learn not to demand without giving something back.
- (g) Playing games with imagination-Personalizing-Projecting-Role-Playing. These techniques could, for example, be used when the counselee is going to get interviewed for a post.
- (h) Working at home, a tool of modern counseling, that helps individuals to collect information and explore their interests.
- (i) Humor that is method of transubstantiation and relief of unpleasant feelings.
- (j) Rational-emotive (or Functional) analysis is a method with which a person understands the causes of his/her feelings and the consequences of his/her actions. It is mainly a non-technical approach that is used in therapeutic counseling.
- (k) Inoculation of opinion, a cognitive technique that is used to break stereotypes of the individual and environment s/he lives in (Aid for Counselors of Professional Orientation (SEP, in Greek) - April 2000).

Part 3

3.1. Counseling in the adult life of the people with special needs (PSNs)

In order to understand the importance of Counseling in the adult life of the PSNs, it is suffice to mention that according to research, the following distinction is made between three types of attitudes of the people with special needs towards their disability: the **integrated** one in which, after disability has been emotionally and rationally processed, it is accepted; the **ambulatory one**, in which there are mixed feelings; and the **non-integrated** one, in which the individual does not accept his/her disability, and is thus overwhelmed by negative feelings towards it.

As it is conspicuous, the aforementioned distinction shows the need for psychological support and counseling guidance throughout the lives of the PSNs. The dimensions by which self-assessments of the PSNs are made concern:

- the individual's ability and effort, the difficulty of the task s/he faces, and the factor of luck;
- the ability to control the cause; and
- the stability of causes (e.g. ability, mood).

In the PSNs ' profile, we often find lack of motivation and not cognitive deficiencies, resulting in a feeling of isolation, low self-confidence and self-esteem as well as depression symptoms (Barlow & Ellard, 2006) that are often expressed with aggression, apathy, indifference to social acceptance and external image.

But what is the counselor's role in the aforementioned cases? How should s/he act in these incidents? The counselor should act as a friend, a counselor, a mediator, a coordinator, an animating spirit, a model; s/he should develop good interpersonal relationships, thus winning the person's trust and helping him/her acquire self-confidence, form positive attitudes towards other people and enhance his/her perception of personal value.

Therefore, in the case of the PSNs, counseling should focus as much on the individual and his/her family as on making the school and the family aware of the situation. It mainly concerns intervention that aims to activate the person and support him/her psychologically. A very important factor for people with disabilities who need counseling is to have access to internal emotional resources, such as courage to continue to try, a support system and resilience to failure-rejection (Malikioti-Loizou, 2001).

4. Conclusions

To sum up, Counseling can help educate children with special needs by facilitating them and supporting their families.

- It can also contribute to assessing special educational needs and fostering a climate of fellowship between teachers and parents.
- The increased demand for education for children with special needs, on the one hand, and the weakness or inappropriateness of the education system, on the other, may lead to depreciation of the role of Counseling and to dead end with negative consequences for children themselves, their education and their formation.
- In the adult life of the PSNs, the Counselor's role is deemed to be as necessary as in the daily life of non-disabled people, if not more.

5. References

- Aid for Counselors of Professional Orientation (SEP, in Greek) - April 2000
<file:///C:/Users/%CE%A3%CE%9F%CE%A6%CE%99%CE%91/Downloads/%CE%97%20%CE%B5%CF%80%CE%B1%CE%B3%CE%B3%CE%B5%CE%BB%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CE%AE%20%CF%83%CF%85%CE%BC%CE%B2%CE%BF%CF%85%CE%BB%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%AE%20%CF%84%CF%89%CE%BD%20%CE%91%CE%9C%CE%95%CE%91.pdf> (in Greek).
- Barlow, J. H. & Ellard, D. R., (2006). "The psychosocial well-being of children with chronic disease, their parents and siblings: an overview of the research evidence base", *Journal compilation*, Blackwell Publishing Ltd, Child: Care, Health & Development. 32
- Brouzos, A. & Raptis K., (2001). "The role of school counseling in promoting the acceptance of diversity". *Epitheorisi Symvouleutikis – Prosanatolismou (: Journal of Counseling and Orientation* (in Greek).
- Dimitropoulos E., (1992) "The teacher of primary and secondary education as a teacher and consultant: two problems, one solution". *Epitheorisi Symvouleutikis – Prosanatolismou (: Journal of Consulting and Orientation* (in Greek).
- Dimitropoulos E., (1999). *Counseling-Orientation: Counseling and Counseling Psychology* (Volume A). Athens: Grigori (in Greek).
- Douskas, N., (2007). "Teacher's role in the modern school," *Epistimoniko Vima*, vol. 6 (in Greek).
- Kontopoulou, ???, (2001). "Counseling of Parents in Early Intervention: Teachers' Contribution". In Tzouridou, M. (ed.) *Early Intervention: Modern Trends and Prospects*, Thessaloniki: Promitheus (in Greek).
- Kosmidou-Harti & Galanoudaki-Rapti, (1996). *Counseling, theory and practice*, Athena: Asimakis (in Greek).
- Kosmopoulos, (1996). "Counselor and Teacher: Two Sides of the Coin", *Epitheorisi Symvouleutikis – Prosanatolismou (: Journal of Counseling and Orientation* (in Greek).
- Krivas, (2007). *Pedagogical Science: Basic Themes*, Athens: Gutenberg (in Greek).
- Kroustalakis, G., (1998). "Counseling and Training of Parents with Special Needs", *Epitheorisi Symvouleutikis – Prosanatolismou (: Journal of Counseling and Orientation* (in Greek).
- Lambropoulou, V., & Pantelidou, S., (2000). "Special Education in Greece" – *Kritiki Theorisi (: Critical View)* (Accessed: 16-1-2017 from <http://www.dyslexiagoneis.gr/view.asp?ItemID=109&ns=1&mcid=9&cid=23&scid=16>) (in Greek).
- Law 1143/1981. "Special Education, Special Vocational Training, employment and social care of physically different individuals and other educational provisions."
- Law 3699/2008. "Special Education that ensures equal opportunities for people with disabilities and special educational needs"
- Malikioti-Loizou, M., (2001). *Counseling Psychology in Education*, Athens: Ellinika Grammata (in Greek).
- Sidiropoulou - Dimakou,(1998).
- Syriopoulou -Delli Ch., (2005). *Counseling Psychology in Special Education*, Athens: Grigoris (in Greek).
- Tsibidaki, A., (1997). *Child with Special Needs, Family and School: A Relationship in Interaction*, Athens: Atrapos (in Greek).

The transition of a woman from a literary heroine and a reader to a literary and her emancipation in the era of Modern

Abstract

In the context of this announcement, we will try to see how the woman of a literary heroine and reader has gone to the post of writer and how her effort as a literary was emancipated on a journey from 1897 to 1983. The questions we are trying to approach are: a) how women writers have come to an open dialogue with society; b) how did this development affect their political rights and social struggles for equality; c) how the female writer is self-deciding and decoding the messages of its time to express itself and to experiment through new narrative techniques of 1830s ethological realism and romanticism of the 19th century d) if it experienced social exclusion. e) acquired its own audience and finally f) As morally recognized with awards for his literary work. There are testimonies of women, such as the Charlotte Brotte, which marginalized when trying to practice as a writer as a livelihood source. Moreover, she accepted verbal hints by Robert Southey that literature cannot be feminine affair.

The prevailing theories are how feminism, the struggle for spiritual fulfillment and access to male-dominated areas related to culture contributed to the gradual transition from female literary heroine a woman writer. The negotiation of the matter shows that the aesthetic trends of each era, social contracts, the regulatory framework for compliance with the requirements of a society shaped male writers and visual effects to the female spiritual work. Allow me to dedicate this publication to the memory of my uncle, Athanasios Kalfopoulos, who suddenly left life and will be remembered as a model of dynamism and offer to our fellow human being.

Key-words: literacy, modern era, women

Dimitra Sidiropoulou ¹

¹Corresponding Address: Dimitra Sidiropoulou, Alexandrou Avenue 29^A, 54641, Paralia, Thessaloniki:Email: sidiropouloud@yahoo.com; Email: dimi.sidirop@gmail.com;

1. Introduction

The 20th century women came to an open dialogue with society through writing, freed their thoughts from practices that bound them to the duties of the house. It is observed in them the recording of internal and external reality and they are transformed by literary heroes into readers, as they experiment in intellectual qualities and conquer wider social positions as teachers, writers (Loppa-Gontarouli, 1994). Their readership is widened by the limited circle of the educated people in every social class. The effort to capture women's emotions and the transmission of moral and social lessons is crowned with awards and is a satisfaction for the contribution of gender to culture and the arts.

The Domestic and Professional School of the Union of Greek Women aims in the same direction of extending honest productive life, learning art, encyclopedic education as basic knowledge and supplies of good hostess, husband and mother who was the model of the 19th century and limited The woman (Kaliroi Parnn in the Journal of the Lords, 1897). Analogous was also the destination of the woman in the Athens vocational school. (Abstract, Accountability of the Union of Greek Women, published in the Journal of the Ladies in 1899.) The purpose of this publication is to highlight the transition from the woman as a literary heroine and reader to the writer's wife

The most prevalent theories are emancipation as a means of recovery, social regeneration and overthrow of inequality, feminism, social exclusion, and education in women's homework. [Http://ecourse.uoi.gr/mod/resource/view.php?id=27828](http://ecourse.uoi.gr/mod/resource/view.php?id=27828), Alexandra Bakalaki-Eleni Elimitou, Athens, 1987). I will analyze how the aesthetic currents of each era, the social conventions, the regulatory framework in a male-dominated writer's society shaped influences and perspectives on the female work. Key Words: Female writer, literary heroine, reader, literary production, struggles for speech expression, emancipation conditions. The woman writer, literary heroine, reader, literary production, struggles for speech expression, emancipation conditions

2. The transition of a woman from a literary heroine and a reader to a literary and her emancipation in the era of Modernism.

The mechanisms of universal character of inequality and social discrimination against women are broadly accepted and self-evident to historians and are reflected in education systems (Cole, 1989, Delamont, 1980, Kessler et al., 1985, Robinson, 1992).

This is the theoretical and conceptual framework of publication. Feminist thinking criticizing academic knowledge has helped to show that literature, like history, may be militarily influenced by power relations, as well as being cleansed by feminist excesses (Efi Adela, 1997). Legislation on the defence of labor rights is in place at the beginning of the 20th century and gender forms hierarchical relations.

The gender issue in history is taught as an independent course at the University of Ioannina and at many university institutes abroad. Critical reading of texts encourages the reader to overturn cultural norms. (Belsey, 1989). Wolstredraft became a symbol of the attacks against women's writers and interest in the history of female writing (Janes, p.300).

Elizabeth Martinego experienced limited social and personal freedom and the incompatibility of marriage with writing and creativity as parallel actions for a woman. In her autobiography she describes the encroaching and the mood for monastic life as a solution. (Kanatsoulis, 2005, p.38, 39). Katherine Harris Bradley and Edith Emma Cooper's niece used the pseudonym Michael Field to publish their works. There are testimonies of Charlotte Brotte who has experienced a social exclusion experience in her attempt to practice the profession of writer as a living source. Emily Bronte confesses that critics use the female character as a weapon to attack the work of female writers. At the same time, Charlotte Brotte has received word suggestions from Robert Southey that literature cannot be a female affair.

When critics express positive criticism, they do not express it with true praise rather than with a kind of false flattery and identify slavery with stereotypical femininity (Ohmann, 1994). Another testimony of female crowding is observed when John Wilson Croker attacked Lady Morgan for her novel *Woman or: Ida of Athens* and accused her social and political vision of being an inappropriate female behavior (*Quarterly Review* 1, 1809). The gender studies in Victorian England paralleled the female writer of the time with the Greek writer.

The rules construct a standard image, a female model, a subculture of limited visual subculture that allows a controlled view of her work. Social struggles for equality release the ego self-expression, empower the female voice and give it a new perspective. The first professions in which the woman could participate were agricultural occupations, educational activities and jobs in workers' professions. The balance between family and professional life for the 19th century woman seemed impossible, but not impossible, as demonstrated by women's insistence on maintaining their individual freedom and showing their independence through writing.

3. Struggles for the right of Speech

Removing inequality is achieved in 1983, when the number of women admitted to higher education is doubled, and literacy is enhanced through the possibility of education. However, stereotypes remain, such as men's managerial duties and women's teaching. Other researchers such as Marilyn Arthur Kelly Gadol have managed to build consciousness that is the beginning of changes in social structures. (Didi women have a renaissance, Kelly Gadol, 1983-4).

They laid the foundations and social conditions to encroach upon women's political presence, to give them financial strength and educational knowledge (Gloria Watkins, 2000). The woman was a favourite subject in art, art, literature. At the same time, the products of society, such as art with the manifestations of literature and philosophy, reflect the prejudices that dominate the woman's view.

A gradual interest is firstly developed abroad for women's creation by gender historians, an evolving industry and a newly-formed student who studies the production of gender-based work. The increased duties of women in the family are undermining their professional development and delaying their progress. In Greece, there is no centralized research focusing on women's collaborations, inspiration in women's magazines, recording women's actions that are either absent or incomplete, missing biographical details of the creators, or pseudonymous Matching.

3.1 The first steps of women in literary writing

The woman's presence in literary events is small, however, as Mrs Eleni Loppa points out in her own research, she could be more representative. The female mother appears in the works of Greek writers such as Angel Terzakis, Kazantzakis, while Rea Galanakis in Eleni's work or no one presents the female artist who is forced to use a pseudonym to present and sell her works. P.9 Alexandra Papadopoulou (1867-1906) is the first Greek writer to come from an area with intellectual avant-garde, Constantinople, which brought out the Phanarion School and many writers. The same

Deviates from the ethical realism introduced in the Greek space by the magazine *Estia*. The main thematic axes of her writing are the social and political reflection in the realism and psychological inwardness, which was developed in prose with the generation of 1930, although it belonged to the generation of 1880. Other prestigious reasons are Sappho Leontiada who established the right to public discourse, Maria Mindidou the first novelist, Fotini Oikonomidou the first woman to articulate a feminist poetic speech. Literature is used as a field of emotional exercise and discharge from the guilt of the civil war. After 1950, the cycle of female writers widened, not only from intellectuals (Denisis, 2014). Finally, another

noteworthy presence is Eurydice, who is releasing the first female collective effort form. Kaliroi's book *Parrine Hipparedi* is a first recorded voice of protest against female slavery and praises the use of writing as an engagement to persuade society for equality of women in a moral and spiritual plane (Lianopoulou Helen, 1993). Social roles begin to differentiate and men's relationships with the power to relax in order to clarify the models of conservative growth in the structures of a pre-capitalist society that serves the needs of the time. Women's writing increases quantitatively, but follows the rules and technical standardized themes, to the standards that the man made for the woman. An exception is *Melpo Axiotis*, which is reconciled with tradition with renewed tendencies and efforts to found a new writing. In 1935, the awareness of the existence of feminine prose has been established, with social messages seeking identity, revealing their own life history (Koumoutsis Persa, 2011). In the middle of the nineteenth century, the possibility of education in the higher education for the woman opens, while for a century it was excluded from the right to higher education. P.10 The supernumerary number of male teachers had caused a severe problem in social structures, and the state was therefore forced in 1912 to allow women access to men's professions. Insufficient representation, silences, Omissions, limited anthologies of short stories, deliberately buried prose creations, lack of systematic bibliography with the writings of each prose writer and the criticisms of her work was the image of the era in the female work of the author (Lianopoulou Eleni, 1993).

3.2 Research methods

However, the research question and the reflection that emerges from the thorough study of the subject is how the woman's literary transition came from emancipation to the creation of literary production and what was ultimately the work that she created. Still interesting is the questioning of the question whether female writers have attributed, with the specificity of their writing, specific characteristics that are absent from the male scripture. The research topic I believe is worth exploring and following a structured research strategy in the existing studies, one can incorporate new data that tends to answer questions. Following the method of qualitative research, one can approach the subject of a theoretical conceptual framework and requires introspection in texts and literary production, articles and studies of other researchers.

Looking at studies by other researchers, I have found that they have used methods such as content analysis, case study, bibliographic review, qualitative questionnaire approach, participatory observation, personal research journal, thorough analysis of criteria, quantitative-method in cases Where the research strategy requires a representative sample of tools and the qualitative analysis of data using the production categorization method. Other researchers in similar studies reported text and speech analyzes and collaborated with a small sample of participants. Other researchers in similar studies tried to represent their meaning and ensure the validity of scientific knowledge. Also, many researchers, mainly teachers, used in-depth interviews, participatory observation.

3.3 Personal methods of collecting data

In my own research I will make a bibliographic review, study in published articles and short stories, studies and dissertations, poems and reviews or translations, magazines of feminine literary production and archives.

My aim is to gather elements of the course of female sex, as reflected in the texts and in the female script that reflects the social conditions of the time. I will explore women's literary production through folklore, cultural, women's study institutes, Lyceum of Greek women, libraries as natural spaces and internet magazines, period newspapers, awards from associations for women's spiritual work. I will try to study the social phenomena that accompanied the female imprisonment and the prohibition in writing, to extract information about the subject under consideration. I will try to answer the questions that have been of

concern to me about how the female writer has passed from emancipation to writing and what reasons her work has been undone. The method of qualitative research I will follow will basically be based on an exploration of the issues with the exploratory Methodology.

I do not want to generalize the conclusions to a more general population in the quantitative method, but the aim is to develop new theoretical models with the flexibility offered by the qualitative research process. The social contexts of the period from 1897 to 1950, the social representations, the emotional and spiritual facts that shaped the behavior of the people will lead me to a holistic understanding of the perceptions and motives that cause it. The experiences and testimonies of autobiographies of the women's literature that make them, focusing on the broader (context and context) in which they are recorded, are of particular interest.

I will quote analyzes of texts, autobiographical speeches, and perhaps a small sample of participants representative to tell me the starting point and the underlying causes of written expression in the female speech. The theory is the context in which the empirical data is interpreted. Specification of the theory was based primarily on qualitative methods in similar studies in relation to the data collected. I want to investigate if there are calendars, period testimonies, cases of works that had been written earlier because of the occupation and were not circulated because of censorship, others that were released when the war ended. I want to figure out how these works have been affected by the climate of war in quantity in relation to female production and compare it with the corresponding male to come up because it was limited in number. I want to examine the relationship between women's literacy and literary production, sources of inspiration for the thematic circles of her works and beyond the family and children who are always favorite of the motives, how inspired by the environment and the social and Political conditions of the time, and what were the implications when it showed the social models and the educational value of literature through its writing. Interesting is the approach of production from the point of view of the social class, and the examination of the reasons why the woman from an educated family could more easily become a writer and study, become autonomous and expressed.

The writer woman is engaged in mass writing as many writers appear in the interwar period and literature is offered as a privileged field of exercise of the general experience of imprinting social morals, their own viewing and discovery of the world, their own life history. The data I want to collect is information on how women writers were made, how their lives led them. I want to investigate if there are calendars, testimonies of the times, cases that because of the possession of works were written earlier and were not released due to censorship, but others that were released when the war ended.

I want to figure out how these works have been affected by the climate of war in quantity in relation to female production and compare it with the corresponding male to come up because it was limited in number. I want to examine the relationship between women's literacy and literary production, the sources of inspiration for the thematic circles of her works and beyond the family and children who are always loved by the motifs, how inspired by the environment and the social And the political conditions of the time, and what the consequences were when it showed through its writing. Interesting is the approach of production from the point of view of the social class and the examination of the reasons why the woman from a well-educated family could more easily become a writer and study, stand out and express themselves. The writer woman is engaged in mass writing as many writers appear in the interwar period and literature is offered as a privileged field of exercise of the general experience of imprinting social morals, their own viewing and discovery of the world, their own life history.

3.4 Data processing and analysis

As a potential researcher I would like to process the data I collect, archive the findings, compare them with similar studies, group the data that interests me from the bibliographic review and categorize the information that is consistent with and presumes the research objectives. The aim of the publication is to give transparency to the reasons of female depreciation that is part of the wider value framework of ideas of the time. I will try to give a digital copy of the material that I gather, record all the findings of the research in cd and visit the Union of Writers of Northern Greece, of which I am a member to investigate female literary production compared to that of men from their archives And from interviews with members as well as the chairman Dr. Anna Fahandidou, Professor at the Aristotle University.

Similar theoretical content and data collection assistance can be gathered through interviews with my professors from the APKY, Olympia Tachopoulou and Dr. Christos Simmelidis Lecturers of Literature. The site mentioned in the publication is the Greek society in the time frame 1897-1944 and will be studied by recording archival material, documentaries, libraries, web sites to highlight the morphological and stylistic strategies of female writing that have shaped the political and historical climate of the country . Literature and Literature Libraries of the Aristotle University of Thessaloniki, ELVE, MIET of Thessaloniki, which as a cultural institution of Thessaloniki are places where archival material is offered.

3.5 Problems expected to be investigated

Possible problems that can be encountered are inadequate material for the representation of women in literary production or subjective evidence in cases of works that have been tampered with or appear under a pseudonym. Also, there is no organized systematic scientific and centralized worksheet for each prose writer with studies and criticisms, which makes it harder for researchers to locate the material of a shadow or work Which lacks biographical data about the childhood of each prose writer. More generally, there is no comprehensive rating critique to record narrative techniques for inter-war writers because research is not representative but qualitative. Also, many writers were exiled, imprisoned due to the Metaxas dictatorship in 1936, so their writing work is kept in their host countries and therefore a researcher can not be easily accessed. Also, many texts were destroyed in the junta regime, many writers lived and created abroad. Many texts have been written to order according to the law of supply and demand and may not be objective evidence and the limits of truth and lie are indistinguishable.

The direction of this research is therefore adapted to the data and the demands, which will also shape the final decisions about the place of research, individuals, technical methods, social context. I may encounter difficulties in practices other than theoretical ones, such as access to the AUTH as an external partner or the difficulty of moving to a different place of residence.

3.6 Sources of inspiration for publication

My work with literature as a graduate student of the program Studies in Greek Culture with specialization in my literature and my special literary interests, the award for my short story from a thousand stories in a literary competition and the participation with this short story in the collective work of new writers Glitters in the dark have enhanced my literary sensitivity. In the same direction led me to study two literary texts that showed the woman's degraded position in the Greek society of the time. These works were *The Phoenix*, written in 1903 by Alexandros Papadiamantis and *Price and Money* in 1912, by Konstantinos Theotokis is indicative and I was interested in studying the social position of the woman. The teleconferencing of a part of a series of thematic seminars on the course of the woman in art at

APKY has prompted me to investigate why there are not enough female works in literature and gave birth to the desire to interconnect theory with practice and research.

The observation of the Gender Seminar in Literature in the field of Medieval and Modern Greek Studies in the Department of Literature of AUTH reinforced this idea. At the seminar of the postgraduate studies department a categorization of the writing work was made on the basis of gender and sexuality as factors determining the theme of the works. Writers and professors were invited to capture their own scientific and empirical insight through which their works were inspired. Many literary works of these were analyzed as papers and presented by postgraduate students.

4. Practical contribution

The final results of this research could be applied for educational purposes in schools and museums and on the internet to inform the academic, student community and all stakeholders. This publication aims to highlight the void in research into the denaturing of women in an active cell of society, which is expressed in public speaking and overcomes the emancipation of social exclusion. New research data can be incorporated into the lesson of literature and enrich the material with information about remarkable works that have been silenced or with biographical data of writers or with the historical context of the evolution of the woman in literary production. Nowadays, post-graduate programs of gender studies such as gender in literature, pedagogical equality of the sexes and educational value of literature at the Aristotle University of Thessaloniki are operating and in these graduate studies the present study has contributed new material. Interest in the subject of gender studies is also shown in the curricula at the University of Rhodes. The study will be a new source for the history of Modern Greek prose.

5. References

- Argiropoulou Christina (2010), *The woman in education and the teacher through literary texts*
 Avdela Efi, (2010), *Gender and social sciences in modern Greece*, Alexandria, participation in collective work
- Baron Bettina, Helga Kotthoff, (2002), *Theorizing Gender Feminist awareness and language change*, *Gender in Interaction*, John Benjamin's publishing company
- Belsey Catherine - Moore Jane, (1989), *The Feminist reader: essays in gender and the politics of literary*, Macmillan Education, *Feminist female feminine*, *The Feminist reader*, essays in gender and the politics of literary, Macmillan Education
- Carys J. Craig and Joseph F. Turcotte with Rosemary J. Coombe, *What's feminist about open access-a relational approach to copy writing*, (2011), A relational approach to copyright in the academy
- Cole and Delamont, (2001), Kessler et al, 1985, Robinson, 1992. The gender factor and school reality in primary and secondary education review study, L. Frasi E. Koumtzi Ch. Papadimou, 2001.
- Cutmore Jonathan, (2008) *Quarterly Review 1, 1809, Contributors to the Quartely review: a history, 1809-1825*, Pickering & Chatto limited, 2008.
- Eyre Jane (2015), "Improper" sphere for a Victorian woman writer, Alina Ciornei. <http://ecourse.uoi.gr/mod/resource/view.php?id=27828>, Alexandra Bakalaki-Eleni Elimitou, Athens, 1987
- Joan Kelly Gadol, (1977), *Did women have a Renaissance*
- Kaliroi Parn (1987) in the *Lady's Journal*, 1897
- Kanatsouli, (2005), *Talking to Michel Lobrot*, translation, Gritzala, Publications: Papazisis
- Koumoutsis Persa, (2011), *Woman and literature*, republished by the book bookbar
- Krishna Daiya, (2006), *Indian English women novelists of the post independence period.*, Sarup & sons, New Delhi,

- Krishna D. Daiya, (2005), *Post independence women short story writers in Indian English and Gujarati-A Comparative Study*.
- Kunsmann Peter, (1993), *An example of male discourse about women, Gender, status and power in discourse behavior of men and women*
- Lianopoulou Helen, (1993), *The Greek prose writers of the interwar period*
- Loppa – Gontarouli, (1994), *Changes in Students' Beliefs for the Contribution of Gender Equality*, 2009
- Ntenisi Sofia (2014), *Women pioneers of the 18th-19th century, interview with Elena Housouris*, in the electronic magazine, *Anagnostis*, July 6, 2014
- Nwapas Flora , (2009), *An analysis of women and cultures in fiction*, Mears, Mary D., "Choice and discovery: An analysis of women and culture in Flora Nwapa's fiction". Graduate Theses and Dissertations.
- Plain Gill , (2007), *A history of feminist literary criticism*., University of St. Andrews, Scotland, Cambridge University press.
- Ohmann,(1994),*The handbook of communication and corporate reputation*, Graig E. Carroll, Lunsford and Ede 1994, John Wiley & sons inc, 2015
- Omolola Ladele, (2009), *Reconstructing Identities through Resistance in postcolonial women' s writing*,
- Ortells Elena, (2002), *Stylistic gender differences in the literary representation of detective talk*, and Santiago Posteguillo, Jaume I university,
- Patil, Smita S, (2012), *The image of woman in shoba de's novels*, Savitribai Phule Pune, department of English
- Rowe, Donna L. (2004), *Women writers behind prison walls*
- Sanders Andrew, (2004), *The short oxford history of English literature*, English literature,
- Watkins Gloria, (2000), *Feminism is for everybody*
- Wernimont Jacqueline, (2013), *Whence feminism accessing feminist interventions in digital literary archives* .
- Zimmerman Tegan (1929), *The politics of writing .Writing Politics- Virginia Woolf, A room of one' s own* , , university of Alberta,

Child and Divorce

Abstract:

This project is developed in two directions: on the one hand, the legal framework governing the various cases of divorce and the social and economic implications of the issue, on the other hand – giving more weight to clearly – at the psycho-emotional effects of divorce on child.

Starting from the premise that the family is an integral component of social cohesion, and clearly the demise – at least in the form of cohabitation of all its members – to some extent breaks this consistency, analyzed the factors that lead to divorce. In addition, this procedure is demonstrated in many cases time consuming and expensive for both parents, the updated legal framework, which moves – in case of divorce-in direction of the shortest and most economically advantageous solution.

In the second part are recorded and analyzed the impact of divorce on a child's psyche. Despite the fact that the wider family environment plays an important role in accepting this violent change in the everyday life of the minor, however one cannot overlook the temperament of the child, namely the special way in which recruits, analyzes and interprets this change. In the end, relevant bibliography is listed.

Key Words: marriage, divorce, law, child, wider family environment, psycho-emotional effects

Sismanidou Eleni¹

¹ Corresponding Address: Lawyer of Appeals, Accredited Civil-Commerce-Family Mediator Ministry of Justice and Human Rights, 30 Str K.Karamanli, Eleftherio- Kordelio, Postal Code: 56334, Thessaloniki, Greece. Email: elena.sismanidou123@gmail.com

1. Introduction

1.1. The Divorce as Part of Family Law

The family law is the law that regulates family relations. The smooth functioning of these relations, which are by their very nature continuous, coincides with the harmonious functioning of the family itself. Inasmuch as well-functioning family concerns not only its members but also the entire society, whose family is the fundamental cell, self is the importance of family law and its contribution to nurturing family relationships, and hence to the protection and development of the family. When established and better view of family law is private law. Consequently, relations which regulates the law that none of the parties not acting opposite each other as a public authority (Kounougeri – Manoledaki, 2014e).

Apart from society and the State is pursuing an increased interest in family relationships as it confers binding provisions of family law, which means failure of the parties to derogate from them by private agreement.

The rules regulating the conditions of marriage, the provision for the obligation of cohabitation, the arrangement for the claim in acquisitions, the rules for the reasons and the process of divorce, almost all the rules of parental authority, adoption, guardianship of minors, etc., are rules of public policy and do not allow parties to the initiative for a different setting of their choice on the aforementioned issues. The private agreement issues that deviate above is invalid. (Kounougeri – Manoledaki, 2014e).

Rapid socioeconomic changes incurred and unrestricted communication between peoples (and via the Internet) have led to the opening of family law from national to international environments making it equally modern and innovative with foreign laws. With the introduction of gender equality, the facility of divorce, the equation of without marriage with children born in marriage, as well as the establishment of a Pact partnership, reflected the contemporary and innovative character. (Kounougeri – Manoledaki, 2014e).

2. Brief Historical Overview of Family Law

The provisions of the civil code in Greece were established in 1940 and applied in 1946. It reflected the socio-economic realities of that era, which, however, has changed with the development of economy and the rapid growth of industry and the increasing demand for labour, thereby making it necessary to update the existing legislation and family law, in order to harmonize with the new socio-economic reality. Towards family law update-after 1983-governed now by two basic principles: the principle of gender equality and the principle of protection of the best interests of the child (Constitution of 1975, article 4 par.2, A.k. 1475.1476 voluntary recognition without marriage born child with consensus and of the mother). The principle of protection of the best interests of the child is reflected also in the Constitution and in article 21. 1 and is implemented, inter alia, the law of parental responsibility. Sources of family law are mainly the civil code and other legislation such as the law 4356/2015 on the cohabitation and international conventions such as the European Convention for the protection of human rights and fundamental freedoms (ratified with Law 2329/1953 and 53/1974), the International UN Convention on the rights of the child of 1989, etc. (Kounougeri – Manoledaki, 2014e).

The adaptation of family law, inter alia, the "paternal authority" was replaced by the 'parental responsibility' (1510 et seq. of the Civil Code) which is exercised by both parents in the light of the best interests of the child, in the law of divorce entered the system shock hack and the new institution of divorce, etc. (Kounougeri – Manoledaki, 2014e).

Regarding the Greek family law, the most important role of the family today is moral, as it has the form of a short of nuclear family and human contacts in space that creates the appropriate psychological climate for the development of the personality of its members. A

central concept in our family law is marriage, which is founded on contract i.e. by agreement of the parties (1350 par. 1 of the CIVIL CODE).

On the legal nature of marriage itself, it supports the theory of contractual relationship, cohabitation, which has a predominantly private character and are interested in parallel, and the State, because marriage establishes family. Marriage itself, well, on the basis of this theory is a special contractual relationship to the extent that the functioning of interfering and the State coexist. State intervention is running out to protect this peculiar relationship based on paragraph 1 of article 21 of the Constitution. The principle of protection of marriage in any case DOES NOT mean that it should be hindering divorce despite the breakdown of the relationship between the spouses, after worthy of protection is only healthy marriage in terms of feelings of spouses. This follows from article 21. 1 of the Constitution, according to which only marriage that works smoothly and fulfil its social function is protected. (Kounougeri – Manoledaki, 2014e)

The social purpose of marriage and the family has changed with the growth of the economy, as the family ceased to be productive unit and it works, today, primarily as space developing feelings of togetherness and love necessary for survival. If these feelings disappear, then marriage has no *raison d' être* and is no longer necessary to hindering the solution through the principle of fault, that the divorce be granted only when one or both spouses have committed serious wrongful misconduct. Given the social purpose of marriage and the family as a forum for expression of feelings, divorce in the case of non-fulfillment of social functions of marriage presents social desirability, once removes 'dead' marriages only problems accumulate in wives and children. Today, foreign laws, mostly in the U.S. and Europe, adopting the system shock hack and divorce by mutual consent with several variations. For example, in France the divorce can be requested for a definitive break of matrimonial ties or culprit misconduct, while in Germany a reason for divorce is the marriage's failure. (Kounougeri – Manoledaki, 2014e),

3. Law of Divorce

3.1 Procedure and grounds for divorce

In the Greek legal order the marriage is dissolved by a final judicial decision either litigious or by mutual consent. The grounds for divorce laid down by law is a. the powerful shock of conjugal relationship by reason that relates to either the one or the other spouse, so arguably the continuation of cohabitation to be unbearable, b. continuous two-dimension c. the Declaration of spouse into obscurity and d. the agreement of the parties. From these situations or events, the first three lead in a contested divorce, while the parties' agreement is an expression of private autonomy of the parties, after the spouses agree to separate and seem concerned and appear together in court in order to solve their marriage. (Kounougeri – Manoledaki, 2014e)

The powerful shock of conjugal relationship that entitles it to divorce involves groundshaking reason, and as such can be considered can be any event or situation which may give rise to a specific case of the breakdown of the relationship. As groundshaking facts, wrongful or no fault may be considered first of all the blamed violations of the obligation to marital partnerships, such as the installation of a spouse to another residence without prior decision, and not the refusal of the husband, for instance, to live with his father-in-law, insults and mistreatment of one spouse by the other, use of physical and psychological violence, the unjustified refusal to provide assistance to the occupation of the other spouse and the obstruction of his/her business (the most common), the systematic refusal of the husband to pay the due contribution to addressing family needs, hiding income, etc. the existence of this shaking event should be strong enough to be intolerable the continuation of relationship and cohabitation, because the continuation of the marriage under certain circumstances exceed the

limits of mental strength which may be required by the average person of spiritual, cultural and social level of one of the spouses. (Kounougeri – Manoledaki, 2014e).

Further, bigamy, adultery, desertion, separation of life or exercising domestic violence, are shocking and rebuttable presumptions, and the marriage can be resolved with the assistance of one of the above reasons. The obscurity as a reason for the dissolution of the marriage is present when the wife disappeared while he was in danger of life or missing a long time without news.

The divorce proceeding with litigation include the stage of filing for divorce, if there is even one of the above reasons, the competent territorial court, the debate in the audience to qualified hearing and issuing irrevocable decision serves to dissolution of the marriage. (Kounougeri – Manoledaki, 2014e).

The agreement between the spouses on dissolution of marriage has legal character, after the will of each spouse leads to the result of the dissolution of the marriage, which is a deliberate consequence for their husbands due to coincidence of wills. The procedure includes filing-and not education-divorce at the competent District Court, which surrounds the validity of the joint agreement of the spouses on dissolution of marriage. The judgment of divorce is formative and solves the wedding from the point at which it becomes irreversible. (Kounougeri – Manoledaki, 2014e).

In accordance with the provisions in force today, the dissolution of marriage in the case of divorce is a process of very short in terms of time, unlike in the case of a contested divorce, which is time-consuming and more costly compared with that of divorce.

3.2 Effects of divorce

The dissolution of marriage involves various results, among others, and primarily, the cessation of obligation of spouses to matrimonial cohabitation and the possibility of an eventual withdrawal of the exercise of parental authority.

In the Greek legal order, parents exercise parental authority jointly and implement settings on child-centred understanding of the legislature with the best interests of the child, which is interpreted as the care of two people rather than a single person as power. Central provision in the law of parental authority is the general clause of the best interests of the child. As the interests of the child means the physical, material, spiritual, psychic and more generally any kind of interest. In case of conflict, the protection of the moral, mental, etc. interests should outweigh the protection of property and material interests. Criterion for the expertise of the best interests of the child is his/her personal opinion, which should be sought and taken into account depending on his/her maturity. (Kounougeri – Manoledaki, 2014e).

The Civil Code stipulates that this should be sought and taken into account when taking decisions from parents' and from the Court's view accordingly.

Search failure of opinion of the child from parents, constitutes poor exercise of parental authority (1532 of the Civil Code). If parents disagree and the interest of the child requires a decision, then the Court decides (1512 of the Civil Code). The interests' of the child imposed decision constitutes rather a legislator's guideline for parents to step up their efforts to find joint solutions for issues related to the child, and only as a last resort to use the judicial route. The search of the opinion of the child is made depending on the maturity, which does not explicitly depend on his/her age, and for cases that are of particular importance for the same child, e.g. selecting special course of study that will define his/her future. (Kounougeri – Manoledaki, 2014e).

3.3 The effects of divorce on child

The family, constitutes nowadays space human contacts and personality development of its members, mainly of children and thus the dissolution is a painful decision for a couple as it imposes a reorganization of everyday life, especially the first time brings major difficulties for all family members. The factors that lead to the dissolution of marriage and subsequent divorce vary. The popular psychologist Matthew Giosafat, in the extremely popular book, notes the following:

"There is no one answer. The wedding itself is correct. It is the best interest-serving situation in our lives. We have common money, common children with common life, common sexual pleasure, common food. It is an oasis of security ... However, for many people it is the main source of their misery. My view is that marriage will not die, but will undergo several changes, depending on the social conditions of the time. My personal estimation is that modern society suffers from pathological narcissism, nobody wants to give, everybody wants to get. In modern relationships, the difficulty lies in symbiosis with other people. And this is the result and the modern lifestyle and culture which focuses on individuality and personal development, even at the expense of the spouse and in several cases and children. In Greece, four to five years before, the percentage of divorces reached 23%, while today increased to 37%. 50% of the people get divorced worldwide. In 2014 the number of divorces issued jumped on to 18,353 from 13,164 in 2013, according to the National Registry. (Giosafat, 2014)

Undisputed is that even the best divorce will have impact on all involved, but especially on children. As the separation of parents is violent and undesired change in a child's life, the mental balance on several occasions is disrupted.

Surveys have shown that a divorce doesn't necessarily have the same impact on all children. Indeed it was estimated that over 60% of children whose parents were divorced are not influenced by this. For the remaining percentage of children it was found that the effects of divorce on their psyche were quite serious (Seer, 2010)

There are three factors contributing to the smooth passage of not going through everyday life with both parents, and being in occasional contact with the other: (a). The way the parents divorce, if, that is, they prepare or not their child for this fact, b. the special child's psyche, the way, i.e., in which he/she perceives and treats such a violent change, and (c). the attitude of the wider family environment.

The surveys over time have shown that the long-term benefits of a "good" divorce for children (i.e. good/formal contact between parents for the sake of children, emotional coverage of children by both parents, correct handling practices topics, etc) seems to be more than to remain in an unhappy home. Moreover, children are affected by how family members handle things and feelings after the divorce, in spite of the divorce itself.

Parents are important role models for their children's lives, and what they say and do affect them deeply. How to talk to children and will announce their separation plays a big role in how those will react. Need fine-tuning where children's interests have priority. Decide to split up for good, both parents must first discuss with each other and work out what they will say to their children. When the time comes that they decide to talk to their children, it is advisable to be both present and prepare for the consequences that will follow. It is important to try to stay calm and focused, whatever the reactions of the children. The goal is to pass them the message that their parents can have control of the situation and that they will all overcome the difficulties. This does not mean that they hide their sadness. It is beneficial for both parents to reassure children with their stance, because, despite the children feel a terrible shock from what they hear, seeing their parents being in good mood, helps them maintain their good temper (Kemerliogloy, 2004)

Children of preschool age (2.5 – 6 years old) have a greater need for their parents, as they are the ones with whom they feel more secure. In this age, that the child's world revolves

mainly around the parents, it is very difficult to understand that "mom and dad don't live together anymore" and even harder to understand the reasons why this happened. That's why they might initially react with tears and anger and later stages of intense silence, to the point of indifference. Some of the common symptoms after the announcement of a divorce in preschool age children are sleep disturbances, food disturbances, aggression, phobias, regression to earlier developmental behaviors and increased adhesion on a parent. Generally, it is argued that the smaller the child, the more likely it is to feel the same guilt for divorce and he thinks erroneously that because they were "naughty" or tiring his/her parents are to blame that one of the two is leaving.

Children of the school age (7-11 years) on the other hand, are more informed about what is divorce and can understand more easily what this ruling means. But again it is very difficult to accept the fact that parents separate, and why they don't love each other anymore. Some of the most common reactions in this age are anxiety, irritability, sadness and intense anger, inability to concentrate and the neglect of their lessons with longer duration of symptoms in boys.

The teens usually, being inherently against the compromises are likely, especially in cases that predate intense conflicts between parents, to accept divorce as a solution and not consider it absurd. Nevertheless, a divorce is a traumatic event, as the family format they knew will not be repossessed. The most common reactions are remoteness and withdrawal. Teenagers can give the impression that are removed from family life and resort to friends, but several times depressive symptoms, eating disorders, anti-social behaviour and anxiety about their future arise. (Seer, 2010)

Finally, important is the role of the wider family environment (grandparents, grannies): Children of separated parents many times attach themselves to the grandmothers, who make the mistake of spoiling kids in their effort to help. If parents decide to intervene therein, the child treats them as the bad guys who can't understand. The most important in this situation is to have a consultation between grandparents and parents, so there are some commonly imposed rules. (Gkatzelia, 2014)

4. Rereferences

- Bacus A. (2005). Parents Ask Psychologists Respond. Athens: Lector
- Fannie Cohen Erlem (2006) Divorce: answering children's questions. Athens: Lector
- Giosafat, Matt. (2014). "To marry or not to marry." Athens: ed. Joint,(in greek), pp. 206-207
- Gkatzelia, N. (2014). "child and Divorce". Retrieved from "Psychografimata":
<http://psychografimata.com/4220/pedi-ke-diazigio/> (last access 5/2/2017) (in greek)
- Kappatou, a. (1999). Get to know your child. Athens: modern times.
- Kemerliogloy If. (2014). " DIVORCE: how is the communication in children ...". Retrieved from the website "Eduportal»: <https://www.eduportal.gr/diazygio/> (last access 5/2/2017) (in greek)
- Kounougeri-Manoledaki, Fre. (2012). «Family law» (e). Book 1, Thessaloniki-Athens: Sakkoulas Publ. (in greek), pp.1-3,8-17,19-22,26-28,337-343,459-461
- Kounougeri-Manoledaki, Fre. (2012). «Family law» (e). Book 2, Thessaloniki-Athens: Sakkoulas Publ. (in greek), pp. 294-309,357
- Manti, Eir. (2010). "Divorce and Child". Retrieved from "proseggisi":
<http://www.proseggisi.gr> (last access 5/2/2017) (in greek)
- Winchester, k. & Mpegier, r. (2003). Talking about divorce. How to Talk to your children and to Help to Overcome . Athens: Kedros.

The importance of collaborative, interdisciplinary intervention in autism: a case study

Abstract:

This paper is based on the case study of a 6-year-old child, to discuss the importance of collaborative, interdisciplinary intervention in the autism spectrum disorder. Autism is a diffuse developmental disorder that affects both the psychological and cognitive development of the child. Difficulties and limitations in areas such as sociability, communication, behavior, and cognitive and sensory perception make interdisciplinary intervention necessary both for the multifaceted development of the young person and for adapting it to the family, social and school environment. This work aims at updating contemporary terms such as interdisciplinarity, including the different roles, responsibilities and contributions of the various scientific disciplines in the special childhood intervention.

Key-words: interdisciplinary, interdisciplinary group, autism spectrum disorder, autism in Greece.

Sourelis Dionysios¹, Asariotou Nektaria² and Kozadinou Maria³

¹ Corresponding Address: Sourelis Dionysios, Licensed psychologist M. Sc., Email: info@dsourelis.gr;

² Corresponding Address: Asariotou Nektaria, Specialist pedagogue M. Sc., Email: nasariotou@gmail.com;

³ Corresponding Address: Kozadinou Maria, Speech and language therapist (SLT), Email: mariakozadinou@hotmail.com;

1. Theoretical Framework

Autism spectrum disorder is a serious developmental disorder that affects many areas in the child's life (Happé, 2003; Stasinis, 2013). A child with autism usually does not show signs at birth. According to Kroustalakis (1998), the individual is developing normally in terms of organic and biological growth (eg body length and weight) and its sensory functions are physiological. After the first months of life and up to about 3 years old, the child begins to develop some worrying symptoms that are initially observed by the parents (Happé, 2003; Kroustalakis, 1998; Stasinis, 2013). To date there is no biological autism-detection test (Baird, Cass & Slonims, 2003). It is estimated that about 5 out of 10,000 children (0.05%) will develop autism.

The frequency of autism among siblings is about 2%. The disorder is 4 to 5 times more common in boys than in girls. According to Happé (2003) and Stasinis (2013) communication, socialization and creative imagination are the diagnostic criteria for autism. Also, there is a gradient in the IQ of individuals with autism ranging from severe mental retardation to intelligence above normal (Jordan 2000). The disorders associated with autism or otherwise termed as "Pervasive Developmental Disorders (PDD)" include a wide range of events (behaviors, symptoms etc.) that appear in different forms in each individual. The term spectrum of autism or autism spectrum represents the above formulation. The autism spectrum includes Kanner syndrome, high functioning autism, Asperger syndrome, and other forms. Some of the features that appear in children belonging to the autism spectrum can be:

- Poor social interaction and the rejection of all physical and psychological contact with others (Stasinis, 2013). As a result, children with autism may seem passive or detached posing questions to others or submerged in endless monologues (Happé, 2003).
- An empty and inexpressible look that may give the impression that they are deaf children, as they usually do not seem to understand what is happening around them, looking at the gap (Happe, 2003; Kroustalakis, 1998; Stasinis, 2013).
- Monotonous, arrhythmic, colorless and telegraphic speech (Kroustalakis 1998). Automatic phrases, meaningless voices, repetitive stereotypical syllables, echolalia (Kroustalakis, 1998; Stasinis, 2013).
- Playful activities that usually do not go beyond the framework of self-employment (Happe, 2003, Kroustalakis,1998; Stasinis, 2013).
- Strange ritual behaviors that are expressed in a repetitive and obsessive way.

The prognosis depends mainly on the child's intelligence and linguistic development. Usually, children who have IQ over 70 and those who have the main features of speech up to 5 years have a better prognosis. At this point it should be emphasized that autism lasts for the entire life of the individual and cannot be cured. For this reason, the importance of early diagnosis is emphasized so that children with autism have the opportunity to develop cognitive and social skills at the highest level of their abilities (Stasinis, 2013). Recognition of the weaknesses, difficulties and the utilization of the abilities of the individual in relation to the recognition of co-morbidity with other disorders or difficulties (e.g. learning, etc.) contribute to the creation of an effective and educational intervention as well as to the providing family support. The factors that contribute to the effectiveness of an intervention program necessitates the presence of the interdisciplinary team. The interdisciplinary team consists of a variety of therapists, doctors and educators who are trained to participate, contributing collaboratively to the organization of a specific and personalized intervention program. In a multidisciplinary team usually are involved psychologists, speech therapists, occupational therapists, special educators, physiotherapists, nutritionists and doctors of various specialties (e.g. pediatricians, child psychiatrists, specialists of development etc.).

1.1. The therapists' role of and the contribution to the interdisciplinary team

The role of the interdisciplinary team is multifaceted and demanding. Scientists should take into account the child's needs, abilities and interests, the peculiarities of his family, and the social context in which the child lives and grows. It is important that special educators and teachers have a positive attitude towards the family. This underlines the necessity to understand the needs and expectations of parents and children by developing a relationship of trust between professionals, therapists and guardians. The expected result is trust that will be a catalyst for the establishment, organization and operation of individualized intervention. Therefore, the continuous communication with the family and school context is essential for the proper conduct of all stages of intervention. The family background provides valuable information about the child, which is not otherwise available (Diamond & Squires, 1993). It is clear that the active involvement of the parents of the child in the organization and creation of a personalized program provides the basis for an effective intervention (Ramey & Ramey, 1998).

It is important to note that both specialist therapists and specialist pedagogues do not make a diagnosis but only evaluate. Therefore the official diagnosis is always done by a specialist doctor. Information from the formal diagnosis should be taken into account by both parents and therapists. At this point, let us note that the interdisciplinary team should remain stable in its composition (unless there are concrete and unresolved problems in cooperation) as children need a stable program, specific directions and a sense of security. This sense of security will help to gradually lead them to flexibility and autonomy. The multidisciplinary team should meet high scientific standards with continuous lifelong education, supervision by qualified and experienced professionals, and personal development (e.g. through personal psychotherapy for the therapists). Finally, all the therapist scientists and teachers should be trained on basic principles of interdisciplinarity so that they can communicate flexibly through a common "language".

1.2. Examples of Roles and Services

1.2.1. The Role of the psychologist

Psychologists are the special scientists who study behavior and thinking, considering biological, organic as well as empirical factors. Depending on the specialization (clinical, counseling, child, judicial Psychology, etc.) and their role in the various structures help the individual to cope with both the various difficulties and specific mental disorders. Psychologists use a variety of techniques and tools (whose results have most often proved to be research) in order to provide a variety between the individual and group psychotherapy, parental counseling and application of psychometric procedures.

What is psychotherapy?

Psychotherapy is commonly called the verbal process, which through relational dynamics and communication, has as main objective to help the individual to recognize and understand feelings and deeper needs. This understanding helps the patient to reconsider the way which interferes with the world, with itself and with others. Psychotherapy is based on relational dynamics developed between therapist and the treated person and aims to help the second to live a full and better life. Psychotherapeutic approaches vary (eg cognitive-behavioral, existential, anthropocentric, psychodynamic, psychoanalytic, Gestalt, cognitive analytics, etc.) as well as the techniques applied by each therapist based on the approaches. Some approaches are more applicable to childhood intervention, while others are directed exclusively at teens and adults.

What is parental counselling?

Parent counseling includes procedures for recognizing behaviors and feelings, skills development and empowerment related to the management of parents' thoughts and actions in

order to achieve goals related to education, mental health (of themselves and their children), and family and interpersonal relationships.

What are psychometric procedures?

Psychometric procedures are ways of measuring skills by providing specific assessment tests and tools.

1.2.2. The Role of the specialist pedagogue

The scientific training of a specialist pedagogue focuses on the different areas of the child's special needs and difficulties. The goal is to improve quality through the development of cognitive and social skills that will help it act autonomously and evolve towards adolescence and adulthood. The specialist pedagogue usually intervenes in children with mental retardation, with hearing and vision problems (with appropriate training e.g. in the sign language), with motor disabilities, developmental disorders, genetic syndromes, learning difficulties, ADHD, etc. Some of the goals of a specialist pedagogue may be reading, writing, improving concentration, understanding and using mathematical concepts, verbal and non-verbal communication, understanding of instructions, etc.

A child may have more than one difficulty. Among the objectives of a specialist pedagogue are also the social skills of a child (family, school context, etc.). The specialist pedagogue as well as the specialist therapist use alternative ways of learning that help the child gain knowledge (eg role play, dramatization, etc.). Intervention is based on the difficulties, but mainly on the potential of the child. It should be stressed that the specialist educator should be able to recognize the factors of behaviors that prevent the child from learning and developing cognitive skills. That is why the interdisciplinary team is important. A child with difficulties definitely needs the educational support of a specialist educator regardless of age. However, it is recommended that assessment and intervention should be provided to children starting school where the requirements are greater and the difficulties appear more intense. The importance of early diagnosis and intervention should be highlighted as a preventive and effective factor.

1.2.3. The Role of the Speech and language therapist (SLT)

The Logo pathology is a multidisciplinary branch as it takes elements from many fields as medicine, linguistics (phonetics, phonology, syntax, grammar), audiology and psychology. Logo pathology examines the prevention, evaluation, diagnosis, treatment and scientific study of communication and swallowing disorders in children and adults. The Speech and language therapist (SLT) is an integral part of the multidisciplinary team as it undertakes the treatment and care of a wide range of child and adult difficulties. More specifically, it deals with articulation disorders, speech retardation, developmental disorders, stuttering, syndromes, cerebral palsy, dysphagia, aphasia and learning difficulties. Logotherapeutic intervention focuses on improving speech and enhances the individual to understand and express language including non-verbal communication. It helps the person to coordinate the mechanism of orofacial structures and produce sounds, words and phrases. At this point, it is worth noting that the Speech and language therapist (SLT) works closely with otorhinolaryngologists as many of those with hearing deficiencies (hearing impairment) have difficulties of the development of speech and language. Also the Speech and language therapist (SLT_s), helps develop the understanding and expression of language. The goal of a specialized speech therapist is to help the individual reach his or her potential in terms of communication whether verbal or not, depending on his or her condition and severity. The treatment program for each individual is different and adapted to his potential, pace and needs.

1.2.4. The Role of the Occupational Therapist

Ergotherapy is a scientific speciality, which through physical exercise helps the individual become as functional and creative as possible. Ergotherapy aims at restoring the person's functioning and developing the social interaction regardless of the disorder (developmental, neuromuscular, etc.). In particular, it deals with the recovery of coarse to fine motion (visual-motor coordination, crossing the middle line, upper and lower limb synchronization, succession of movements, laterality), the act (concept, planning and execution), the movement of grasping, the graphomotricity, the delimitation, the behavioral organization, the interaction, (series of co-operation), the daily life activities (clothing, footwear, toilet, feeding), the community behavior, and the cognitive deficits such as attention and concentration.

2. Case study⁴

2.1. Clinical Profile

Let's say that X is a boy of 6 years old, and attends Primary school in his home country of Greece. He is the only child in the family and lives in a supportive family environment, but the parents have not accepted his difficulties. Despite the strong persistence of the teachers to resume kindergarten, the parents refused, so X was promoted to the first class of Primary. After a very short time, the child began to have many and severe difficulties both within and outside the classroom (cognitive, social, communicative and sensory). After discussion with the director and the class teacher the parents visited the competent public evaluation service. According to the diagnosis, X has high-functionality autism, with intelligence at normal levels, and can attend general school.

However, X needs support from a specialist pedagogue both at school (parallel support) and beyond. In other words, interdisciplinary intervention was recommended by a specialist pedagogue, speech and language therapist, occupational therapist and psychologist. In addition, the parents should attend a counseling program. Regarding the individual and developmental history (after a discussion with the parents), it was reported that the child had relatively normal development (ie. the child said its first word at 14 months old and walked at 12 months old) to about 2½ years old. According to his mother he has no friends and he always has difficulty to be adapted to the new facts. He is afraid of rain and lightning. His diet is very limited. He does not eat fruits, vegetables and meat. He can not stand the feeling that comes from the texture of toothpaste and toothbrush thus has oral hygiene problems. Additionally, he has outbursts where the parents consider that they are due to the fact that he is "spoiled". However, parents seem to try to accept their child's situation and they are a little more receptive to the past.

After communication with both the school teacher and the special support teacher on how X works in the school context and following the assessment and observation of the interdisciplinary team:

Regard to his cognitive skills, X exhibits very good visual mnemonic understanding (visual perception). It has been noticed that in order to carry out a series of activities they should be presented to him in pictures, otherwise he does not remember the order. He is facing articular (phonemes) and phonological difficulties (phonemic awareness). He has difficulty in spontaneous speech and cannot make a simple conversation. He answers questions in a single way. X has great difficulty in recalling information (memory) and so he can't tell his news. The boy recognizes a few letters and cannot read syllables. Additionally, he can't write letters, and when he manages he gets confused (he confuses speech with writing). At the same time, he has not yet mastered basic mathematical concepts, but he

⁴Note: The case study has been presented in such a way that the identification of the client is impossible, following the sensitive ethical regulation of anonymity.

recognizes the numbers from 1 to 10 while presenting difficulties in time sequence. X presents a relative difficulty in fine mobility (use of pencil, scissors, etc.) as well as small deficits in the field of coarse coordination. In particular, he does not have a good monopod support, and he lags behind of throwing and receiving a ball due to the insufficient torsional movements of the trunk.

If X cannot understand abstract concepts (for example, he understands metaphysics as literal). He has difficulty in fact situations and in solving problems. He shows intense, stereotypical engagement by continuously twisting a pencil. Sometimes he gets upset when asked to use the pencil to write and not to twist it. During the evaluation, he continued the same question (for his favorite TV program) while rehearsing lyrics from his favorite TV series. If his routine is ruined in basic procedures (not trifles) like not going at school, he gets angry and breaks out into tears and shakes his body all the way back.

If X is having difficulty if he is touched. When another child touches or pushes him accidentally, he acts aggressively (he hits and shouts).

He expresses his joy and regret. He also strongly shows the desire to learn and when he succeeds or he is rewarded he looks happy. The child wants to communicate and develop relationships but it does not know the way. This has the effect of not being associated with other children. Finally, X cannot participate in both simple games and role-playing games and cannot follow rules. Therefore he tries to participate but always at the end reacts aggressively. He likes playing games on the tablet, and watching children's TV series. He has not developed basic behavioral skills (for example, he lowers his trousers to scratch his leg).

2.2 Intervention

Early and continuous intervention in the appropriate educational framework (consisting of appropriate specialists) results in improved child performance in both cognitive abilities and behavior management (Gonela, 2006). Additionally, the relationship and co-operation between therapists, parents and school is crucial to the positive development of the child (Dale, 2000; Schreibman & Ingersoll, 2005). The proposed intervention must be holistic, acceptable to all the interdisciplinary team and its coordinators. With regard to the specific study presented, proposed and used were: self-regulatory interventions, visual aids, script use, grouping strategies, project analysis, organized activity routines, provision of instructions, activity programs, motivation of the student to participate in activities, use of social stories etc.

Many of the methods and techniques followed by the therapists pedagogues interact in a dynamic way, they are interdependent by helping cooperatively with the difficulties faced by the child in different fields. This means that the targeted individual interventions of therapists also help in the other areas that colleagues of different specialties try to intervene. Activities were defined according to X's (cognitive, social and sensory) abilities. In the beginning, activities were organized in such a way that X experienced a sense of success and eventually reward.

In the case of people with autism, imitation procedures do not work like in children without autism. This means that the individual in the autistic spectrum imitate exactly what they see without giving the same meaning and without creative adaptation (Jordan & Powell, 2001). That is why, considering the case of X, advice and education had to be provided about alternative ways of dealing with the various daily situations and the problems he faces. In addition, behavioral training is essential in the treatment (Jordan, 2000). The enhancement of positive behaviors with appropriate amplifiers as well as the weakening of negative behaviors by reducing privileges or by deprivation of positive amplifiers were used in such a way as to be perceived by X. In addition, X was proposed and participated in a group (consisting of 4 children) with a structured program by a psychologist who would help him develop social skills. Examples of activities are the organization of group games with very simple, clear

rules. In these ways, X learned to react and behave by acquiring the possibility of generalizing behaviors in the social context.

Through the social histories of both speech and language therapy and educational intervention and their practical application in the group - individual program with the psychologist X learned to understand social behavior and to manage it better. Also, to understand abstract concepts, the use of technology was particularly helpful. For example, the visualization and teaching of activities through an electronic tablet (tablet) was able to stimulate interest. The teaching of social behaviors (e.g. knocking children etc.) has developed experientially at an individual level through psychotherapeutic intervention.

All the therapists pedagogues acted with a visualized curriculum in order to exploit the good visual perception and memory of X. The program helped X to follow the correct sequence of activities he had to do (space-time sequence), and also provided him with the appropriate security so there was no explosion of anger. Then, after X had been familiarized with the visualized program, a daily program (generalized outside the treatment room) had to be created (with the cooperation of all therapists pedagogues' and parents' contribution). Changes are set in such a way that X has been informed beforehand and has (without tension) understood and accepted the change.

The interdisciplinary team gave the child an individual work system (for work to do on its own) which would help him organize the activities. (Bogindroukas, 2003). In this way the therapists - educators gradually reduced the help they provide as its own personal potential would have developed.

The specialist pedagogue created experimental activities in a playful way that were comprehensive and structured in such a way that X understood the mathematical concepts according to his interests (e.g. his favorite TV series). The speech therapist using a visualized phonic awareness program helped X learn the vocals. At the same time, the specialist educator applied techniques for reading syllables and words. In addition, the specialist pedagogue in cooperation with the speech and language therapist provides activities (with pictures and questionnaires) that help the child to develop oral speech and language. The result of the techniques was the development of oral speech.

Also, the contribution of the occupational therapist and the specialist pedagogue helped to develop both the gram-motional capacity and the morphology of the letters. It is worth noting that due to the stereotype faced by X with the pencil, it should initially be allowed to twist for a short time (as a break or reward) and then to act. Gradually the spinning time of the pencil has fallen. Furthermore, the occupational therapist with a specially formulated feeding program helped the child in his sensory deficiencies (to accept the different texture of the food and the touch).

The child psychologist helped X learn to recognize his feelings and try to express them to important others (friends, caretakers, etc.). The use of special psychotherapy exercises (based on both cognitive and existential models), both in terms of education and reward, helped X establish a relationship of trust with the therapist who began transferring to other important persons such as his parents.

Both parent groups and the counseling process (couple) helped parents express their deepest thoughts and hesitations, learned to share them and eventually began to lead to a process of acceptance and understanding of the child. Both the recognition and the acceptance of deeper feelings in the treatment room (anger, guilt, injustice, etc.) have dynamically changed parent and child interaction relationships by introducing solid foundations and qualities such as courage, patience, The acceptance of particular human characteristics, etc. Finally, the mother asked (upon the instigation of the specialists) to start an individual psychotherapy to work her deeper fears about acquiring a second child. The total intervention we described lasted for a year and continues.

3. Conclusions

The case study presented in this paper emphasizes the need and importance of modern interdisciplinary intervention in autism. Specialists in the field of special education must meet high standards through ongoing education, supervision and personal development. Children with autism need a specific and personalized intervention to take advantage of their individual potential for the benefit of their holistic development while improving their weaknesses and difficulties. Co-operation between specialist therapists, parents and teachers in school and extra-curricular settings is essential for the well-being of both children and their families.

4. References

- Baird, G., Cass, H., & Slonims, V. (2003). Diagnosis of autism. *BMJ*, 327(7413), 488 - 493.
- Bogindroukas, G. (2003). *Script: Communication disorders-autism*. Thessaloniki. (in Greek)
- Dale, N. (2000). *Partnering with Families of Children with Special Needs*, Athens: Hellin. (in Greek)
- Diamond, K., & Squires, J. (1993). The role of parental report in the screening and assessment of young children. *Journal of Early Intervention*, 17(2), 107-115.
- Ganela, E. (2006). *Autism, enigma and reality, from theoretical education to intervention*. Athens: Odysseas. (in Greek)
- Happé, F. (2003). (Traduction, Introduction, Editing, Glossary, Complementary bibliography, Diagnosis and Assessment Scales: Stasinou, D.). *Autism: Contemporary psychological theories*, Athens: Gutenberg. (in Greek)
- Jordan, R. (2000). *Education of Children and Young People with Autism*. Athens: Hellenic Society for the Protection of Autistic People. (in Greek)
- Jordan, R., Powell, S. (2001). *Understanding and teaching children with autism*. Athens: Hellenic Society for the Protection of Autistic People. (in Greek)
- Kroustalakis, G. (1998). *Children with special needs in family and school - Psychopedagogical intervention*. Third edition, Athens: Edited by Kroustalakis G. (in Greek)
- Ramey, Craig T. and Ramey S. L. (1998). Early Intervention and Early Experience. *American Psychologist*, 53 (2): 109-120.
- Schreibman, L., & Ingersoll, B. (2005). Behavioral interventions to promote learning in individuals with autism. *Handbook of autism and pervasive developmental disorders. Diagnosis, Development, Neurobiology and Behavior*. New Jersey : John Wiley & Sons.
- Stasinou, D. (2013). *Special Education 2020. For Inclusive or Full Education in the Digital New School with digital champions*. Athens: edit. Papazisis. (in Greek)

Educational Psychology and Child-Psychology

Abstract:

Educational Psychology is a branch of the Psychology field which is of great importance for the society. This branch is concerned exclusively with the scientific study of learning; the significance of learning environment and learning difficulties. In general, is concerned with every subject regarding human's cognitive development. Recognizing children's psychology as well as the teacher's input is an important connection made to choose the most appropriate educational method. As every adult has their own way of learning and reaction in the classroom environment, so do the children. The teacher's role is to know the educational function of each child in their classroom, and to apply the necessary educational methods; to lead every child towards their development in education.

Basic elements of this field are: the recognition the child's personal growth, the observation of the family environment, the desire to learn, together with creativity and intelligence. The teacher has to be able to pass the knowledge to the children, in a direct or indirect manner; as well as to give them the necessary motivation. The teacher is responsible for cultivating interpersonal relationships among the students of their class, expertly manipulate team spirit for educational purposes that contribute to sustaining children's mental health. Finally, great attention has to be drawn to assessing children, the way each student is examined and graded. The stress caused to children due to exams can have great negative impact on their education; the most important of which is feeling of rejection entailing in their stagnation. For this reason, there are now new, alternative methods of assessment. The teacher has to be able to accurately define the teaching goals having the children's growth as a guiding line.

Keywords: Educational/Pedagogical Psychology, Teacher, Students/learning, School Research

Tapini Chrysi¹

¹ Corresponding-Address: Tapini Chrysi, Sociologist, Social Boffin and Delver at University of the Aegean, Email: chrysa.t.24@gmail.com

1. Introduction

In the daily routine of a classroom, the teacher presents their teaching methods and acts according to the pedagogic theory they have chosen. However, as it is widely known, working with children can be sometimes frustrating as you have to face simple problems that might disrupt class. Therefore, the teacher has the ability to choose from three different kinds of knowledge to help them deal with these problems.

The first kind is **Knowledge from basic (pure) research**, where one can find the conclusive theories and the results of research. In this case, the main aim is to be able to interpret and describe the phenomena of a scientific field without focusing on practical issues. The second kind is **Technological knowledge** in which theories, methods, sub-topics and - more often than not -examples drawn from applied research play an important role. In this way, every teacher is able to understand and interpret separate topics, as well as coping with practical issues. The solution to a problem is more direct and effective. Finally, the third kind is **Actual daily knowledge** where the experience gained by the teacher throughout the systemization of perennial daily routine is collected. The teacher, after scrutinizing essentially their scientific resources, chooses their own original methods of action, which are defined by their experiences.

Educational Psychology is an inextricable tool in the hands of the teacher, which defines the effectiveness of their teaching and their conduct. Conclusively, the students accept the knowledge which is consequently turned into education and moral character.

2. Main Topic

2.1 Education psychology- The three Theories

The history of Educational Psychology starts in 1903 from the book of E.L. Thorndike titled: "Educational Psychology". Nonetheless, it is considered to be one of the most recent branches of the wider field of Psychology, which aims to study the behavior and conduct of the individual from their very first steps into Society. There seems to be a confusion about the limits of the aim, the subject and the use of the final scientific results by some scientists, however, it is clear that the structures of Educational Psychology are none others than those of Education and Psychology.

There were three basic landmarks in the evolution of this branch of science throughout the years. Each of these landmarks has a different way of content and view, according to E. Koliades. To begin with, there is Educational/Pedagogic Psychology as a summary of General Psychology. Namely, this specific sector functions as a role model for the quintessence of the science. Then, there seemed to be of some use in applying certain psychological theories on solving educational problems. The teacher could check the definitions and scientific views offered to them by Educational Psychology to find proven and contemporary solutions to issues raised during the educational process while being solidified as the theory of the educational procedure. This entails into recognizing Educational Psychology by a great number of scientists among the education community as an important and necessary compendium of Psychology regarding, mainly, minors.

Those three views comprise the generalized aspect of Educational/Pedagogic Psychology. The first view functions as a guideline for teachers and parents, so as to understand and accept in a simple way the theories and the results of psychological research. The second view works supplementary as a solutions guide, through the application of certain theories to topics regarding the pedagogic and educational procedure. However, it is necessary to take into consideration -in every case- the diversity of character, the experiences and the motives of each child the moment the problem arose. This happens in order to choose the respective educational theory to get the best of results. The third view works as a scientific 'manual' as it focuses on practical issues and goes on in an inductive way, thus forming the

research goals and the research methods, having as the ulterior goal the recognition of the reasons which led to the student changing their attitude.

Educational/Pedagogical Psychology is the scientific field which examines the potential and the limits of educational problems as well as the prerequisites necessary for individual and team function. The aim is to improve the effectiveness of the educational and teaching method. The academic input of this particular science in applied, daily educational procedure is also stressed. The input of Educational Psychology is mainly apparent in the communication of basic knowledge. With its goal to be the sensitization of the teacher; every day is a new beginning, full of new challenges for the teacher as education is in principle against any routine stemming from rules and methods. The teacher constantly reinvents themselves through creative work and their students' progress.

Each individual's personal school experience contributes in accepting the teachers' **effectiveness**. There are some people who are gifted with the talent of being great educators without any kind of education or specialization. Some parents and teachers manage without a struggle to boost their children's behaviour, education and conduct in general. This renders every scientific theory useless; mainly the Educational/Pedagogic one. The percentage of those "**gifted teachers**" is at about 10-15% (D. Berg, 1985, 319). This restricted number of teachers, who love their jobs more than average and can interpret easily on their own some situations based on their experiential observation and their particular interest for every child, can offer their findings to the scientific field. The researcher, who analyses the studies and the theories of Educational/Pedagogical Psychology, is in essence the recipient of more elements than those they have to yield. These individuals are characterized by a successful behavior from which they draw useful conclusions that are important to be added to the education of those not so gifted educators. Although it has been noticed that they do not need to further study the theories of this field, they are its strongest proponents.

The teacher must know, and be able to avoid these theories of Educational/Pedagogical Psychology as the ultimate parts that define a child's mental world. The "dealing strategies" do not serve every person in every case. It is certain that knowledge, theories and ideas are offered, but not ready answers. The teacher, using the information and the knowledge of Educational/Pedagogical Psychology, forms themselves their personal opinion depending on the problem and the goal they themselves set. This field of science, in which new and valuable knowledge is accumulating all the time, is constantly changing. It is inversely proportional with the stable body of knowledge and invariable rules and laws of other scientific fields. (A. Kapsalis, 2006-13, Pedagogy Psychology, Kyriakidis A.E., book d', p.30-36 (In Greek))

2.2 Research methods

Within the greater limits of Educational/Pedagogical Psychology coalesce several scientific branches; for this reason the multi-dimensional, scientific view is presented as having behavior and education as its main research goals. Basic prerequisite is the use of several methods which cover the methodology spectrum of social sciences. These research strategies and data collection methods are the following:

- (a). **Experimental research:** One basic method of research in social sciences is the experiment, with which they check the shift of a depended variable as a result of the shift in an **independent** variable the moment the environment conditions are kept stable.
- (b). **Non-experimental research:** There are some cases in which the independent variable cannot take fluctuations in a combined and organized fashion, thus, experimental

research becomes impossible. For this reason, the next best choice is the non-experimental research. The study of the relationship degree (correlation coefficient) between two variables.

- **(c). Over-time research:** This is a necessary method of research of the long-term effect of several factors regarding the personality and behavior of a team or the individual. The subjects of the research are regularly examined, after respective adjustment of research tools for longer or shorter periods of time in order to maintain data validity and reliability.

- **(d). Active participation research :** Otherwise known as action research; is the most widely applied in recent years. a) It aims simultaneously at knowledge and the shift of a trend with the result being the mixture of action and research. b) The barrier between the researcher and the subjects is lifted as the latter have an active role, as well as the ability to change the organizational fashion and aims of the research. c) Several quantitative and obscure qualitative data is accumulated. d) The researcher's objectivity is not the matter here; on the contrary what is asked is their personal opinion and effect it has on the scientific field.

Educational/Pedagogical Psychology is driven by the collection of data through the established methods of social sciences. Depending on the special demands, conditions, topics (observations, psychometric tools, content analysis, tests, or measurements or qualitative data collection) several variations are defined. (Vamvoukas, 1998).

3. The emergence of the good teacher through the teaching process elements

Teaching is defined as an activity with interpersonal and interactive characteristics which occurs via oral communication, aiming at teaching one or more students. In this way, the communication stimuli are subjected to an internal elaboration, changing the different aspects of someone's character and behavior. For a teacher to reach their educational goal, they need to have done some systematic, conscious and well-planned work. Educational/Pedagogical Psychology, through its structured scientific knowledge, its principles and its theories is there to help the teacher's teaching decisions. For **effective teaching**, **Science** is, without a doubt, a basic prerequisite.

A teacher's job is to secure through qualitative teaching that their students will acquire the best basic knowledge; principles; aptitudes; skills; attitudes and values. Love for the children, intuition and experience play a very important role in a teacher's job. Constant specialization, not only in their field, but in other fields too, is also necessary

According to Brophy, who is known for the approach "Education based on research", teaching is a science. He remained firm in his opinion saying that: 'the key to improving teachers' education is to gather all knowledge that makes a teacher efficient and to translate it to algorithms which will be taught to all teachers so as to use them during planning and delivering'. According to this theory, the candidate teacher during their basic training will have to be taught about subjects regarding research findings for effective teaching.

Research has shown that to have a successful teaching delivery, the following are necessary:

- **Knowledge of the teaching subject**, detailed and in depth knowledge of the subject
- **Teaching method** which is about the way the lesson is presented so as the child to be able to process the knowledge through examples, studying, question posing, comparison and simile.
- **General Pedagogics**. This field is about the knowledge regarding specific objective frames and teaching subjects. It aims at more general concerns about education as well as at its integration into different social and cultural environments.
- **Know your student**. Through the learning process, the 'teaching triangle' has the student on the top corner, followed by the teacher and the subject on the bottom corners. The significance of the student's place must be stressed, as the result of teaching cannot be fruitful

unless the teacher is aware of the way their students learn. (P. Eggen & D. Kauchak, 2001, 8 к.к., G. Mietzel, 2001, 46-9, P. Xochellis, 2005, 33-47).

For the teacher to complete their mission successfully, not only do they have to be well-aware of their subject, but they also need to be good educator. In his book, "Art of Teaching", Gilbert Highet in 1950, claims that teaching is a form of art. He based this theory on the fact that teaching is closely related to the human themselves; their emotions and values. Therefore, is outside the strict limits of scientific research. However, this theory now is contradicted by contemporary beliefs. Gage claims that it is not of great importance whether teaching is a technical science, since the focus of education is the use of scientific methods.

There is one more stage in the complexity of teaching, since the teacher is asked to deeply analyze the social and interpersonal relationships in the class which are under constant change. The teachers have to intervene quickly in different and multiple incidents. The function of a classroom could be compared with that of a beehive; the teacher is required to cope with too much information as quick as possible to make the right decisions. Educational Psychology, through its structures, helps the teacher to make those right decisions. It also guides them, as far as the research findings are concerned, through a critical, active and creative method.

A teacher has many different roles. A good teacher has even more; to coordinate the educational activities of the school by feeding a child's mind and soul and to lay the foundations for the proper personal and social development of the adult this child will be. Basic principles of Educational psychology are: a) teachers' expectations b) enforcement of the curriculum c) equal chances of learning for all students d) class management e) active teaching f) teaching for everyone of different abilities g) a supportive class environment.

Finally, of great significance is the impact on the students' behavior: 1) on emotional level 2) on control level 3) on taking initiative and interchange 4) on clarity and accuracy and 5) on enthusiasm. ([Slavin E. Robert](#), 2007, Educational Psychology: Theory and Practice, Metaixmio).

4. Development through the basic principles of psychology

Educational Psychology leads the teacher to carry out the lesson. The teacher must know their students; this means that the teacher has to be aware of how the student thinks; their emotions and their behavior too. The term 'average student' is a not an acceptable one, as there is not such student because every child is a different individual with different experiences. Experience is the first and most important part of development, which is constant and special for every individual.

The stable characteristics of someone's personality are gradually shaped through personal growth, helping in that way to also stabilize the way the individual interacts with their natural and social environment. Hereditary predispositions, family, friends and society help in this formation. For psychologists and educators, how one sees themselves and self-esteem are of great importance in order to analyze and understand their personality from a very young age. One aspect of the above is the positive correlation between the motives and the effectiveness of learning, which leads to school performance. The child forms their self-image in the school as well, with their teachers and classmates to be the 'significant others'.

During a child's development they also develop and change the way they see themselves. In the beginning, the image is always a positive one, however, it has been noted that this changes when school performance comes into the equation. Children and adolescents feel that they are constantly under judgment; that is why they worry and wonder about appearances. Comparison is also typical at this age. Improving the self-image is boosted through special programs or even better through the general class atmosphere. At this phase of child development, parents and teachers have to know how the child thinks, their experiences too, so as to be able to support their growth and find effective ways of approach.

- **(i). Basic educational learning**

Learning is what defines the lifestyle and the status of an individual in society. Education is what defines an adult. Learning could be defined as “the constant shifts in someone’s behaviour as a result of experience or practice”. Learning and thinking, in principle might be interlinked, but in essence are different. Thinking is the **use** of cognitive procedure to solve problems while learning is the **offering** of new cognitive data to learn. There are several times in an individual’s life that they have to deal with problems either by revoking successful past experience and act accordingly, or if this the first time they face a problem to think of ways of solving by combing already existent solutions. **Transmission of learning** is very important, as it helps a person to invent new ways of dealing with problems every time, according to what they know.

- **(ii). The educational motivation of learning**

One of the most significant aims of teaching is to induct the student into learning, inside and outside of the school environment. The child’s immediate surroundings have to offer motivation to the child to seek learning and to recognize it as human need. Self-accomplishment through satisfying social, intellectual and aesthetic needs has to become a goal. Learning from a very young age starts with education, hence self-accomplishment comes ultimately by the comprehension of reality and acceptance of oneself and others. Motivation starts within the family and school, but the individual find their own according to their experiences and behavioral patterns. Finding the right goal, the time devoted to the subject are related to the school environment but have to be cultivated at home too. School psychology tries to eliminate the fear of failure and to boost fairness having the progress of all students as its primary goal. Other factors related to motivation are curiousness, anxiety, co-operation and competition, feedback as well. The child acts instinctively and goes wherever they feel safe.

- **(iii). Assessment within educational frames**

Assessment has been an institutional element of school for many years now. Educational assessment starts along with education. It makes sense as in this way the fruit of the attempts can be evaluated. Assessment requires measurement. Measurement includes exams, and therefore, grading.

Today’s society deems education as a primary factor for someone’s growth. In particular, exams are at the main focus as in this way you can evaluate the goals’ achievement, the teaching methods, the organizational forms and structures of education. The role of the exams is definitive as through them every member of society is smoothly integrated into it. In modern times, the issue of financial means affects education as there are many children who cannot evolve as much as they would like.

The anxiety caused by grading has negative effects on a person’s mental and physical health. Child Psychology sets as top priority the maintenance of good mental health by focusing on the creative and artistic potential of the child. There are many times when grades cause a student to feel rejected and remain stagnant. That is why many specialists tend to insist on abolishing grading altogether. They go on to encourage educators to do a ‘descriptive assessment of a student’, namely, the gathering of data and information which describe a child’s behavior in particular teaching situations; its elaboration and interpretation. This can be achieved by observing the student throughout several moments of their school life, attending of activities, analyzing answers given, reading their written answers, evaluating their makings or any other assignment. In this way the child will feel more secure and will be able to express themselves more freely, without anxiety, and thus having more chances to succeed. Educational psychology in any case, seeks to promote the methods that evolve the talents and the skills of each child in a pleasant way; to transmit the love of learning.

5. Conclusions

For successful teaching, a teacher who is well aware of their subject is not enough. It is imperative they know the teaching methods, the way to solve problems that may occur, and mainly to be aware of children's psychology. It is also important for a teacher to know how to maintain order in class through democratic procedures, to manage human relationships formed in the school environment and to constantly give motivation. In this way Educational/Pedagogical Psychology will continue to lead the teacher towards the successful organization of the teaching procedure, towards successful understanding of students' special characteristics and towards sparking their interest. The role a teacher is given is the one of a counselor and supporter of the children in any problem they may face and how to successfully cope with it.

Objective assessment requires the accurate definition of teaching and learning goals, given that assessment occurs according to lesson goals. The Constitution and the laws of a state set the general goals of conduct through analytical educational programs. In reality, however, they are so general that is hard to be applied within the restricted environment of school education.

In conclusion, it could be said that the teacher has to teach along with the school subjects, moral and conduct to children as well; always based on the instructions of Educational/Pedagogical Psychology, which contributes to the achievement of the aforementioned values. The need to be aware of child's psychology is of outmost importance not only for the teachers, but also for the school counselors, the parents and guardians so as to go towards creating an accomplished and fair citizen.

6. References

- Cole Sheila, Michael Cole, (2003), The Development of Children, Typothito Publishes, 2nd ed., 116-437
- Dworetzky John P., (1985), Psychology, St. Paul : West Publishing, 2nd ed., 130-360
- Eggen P. & D. Kauchak, 2001, 8 κ.κ., G. Mietzel, 2001, 46-9, P.Xochellis, 2005, 33-47
- [Eysenck W. Michael](#), (2010), Fundamentals of Cognition, Gutenberg publishers, 7-252
- Faye Steuer B, (2005), The Psychological Development of Children, Ellin publishers 98-478
- Feldman S. Robert, (2009), Development across the life span (1st), Gutenberg, 50-490.
- Kapsalis A., (2006), Pedagogy Psychology, Kyriakidis A.E., book d', p.30-36 (In Greek)
- [Slavin E. Robert](#), (2007), Educational Psychology: Theory and Practice, Metaixmio, 40-580. (in Greek)
- Nauridis Klimis, (2005), Group Psychology (in Greek), Papazisis publishers, 78-159

The role of language in child's cognitive development

Abstract:

Speech (oral or written) is a sophisticated code of communication, developed by Man throughout the course of History. The means of speech is Language. Each language reflects the social, economic, historical and moral background of the society that speaks it. But how does it affect human cognitive development from the early stages of life ? Does it play any role in the process of self-identification? Does it affect or is it even related to the development of thought, perception ,memory and other aspects of human cognition, and to which extend?

The present paper discusses the way language affects cognitive development on children and to which extend. This is a bibliographical survey and the conclusions will try to contribute to a better understanding of this crucial aspect of human psychological development.

Key-words: Cognition, language, child, development

Pantelis C. Chalkias¹

¹ Corresponding Address: Pantelis C. Chalkias, K.Karamanli 30, Eleftherio, Thessaloniki, Greece, Email: pantelis.chalkias@gmail.com

1. Introduction

Undoubtedly, language plays a key role in human mental development, since it is the means of expression of thoughts, feelings, desires and aspirations. The more complex and accurate the vocabulary, the better someone can express himself and the smoother becomes the communication with the others.

As far as children are concerned, verbal maturity is a long –time and complex process, and the passage from the early senso-kinetic stages to the logical stage (Piaget) is a miraculous journey, not fully understood even nowadays.

As stated in an article:

“Use your words” is a common phrase addressed to toddlers and preschoolers who are acting out in frustration. This phrase reveals the common belief that when children have the words to express their desires, needs, or feelings, they can better regulate their behavior to match the social expectations of the situation. The ability to self-regulate enables children to adapt to and gain the most from their environments; thus much attention is given to the developmental processes and experiences that help children develop self-regulation skills.(Vallotton, Ayoub:2012).

2. Child cognitive development

Since a child faces the world, the primary goal is survival by adopting to a whole new environment. The means for survival is communication with the mother and the rest of the family, something which is achieved by non -verbal ways (mostly by crying).

As the child grows up, mainly after the first year of life, the instinct of survival remains, but the curiosity to learn, to explore the surroundings and to express the feelings also appear. This is the point where non-verbal forms of communication become useless and the need of expressing in an effective way becomes the ultimate motive to learn the language that the parents speak. And this is a challenge that requires complex mental skills, such as memory, identification, categorization and perception and in its early stages it is based on mimic. As stated in an article:

At the same time, people can identify, sort, and remember objects and events without using language. And the sorting they do without language does not always match what they do in response to language. This suggests people must set up multiple representations of experience, representations based not only on representations linked to specific languages for encoding experience, but also on their cognitive development, for categorization, identification, sorting and remembering. (Clark:2004)

3. The Information Processing model

The Information Processing model is another way of examining and understanding how children develop cognitively. This model, developed in the 1960's and 1970's, conceptualizes children's mental processes through the metaphor of a computer processing, encoding, storing, and decoding data. (Oswalt:2008)

In the first 5 years , most children have developed the skills to focus attention for extended periods, recognize previously encountered information, recall old information, and reconstruct it in the present. . (Oswalt:2008).

This is also the period that long-term memory begins to form, part of which involves storing information about the sequence of events during familiar situations as "scripts". Scripts help in understanding, interpreting, and predicting what will happen in future scenarios. By that age children are also expected to start to recognize that there are often multiple ways to solve a problem and can brainstorm different (though sometimes primitive) solutions.

Between the ages of 5 and 7, children learn how to focus and use their cognitive abilities for specific purposes. They have also developed a larger overall capacity to process information. This allows young children to make connections between old and new information. During this age, children's knowledge base also continues to grow and become better organized.

Metacognition, "the ability to think on what is thought", is another important cognitive skill that develops during early childhood.

Between ages 2 and 5 years, young children realize that they use their brains to think. However, their understanding of how a brain works is rather simplistic; a brain is a simply a container (much like a toy box) where thoughts and memories are stored. By ages 5 to 7 years, children realize they can actively control their brains, and influence their ability to process and to accomplish mental tasks. (Oswalt:2008)

As a result, school-age children develop and choose specific strategies for learning, monitor their comprehension of information, evaluate their progress toward completing a learning task and evaluate the requirements of a task.

4. Conclusions

Language is a verbal form of communication, that a child acquires, in most cases, during the first two years of life. While, initially, this skill is acquired primarily by mimicking the elderly, it soon becomes the means of self-expression and self-identification, the means of learning the world.

By the age of 7, much of this process is complete, allowing the child to communicate effectively as an independent person, and so the mechanisms of memory, perception and thought have been developed.

The above allow the development of meta-cognition skills, all these skills required to estimate the difficulty of a task, the best way to complete it, and the ways to evaluate the results.

All in all, language allows the child's smooth cognitive development, as it is the means of developing basic and higher (academic) skills.

5. References

- Clark, Eve V. (2004). How language acquisition builds on cognitive development. *TRENDS in Cognitive Sciences* Vol.8 No.10
- Oswalt, A.(2008). Early Childhood Cognitive Development: Information Processing. www.mentalhelp.net/articles/early-childhood-cognitive-development-information-processing
- Vallotton, C., Ayoub, C. (2012) . Use Your Words: The Role of Language in the Development of Toddlers' Self-Regulation. National Library of Medicine ,National Institutes of Health. doi: [10.1016/j.ecresq.2010.09.002](https://doi.org/10.1016/j.ecresq.2010.09.002)

Cyberbullying & Emotional Intelligence: The use of emotional coaching as a means of cyberbullying intervention-based activities at schools

Abstract:

Cyberbullying is a social phenomenon showing rapid growth and worrying features regarding children's mental health, emotional expression and prosocial behaviour. The victims and bullies involved in cyberbullying incidents are shown to be involved traditional bullying in the school grounds as well. The abuse or lack of control, the disruption of emotional management and the behavioral problems raised the question and desire to design an emotional coaching curriculum for students as a medium of intervention and prevention of cyberbullying at schools.

Keywords: Cyberbullying-emotional coaching- prosocial behaviour- emotion management

Ioanna Kalliopi Georgoudi¹

¹ Corresponding Address: Georgoudi Ioanna Kalliopi, Department of Psychology, Faculty of Social Sciences, University of Crete- Child Psychology Trainee, University of the Aegean, Email; ioannageorgoudi@gmail.com;

1. Introduction

Cyberbullying is defined as an aggressive, intentional attack by a group or an individual via the use of digital means or contact, repeatedly through a specific period against a group or an individual, lacking the sense of support or defense against this attack (Smith, 2008 in Marczak & Coyne, 2010).

The main purpose behind cyberbullying is to harm the victim or victims through an emerging and excessive violation of power and control expressed in cyber-attacks (Nikolopoulos, 2009). Victims of cyberbullying, especially adolescents, are often extremely hesitant to report cases of cyberbullying to authorities or adults in general (Nikolopoulos, 2009), because they sense that adults are negligent of cyberbullying incidents, hence teens feel less willing to report any cases (Slonje, Smith, 2008).

2. Forms of Cyberbullying

Cyberbullying can be realized through instant messaging (Nikolopoulos, 2009) using applications such as Viber or messenger, sharing intimidating messages or private content through e-mails, social networks, video uploading platforms, forums, chat rooms or blogs. Some of the most prominent types of cyberbullying is flaming (Nikolopoulos, 2009) where the victim or victims are humiliated publicly in forums by an individual or a group. The victim cannot predict the erratic behaviour of the bully or bullies and is deemed incapable of managing the aggressive messages.

Another form is harassment, putting the victim in the unpleasant position of receiving messages that aim to harass and distress the receiver. Denigration and Impersonation are usually forms of online bullying that target the victim's personality, dignity and integrity as a human being (Nikolopoulos, 2009).

The bully either spreads false rumors or impersonates the victim in order to share embarrassing information about their targets. Phishing and trickery aim at exploiting individuals to share personal or financial information to third parties, with the purpose of violating confidentiality and use this information to profit.

Many users in social media and video sharing sites, such as YouTube, may ask minors about their home address, bank account or school address in order to fulfill their goals (Nikolopoulos, 2009). This fact is essential to pinpoint as far as minor harassment and pedophilic cases are concerned.

Finally, cyberstalking, hopping- sharing videos or images of violent acts- and exclusion are rising more and more in the use of social media and navigation. Studies in the USA (Sourander, Klomek, Ikonen, et al., 2010) have shown that the percent of cyberbullying in teens is between 5% and 20%. It has been reported that 33% of the victims felt extremely upset after an incident of cyberbullying and 38% reported distress (Ybarra & Mitchell, 2004, in Slonje, Smith 2008). 28% of cyberbullies have not reported cases of harassment to anybody (Smith, 2006 in Slonje, Smith, 2008).

Most victims may choose to confide in their friends (NCH, 2005 in Slonje, Smith 2008), though they never receive adequate support, as they may never inform a teacher or a parent. Another study in USA (Juvonen, Gross, 2008) has reported that in a survey conducted by the Department of Psychology in California found out that 72% of the respondents reported at least one incident of online harassment, 85% of whom also reported falling victim to traditional bullying.

In Finland, 4.8% of adolescents were categorized as cybervictims, 7.4% as cyberbullies and 5.4% as cyberbullies/ victims (Sourander, Klomek, Ikonen, et al., 2010). Girls are more likely to fall victims of cyberbullying than boys (6% for girls and 3.5% for boys), whereas boys were more likely to act as bullies in cyberspaces (9.3% for boys and 5.6% for girls). A significant correlation between traditional bullying- victimization and cyberbullying has also been confirmed. The same study proved that some behavioral

predisposition is strengthened in cyberbullying. An example is low prosocial behaviour in cyberbullies, emotional problems in all groups and sleep problems in victims (Sourander, Klomek, Ikonen, et al., 2010)

In Greece, recent statistics, provided by Safe Line, indicate a slow but steady rise in content related to child pornography (from 12% in 2013 to 20% in 2016), a slowly growing percentage of threats and phishing and denigration, mostly focused on minorities (www.safeline.gr).

2.1 Characteristics of Victims

Victims that suffered from bullying in the actual world may also face bullying in the digital world, creating a never-ending cycle of victimization and helplessness (Slonje, Smith 2008). Victims of cyberbullying exhibit similar characteristics with traditional victims. They tend to be excluded socially, show signs of withdrawal, poor academic skills, fear of going to school or in some rare cases, they express aggression against their persecutors, thus becoming the mixed group of bullies/ victims (Rigby, 2008).

However, in cyberbullying, the feeling of helplessness and lack of control are even bigger; the victims feel like he or she cannot escape the attacks, as they can happen any time, at any context and they are mostly out of the victim's control. Another issue is the breath of the audience's participation.

In cyberbullying, it is easier to accumulate larger groups to attack an individual throughout a great time span than in traditional bullying (...). Therefore, the immediate intervention of adults or bystanders becomes more difficult, as the victims faces his/her bullies in a secluded place, the digital world, all alone. Cyberbullying seems to have more at home than school (Slonje, Smith 2008), leaving the victims with no sanctuary to recuperate.

2.2 Characteristics of Bullies

Cyberbullying tends to increase with age, as more and more older minors attain phones, laptops and social media accounts (Slonje, Smith, 2008). Cyberbullies often fill in a specific personality or behavioral profile. Many factors determine whether a cyberbully will continue harassing his victims. One of these factors is anonymity.

A cyberbully can attack his/ her victim, without being caught or noticed (Beale, Hall, 2007). Even if tracing the attack seems a possible option, it is highly unlikely to prove that the actual bully was behind the orchestrated harassment or aggressive message. An instant messaging (IM) account allows cyberbullies to hide their real identity and assume a new one, even a fake one. Another feature is the lack of synchronicity in sending messages.

Most texts remain for a long time after an attack and individuals can even add on more threatening or harsh messages (Beale, Hall, 2007). The urgent need that bullies feed from bullying and cyberbullying in particular is the need to be in control, in order to regulate how they may feel about a situation at home or school. They may lack in prosocial behaviour skills, healthy emotional expression and management and they may even suffer from inadequate confidence (Rigby, 2008).

3. John Gottman's Introduction to Emotional Coaching as Parenting Skills & Activities

Gottman was one of the first psychologists to dedicate his work to study emotional intelligence and education in children. Emotional Intelligence refers to the type of intelligence that is correlated with. Gottman based his work on emotional intelligence and formed a new type of education, called emotional coaching. Emotional coaching refers to the segment of parenting that aims in expressing, understanding and managing the emotions a child feels throughout his/ her life (Gottman, 2015).

The basic and most necessary skill this type of education provides individuals with is empathy, the ability to understand another's emotions and actions. Emotional coaching is

essential as, according to Gottman (Gottman, 2015), the individual can fathom internalization processes and emotional expressions- thus controlling them better- and he/she can tackle bullying more effectively, due to acquired resilience. Resilience is the primary goal of this specific project, as the researcher aims to create a cyberbullying intervention/prevention activity course corpus for secondary education in Greece and provide students with better mental health and bullying management techniques.

4. Emotional Coaching as Cyberbullying Intervention: Building Up resilience in Greek students

Emotional Coaching in schools can be implemented by a scientific team, filled with both mental health experts, such as school psychologists, counsellors, and teachers, such as technology teachers, media specialists and the head teacher (Diamanduros, Conway, Taylor, Comeaux, 2010).

This intervention program will focus on educating students in all primary and secondary education levels, from kindergarten to senior high school. Kindergarten and elementary school emotional coaching activities should work as a preventative program specialized in emotional expression and management. Should any of the children involved in the following process face a lack of resilience or become distraught, mental health experts should be able to conduct counselling sessions with students about personal emotional skills or about emotion management techniques under stressful conditions. An essential factor that school service and mental health practitioners must take into consideration is the parallel acquisition of digital literacy throughout the entire school life, given in activities for each class (Georgoudi, Nikolopoulos, 2013 <http://elocus.lib.uoc.gr/dlib/8/4/0/metadata-dlib-1373271525-834523-11320.tkl>)

4.1 Emotional Coaching in Kindergarten

Emotional Coaching can start in kindergarten with the form of recognizing emotions and their expressions- what is an emotion, when it happens and how humans express it (Gottman, 2015). Students should be presented extensively of the universal emotions -sadness, happiness, disgust, anger, fear, love- (Oatley, Jenkins, 2004) and how they are expressed in general. This is the first phase of emotional coaching, known as “awareness”. The second one will follow after children understand emotions and is called “guidance”. Teachers should discuss functional and dysfunctional ways to express and manage emotions under specific situations.

Young children are not capable of verbally expressing their emotions, thus storytelling and play sessions can be used in order to comprehend guidance. For example, the story of the ugly duckling can be used as a self-explorative activity in order to make children aware of sadness and its expression. Kids in this age tend to resolve emotional conflicts with their peers in order to socialize and maintain healthy behavioral patterns in social interactions (Gottman, 2015). Children could be introduced to verbal declaration of emotions along with expression exercises. In these exercises, children will be asked to express emotions while their peers and teacher will attempt to recognize it

4.2 Emotional Coaching in Elementary school

Children, undergoing elementary school, do not want to show emotions to their peers, they prefer to resolve to common sense and logic or talk to their parents for guidance (Gottman, 2015). Subsequently, teaching emotional expressions may be harder than it is expected to be.

As an alternative, students could be introduced to emotion regulation and control techniques – such as breath strategies for stress- or expressing complaints about an emotional conflict. Having acquired the cognitive ability of correlation between meanings and logical sequences, students could also be taught real-life examples of emotional eruptions, outbursts

and they will be requested to find alternatives ways of managing emotions. Once having consolidated problem solving in emotion management, children will be taught on regulating emotions of distress during cyberbullying. They will be asked to employ their reasoning in order to implement healthier ways of emotion expression and control.

4.3 Emotional Coaching in Junior & Senior High School

Later on, in junior high school, emotional coaching can be more specific, focusing on dealing with emotions under bullying and cyberbullying incidents along with digital literacy regarding safety. Adolescents begin to feel the need to immerse in further understanding and socializing with each other than with adults, explore their selves in a new existential light, balance hormonal and emotional changes and experiment on ideas, behaviour and orientation. So, teaching empathy (Bhat, 2008) and self-love is more important in this stage of life than ever before. Teenagers should be able to understand other people's emotion and their reasoning behind their actions as well as they fathom their own.

However, what is even more important is realizing resilience to cyberbullying and online sexual and regular harassment. Real life situations on the internet about kids that suffered cyberbullying and problem-solving based on data gathering regarding personal information, safety and make them think their own ways of handling victim relief (put similar experiences they had into an analogy). Social and cognitive constructivism (Tangen, Campbell, 2010) provide adolescents with the ability to use cognitive schemas in order to resolve social problems. An online survey, restricted in the school grounds, may illuminate the needs of the students, who is bullied, who bullies and who witnesses cyberbullying and does nothing to resolve it.

Emotional education should be given to all groups altogether. Bystanders could be further trained to emotion management skills and promotion of prosocial behaviour, by helping others speak out and protect themselves in discussion groups about cyberbullying, or even train others to escape traumatic experiences, such as logging out of a chat that a flaming message was sent. In order to strengthen the bystanders' influence on both victims and bullies, school are allowed to create a school forum that will allow students to promote emotional management and cyberbullying intervention for all students, even the younger ones.

A good example of a provided advice could be an unexpected reaction to bullying; a victim that either stands for himself/ herself or agrees with the bully, may prohibit his attacker from feeling satisfaction while bullying and controlling others. Another example is disconnection. Victims should be recommended introspecting how they feel every time they are bullied; how much they feel this emotion and whether they would be.

They could also be taught how to become more assertive of respect and alternative ways to escape traumatic situations. A nice exercise would be to educate them about self-respect and the power they have in them to prevent distraught from bullying incidents. Bullies seem to be the least socially equipped group (Rigby, 2008), so they may need more specialized help and coaching. Counselling with school counselors about personal emotional skills, group or individual sessions with school psychologists about emotion management and communication techniques may be most needed.

Table 1: A suggested sample of emotion coaching exercises throughout school grades and levels, based on this article's recommendations (Taran, 2013.Brackett, Divencha, Stern2015.Goleman,1995).

Kindergarten	G1-6	G7-12
<p>“The angry tiger”: storytelling exercises exploring emotions, expressions and ideas of what is right or wrong in expressing emotions in a specific way</p>	<p>“Cooperation Puzzles”: Puzzle exercises that actually promote cooperation, problem solving, and conflict resolution. In a group, students should be taught how to work with each other and accept others for who they are.</p>	<p>“Log out, block the problem”: real-life examples of conflicts, bullying and discussion of alternative ways to escape them. A nice way to get out of a cyberbullying incident, is to log out whenever it happens or block the sender. A discussion about the nature of the incident (is it temporary? Is it controllable? Did I cause it?) may follow</p>
<p>“Emotional License”: driving signs exercises used in promoting emotional regulation. I.E. Stop-> think about what you feel. Don't enter-> try to express yourself carefully and calmly</p>	<p>“Building an Emotional Box”: Students may be called to create a complaint and a gratitude box to express how they feel for each other, explore possible social problems in their class, discuss them and solve them</p>	<p>“You are the boss of yourself”: Students should be taught how to be more assertive and self-acceptance, mindfulness techniques that will assist them in protecting themselves facing dangerous situations</p>
<p>“The good Nos”: exercises that promote self-defense about emotional conflict. Students should be able to say no to harmful conflicts or no to their own outbursts.</p>		<p>“How do you say it? “-> exercises focusing on how students communicate and convey their emotional state to their peers. Adolescents would be trained on effective ways of communication and empathy.</p>

5. Limitations

This intervention-based program may face crucial problems upon its implementation, mainly because of legislations, regulations and societal differences. First of all, schools are required to receive official permission from the Ministry of Education in order to contact third-interest experts, such as psychologists, coaches or crisis managers.

This legislation hinders greatly the application of acute public health care programs within a specific framework. Minor regulations, such as the scholar course corpus, may not provide the necessary time to perform the planned activities and ascertain the assimilation of information and techniques by the students.

Last but not least, societal gaps, such as accessibility to internet and social services in remote areas in Greek rural regions, regions close to borders or under-poverty line areas and mainly the generation gap between parents- as digital immigrants- and children- as digital natives – rises the need of extended education in internet functions and emotional coaching. Another major prohibiting factor is the acquired literacy teachers have about the use of digital media, emotional coaching and resilience in children.

Emotional coaching is essential as, according to Gottman (Gottman, 2015), the individual can fathom internalization processes and emotional expressions- thus controlling them better- and he/she can tackle bullying more effectively, due to acquired resilience.

However, parental bonding, family schemas may prevent long lasting effects of this program, as children may not be able to transfer and integrate emotional management to a primary, harmful and permanent environment. That seems to be the greater danger as far as children's and adolescents' mental health is concerned. How do we tackle cyberbullying out of the educational framework? (Chang, 2010). How do we promote emotional coaching and know that is applied at home? That question requires a systemic collaboration with almost all social groups and contexts- parents, schools, communities and policies.

6. Discussion

Cyberbullying is an emerging issue among mostly children and adolescents. This article aimed at presenting emotional coaching as a means of intervention and prevention of bullying incidents in the digital world via strengthening resilience and prosocial behaviour. This paper is actually a summary of a possible school-based program on emotional coaching that could later be developed and used in Greek schools.

7. References

- Beale, A. V., Hall, K., (2007). Cyberbullying: What School Administrates (and Parents) can do. *The Clearing House*, 81, (1)
- Bhat S. C., (2008). Cyber Bullying: overview and strategies for school counsellors, guidance officers, and all school personnel. *Australian Journal of Guidance & Counselling*, 18(1), 53-66
- Brackett, M., Divencha, D., Stern, R., (2015). Teaching teenagers to develop their emotional intelligence. Retrieved from <https://hbr.org/2015/05/teaching-teenagers-to-develop-their-emotional-intelligence>
- Chang C., (2010). Internet safety survey: Who will protect the children? *Berkeley Technology Law Journal*, 25(01),501-527
- Diamanduros T., Downs E., Jenkins, S., (2008). The Role of School Psychologists in the assessment, prevention and intervention of cyberbullying. *Psychology in the School*, 45(8), 693-704
- Georgoudi I.K., Nikolopoulos D.(supervisor), 2013. Planning an intervention curriculum to tackle cyberbullying according to a systemic approach. University of Crete, Faculty of Social Sciences, Department of Psychology (in Greek) Retrieved from: <http://elocus.lib.uoc.gr/dlib/8/4/0/metadata-dlib-1373271525-834523-11320.tkl>
- Goleman, D., (1995). *Emotional intelligence: why is it more important than IQ?* . Pedio Publications, Athens
- Gottman, J., (2015). *Children's emotional intelligence: How to raise kids with emotional intelligence*. Pedio Publications, Athens (in Greek)
- Juvonen, J., Gross, E.F., (2008). Extending the school grounds? - bullying experiences in cyberspace. *Journal of School Health*, 78, 496-505
- Marczak M., Coyne I., (2010). Cyberbullying at School: Good practice and legal aspects in the United Kingdom. *Australian Journal of Guidance & Counselling*, 20(2), 182-193
- Nikolopoulos, D., (2009). Cyberbullying- A contemporary threat. In Alivizos, S. (2009). *Pedagogical Dimensions of New Media: Enhancement of Media Literacy and Skill for a Safer Internet*. Grigoris Publications, Athens (in Greek)
- Oatley K., Jenkins J.M., (2008). *Emotion: Interpretations and Understanding*. Papazisis Publications (In Greek)
- Rigby K, (2008). *Bullying: Contemporary Approaches*. Pedio Publications, Athens (In Greek)

- Slonje, R., & Smith, P.K., (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology*, 49, 147-154
- Smith, P.K., Mahdavi, J., Carvalho, M., Tippet, N., (2008). Cyberbullying: Its nature and impact in secondary school pupils. In Marczak M., Coyne I., (2010). *Cyberbullying at School: Good practice and legal aspects in the United Kingdom*. *Australian Journal of Guidance & Counselling*, 20(2), 182-193
- Smith, P.K., Mahdavi, J., Carvalho, M. & Tippet, N., (2006). An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying. In Slonje, R., & Smith, P.K., (2008). *Cyberbullying: Another main type of bullying?* *Scandinavian Journal of Psychology*, 49, 147-154
- Statistics about cyberbullying in Greece, Retrieved from <http://www.safeline.gr>
- Sourander A., Klomek, AB., Ikonen, M., et al, (2010). Psychosocial risk factors associated with cyberbullying among adolescents: A population-based study. *General Psychiatry*, 67, (7), 720-728
- Tangen D., Campbell, M., (2010). Cyberbullying Prevention: One primary school's approach. *Australian Journal of Guidance and Counselling*, 20(2), 225-234
- Taran, R., (2013) *Building Social and Emotional Skills in Elementary Students: Emotional Management*. Retrieved from <https://www.edutopia.org/blog/project-happiness-ninja-mastery-randy-taran>
- Ybarra, M., L. & Mitchell (2004). Online aggressor/targets, aggressors, and targets: a comparison of associated youth characteristics. In Slonje, R., & Smith, P.K., (2008). *Cyberbullying: Another main type of bullying?* *Scandinavian Journal of Psychology*, 49, 147-154

Developing Social Skills in Students with Asperger Syndrome via Co-Teaching: A Case Study

Abstract:

The modern international tendency towards the educational treatment of students with special educational needs is the development of co-teaching policy in mainstream schools. The quality of inclusive lesson during co – teaching is largely determined by the interaction between the teacher **of the mainstream classroom and the special education teacher**. When a school environment promotes acceptance and mutual respect, achieves to strengthen the self-confidence of students who receive teaching support, which has a positive impact on their experiences (Dumke, et. al., 1989). Furthermore, adapting curriculum, differentiated teaching and action - oriented teaching, such as organizing indoors and outdoors activities, encourages, apart from cognitive development, emotional development and empathy. Incentives for learning are created. Appropriate stimuli for social interaction and for gaining emotional experiences, very important to a student with **high functioning autism spectrum disorders**, are provided. This paper aims to present a case study of a student on the autism spectrum and to refer to educational intervention, which was designed after observation. Specifically, the paper presents a number of weekly lesson plans from the annual individualized education program implemented **by special education teachers** in the second grade of primary school. Lesson plans, which were applied to the subjects of ‘Environmental Studies’ and ‘Flexible Zone’, and during **breaktime** , aimed at developing social skills of a student with Asperger syndrome and **reinforcing** his social identity and **his self-esteem** within and outside the school community.

Key words: co - teaching, Asperger syndrome, social skills, empathy

Giannakakou Evaggelia¹ and Koukidou Anastasia²

¹ Corresponding Address: Giannakakou Evaggelia, Email: evagg1991@gmail.com

² Corresponding Address: Koukidou Anastasia. Email: akoukidou1@gmail.com

1. Introduction

Asperger's syndrome belongs to the broad spectrum of Diffuse Developmental Disorders in accordance with DSM-IV-TRTM (American Psychiatric Association, 2000, 1994) and is one of the most common disorders of the autism spectrum in its milder form (Frith, 2004). Students with Asperger Syndrome usually attend general education schools with the presence of a special education teacher-which helps the student to cope with everyday difficulties - with the long-term goal of a smooth integration into the school community and the wider social context. This goal is achieved through inclusive education in general schools through the collaboration of general and special education teachers (Zoniou - Sideri, 2000).

2. Case Study Design: Methodology, Research Questions, Assumptions, Targeting

2.1 Methodology

The paper presents the case study of a primary school student with Asperger syndrome. Reference is made to the institution of inclusive education and the beneficial effect it has on the development of the social skills of the particular pupil.

The case study was chosen as the appropriate research method that would adequately outline the pupil's profile (Athanasίου, 2007, p. 341) in a limited time (Bell, 1997, p. 31) and would provide important data for its formative assessment (Cohen et al., 2007). It facilitated the educators - researchers to focus and observe the interacting processes that take place inside and outside the classroom and affect the student's social development.

The design of the case study was undertaken by the two teachers of parallel support, which succeeded each other. During the course of the study, both teachers participated, one within and outside the classroom, and the other only in the school yard, as that particular teacher had undertaken another student at the time.

Before teaching with the aim of cultivating social skills, it was considered necessary to carry out the educational assessment to determine the student's level. The collection of information about the pupil's social skills, apart from the psychological evaluation by the Diagnostic and Support Differentiation Centers (KEDDY), was carried out through the interview with the student's parents and teachers, observation and direct test (structured social opportunities).

2.2. Research Questions - Assumptions

The research questions, whose answers highlight the usefulness of our research, are as follows:

- Is inclusive education enforced? Does the general class teacher have previous experience of inclusive education?
- How is the relation between general class teachers and parallel support for the pupil?
- Are teaching strategies jointly designed to promote pupil socialization?
- Do they recognize the problems that arise during educational intervention and work together to remedy the problem?

The responses to the above-mentioned research questions served as feedback and provided information necessary both for the continuous assessment of the relationship between teachers and for the effectiveness of their educational intervention in the student with Asperger's syndrome. Having conducted a review in the relevant international literature, our research cases are:

- (1). The personalized intervention program to strengthen social skills will bring positive results to the student with Asperger's syndrome.
- (2). In-class work plans and dissemination actions will provide appropriate opportunities for social interaction.
- (3). Adequate conditions will be created to strengthen self-esteem and promote his / her socio-emotional proficiency (Cole & Cole, 2002, p. 448).

2.3 Targeting

The targeting was built on the basis of the Social Skills of the ASP for pupils with autism and the Cross-curricular Study Framework- ASP for the Second Grade of Primary School, which was the material for building the personalized program.

Short-term goals:

- Ask the speaker for the lesson when he wants to talk.
- Participate in individual or group presentations in front of the whole class.
- Participate in dialogue with the teacher's encouragement.
- Keep in line with group activities (eg team collage).

Long-term goals:

- To gradually understand the concept of "friend" and "friends" and to seek his / her company (by teaching social stories).
- To show social interest to his classmates and to the teachers who interact with him.
- To understand their responsibility for social interaction and not to blame for its failure exclusively the others (McClannahan, 1997, p. 159. Roll, 1997, pp 180-181).
- Go from the stage of the parallel game to the fellow game in a small group (2 people) and then to the cooperative game.

3. Activities

In-class social development activities have been part of the mini-projects, which emerged from the interests of both the student and the classmates.

During the preparation of the work plans, roles were exchanged between the teacher of the general class and the teacher of the parallel support. In addition to developing knowledge through experience and action, work plans aimed at creating a social framework tailored to the pupil's reality, which would function as a learning scaffold through interaction and provide the necessary tools of thought, language, action (Vygotsky , 2008, p. 383· Vigge, 2008). The building of work groups was done by the teachers and led to the cultivation of students' creative and critical thinking.

It is worth noting that the encouragement and guidance of the student were mainly undertaken by the members of his team. The role of teachers was supportive and advisory (Frey, 2005, pp. 37-38, 59-60).

3.1 Activities of developing social skills within the classroom.

1st Work Plan: "Rights and Obligations of the Child, I Can / I Want and I must"

I wish you to - Poster

The activity arose from students' reflection and took place in a state of authentic environment. The teaching techniques of dialogue and brainstorming have been exploited on the occasion of the presentation in Prezi, focused on subject areas of rights and obligations. They put forward their views on what is an obligation and a right to report incidents and examples from school life, but also their daily routine. In particular, N. brought an example of his right and obligation. Subsequently, the teams undertook to create a wish to defend the rights of the child through the online application "I wish you to" and present it to the whole class. A poster construction was defined as the output of the work plan, which served as an evaluation form. The groups, having categorized the examples of "obligation" and "right" that were given to them and added their own, constructed the Charter of Rights and Obligations. N. presented the poster of his team and felt particular satisfaction for his achievement.

2nd work plan: "Twelve gods of Olympus and myths"

Painting – Role playing

The work plan prepared the students for the subject of History, with which they would get in contact in the next school year. Each group had assumed a myth that would be presented through painting and role playing. In the activity of painting on the student had the opportunity to work with the other members of the group and to take a specific part of the illustration. The activity of role playing inspired dialogues, adapted the tone of his voice and his style.

3.2 Evolving social skills outside the class.

• Activity 1

Objective: The student should show social interest.

The teacher of parallel support discusses how to spend the weekend or yesterday afternoon at the student break. The goal is to make the student dialogue and take the position of the transmitter and not just the receiver.

• Activity 2

Objective: The student develops various ways of social interaction during the game.

The pupil plays with the teacher a play with clapping that they learned during the music class. Then at the level of parallel play, the pupil accepts other students to play in the same place and observes them. Once the above stages have been conquered, the student plays with a classmate wishing to play the same game with his parallel support teacher next to him. Finally, the student plays the same game in a larger group (4 members), waiting for the row to clap and the teacher is standing at a distance of the game. The maximum length of time that the pupil participated alone was ten minutes.

• Activity 3

Goal: The student adheres to the rules and his turn in a group table game.

The teacher organizes a board game in a small group of students. The student must adhere to the rules, keep his turn and react coolly in unexpected situations.

4. Results

Following our study, we have come to the following conclusions. Initially, it was found that the pupil responded positively to the personalized intervention program. In-class work plans and break-through actions helped to strengthen the pupil's social skills and gave rise to social interaction. In addition, the student managed to participate in group games and increased his stay in them by 10 minutes. It is worth noting that he understood the concept of friendship and sought to associate with two of his classmates, continuing up to date. Finally, he strengthened his self-esteem by participating in group actions and projects and perceived himself as part of the whole. He sought to declare his presence in the classroom.

5. References

- American Psychiatric Association(1994). Diagnostic and Statistical Manual of Mental Disorders, (4th edition), (DSM-IV). Washington, DC: American Psychiatric Association.
- American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders(4th ed., Text Revision). Washington, DC: American Psychiatric Association.
- Athanasiou, L. (2007). Methods and techniques of research in Educational Sciences, Quantitative and Qualitative Approaches, 2nd publication, Ioannina: Efira (in Greek)
- Attwood T., (2000). Strategies for Improving Social Integration of Children with

Asperger Syndrome. Autism, Vol (4) No1, 85-100.

- Bell, J. (1997). Methodological Planning of Productive and Social Research, Athens: Gutenberg. In Maleskos, A. (2002). A Case study in the Use of the New Information and Communication Technologies for the Education of Children with Learning Disabilities, Records of the 3rd EATP Conference: "ICT in Education » (26 – 29 September 2002) (page 285 – 294). University of Aegean, Rhodes: Kastaniotis Publications , Retrieved on 22 December 2016 from: <http://www.etpe.gr/custom/pdf/etpe306.pdf> (in Greek)
- Bigge, M. L. (2008). Learning Theories for Teachers, (5th Publication), (A. Kantas, A., Chantzi, translation), Athens: Patakis (in Greek)
- Cohen , L. , Manion, L. , Morison, K. (2007), Methodology of educational research, New complete and improved publication, (S., Kyranakis, M., Mavrakis, Ch., Mitsopoulou, P., Bithara, M., Filopoulou, translation). Thessaloniki: Metaixmio (in Greek)
- Cole, M. , Cole , S. R. (2002). The development of children, vol. A, (M. Soleman, translation). Athens: Tipothito (in Greek)
- Detailed Programs for pupils with autism (2003). Retrieved on the 25th of January, 2017 from: http://www.pi-schools.gr/special_education/aps-depps-autismos.pdf [Accessed January 25, 2017] (in Greek).
- Faherty, C. (2003). What does it mean to me? (B. Papageorgiou, translation) Athens: Publications Ellinika Grammata (in Greek)
- Frey, K. (2005). The Method Project. A form of collective work in school as a theory and practice, (K. Malliou, translation), Thessaloniki: Afoi Kiriakidoi. (Original Publication: 1986) (in Greek)
- Frith, U. (2004). Emanuel Miller lecture: confusions and controversies about Asperger syndrome. Journal of Child Psychology and Psychiatry, Vol.45, 672-686.
- McClannahan, L., E. (1997), The infrastructure of the inclusive education of children with autism. (E.Tafa, translation), In inclusive Education of children with and without learning and behavioral problems (1997), Tafa,E.(redaction), Athens: Ellnika Grammata (In Greek)
- Roll, D., L. (1997), They all have friends: Inclusive education and social inclusion. In Inclusive Education of children with and without learning and behavioral problems (1997), Tafa,E.(redaction), Athens: Ellinika Grammata (in Greek)
- Vygotsky, L. (2008). Thought and Language , (2nd publication), (A. Rodi, translation), Athens: Gnosi (in Greek)
- Zoniou - Sideri A.(2000). Integration: Utopia or reality? The educational and political dimension of the integration of pupils with special needs. Athens: Politeia (in Greek).

Counseling, Mediation, Mentoring, Coaching: research development and contemporary approaches

Abstract:

Since ancient times the human need for resolving its differences, problems and difficulties has been great. For this reason have been developed various methods that helped individuals to solve their problems. Today these methods have evolved and developed into more complex ones, each aiming at one purpose. Counseling, Mediation, Mentoring and Coaching are the most important. Research data show the significant contribution of these techniques to improving life. In brief, counseling helps people become acquainted with themselves and face their needs. With mediation people can resolve complaints and differences, with mentoring they can solve problems through exchange of views, while coaching helps people detect the difficulties and leads individuals to balance. Based on these, each method adds other elements that are more directly approaching the goals they set.

Key words: Counseling, Mediation, Mentoring, Coaching, researches

Sofia Katsigianni¹

¹ Corresponding Address: Sofia Katsigianni: Email: sofiakats94@gmail.com

1. Counseling Psychology

1.1. How is counseling defined?

The main exponent of counseling psychology was Carl Rogers, who defined counseling as an “organized relationship that gives the ability to the client to acquire self-awareness to the extent that he can make positive steps in the direction that the new orientation has indicated to him” (Carl Rogers, 1942). It is therefore a process whose aim is individual to become better acquainted with himself and thereby to use newly-developed knowledge to deal with his problems. Counseling is based primarily on existentialism and personality theory developed by theorists in the middle of the 20th century, thus helping to understand human soul.

1.2. Historical origin and development of Counseling

The philosophical origin of Counseling goes back to Socrates’ dialectic method of discussion, since Socrates was one who focused on self-seeking and self-knowledge and laid the foundations for person-centered theory. Although the perceptions and theories of counseling date back to ancient times, it began to be known in the 1950s. What helped to develop and spread it at that time, was European Enlightenment and the consolidation of modernity, which created the need for counseling services.

Having these new conditions been created, there was the dominant perception that human holds a central position as he is a being with an identity. Engagement with “identity” has laid the foundations for counseling, since it is a unique way of its automatic choice (Giddens, 1991). Coming to this day, counseling has been characterized by some as a process, for others it is as a science but also as a social statute. Taking into account the first view, counseling is a process of strategic intervention that guides and improves the personal situation of individuals. According to the second view, counseling as a science includes scientific tools through which it observes and interprets different phenomena, usually social, thus, being considered as social statute. As counseling progresses, it combines different methods that are always aimed at a new approach to truth.

1.3 How Counseling helps deal with problems (Researches and results)

The first research concerned mental health issues among students studying in American colleges and universities and how these can be reduced by using advisory services. More specifically, it was found that main problems affecting students’ success are stress, depression, suicidal ideation and the use of violence among students. By analyzing them in proportions, stress affects 38% to 55% of the student body, depression 12% to 33% per year, suicidal ideation increased from 24% in 2010-11 to 31% in 2013-14, while violent acts are at a rate of 56.4 per 100.000 students.

These rates were particularly high as the total number of students seeking consultancy services was 10% to 15% over the last 7 years. This percentage of students receiving counseling reported higher academic, social and emotional adjustment. The “side effects” (Nafziger et al., 1999, p.9) of these services reduce academic stress and the result is that their grades being considerably better. In addition, they were more likely to graduate within 6 years than those who did not use counseling. Consequently, providing counselors to university institutions reduces mental health problems and leads students to success.

The second survey addressed the problem of sexual abuse, using counseling psychology. The study of Kessler et al.(2004) showed that counseling helps to externalize the problem and increase the sense of control. In addition, the effects of the treatment are deeper. Customers get a more positive sexual self-image, reduce negative sexual behaviors and learn how to deal with negative reactions in touch (Maltz, 2002). In conclusion, counseling with the

techniques that it uses, leads individuals into building relationships such as encouraging and revealing oneself.

2. Mediation

2.1 How is Mediation defined?

The interest in Mediation process, and its implications, began to exist before the Cognitive Revolution of the 1950s. Thus the first official definition for what we call mediation was the interpretation (Hyman, 1955). Hyman underlined “when the analyst interprets an act, determines the process by which the supposed cause relates to what we take as a result”. Today as mediation we define the complaints resolution process, which is used in different areas of human and business transactions. The whole process involves 2 or more people and a mediator who helps solve their differences and complaints.

2.2. Mediation development

Mediation has its origin in ancient times, as it is first encountered as a method of conflict resolution in Bible, in Homer’s Iliad and in Sophocles’ Aia (Berkovitch, 1996). Since 1990, mediation has been accepted as an alternative solution to appeal by legal community. In addition, this process has been used in more specialized situations such as political conflicts. Based on these facts, as mediator can be considered a person, a group or the whole state, whose aim is to resolve problem.

2.3. Using Mediation to solve problems (research and result)

This research examines the mediation process and how it helps in solving difficult situations. The observation of the method took place in Ethiopia in the fall of 2014 and aimed at finding the reasons for the use of mediation process but also the factors influencing it (Sofia Eriksson, The Psychology of mediation/A qualitative study of mediation in Ethiopia, Autumn 2014). This practice is widespread in Ethiopia at national, regional and local level. The study was conducted in locally. There, the oldest of the village acted like mediators using different from conventional methods, such as rituals, rhetoric strategies and non-verbal means of communication. They helped in resolving conflicts that were created by homicides, bodily harm or relationship problems. The investigation showed that each time they used the above methods, the conflicting differences were resolved to a considerable extent. In conclusion mediation except for its form of complaint resolution in the workplace, it is also successfully used in any other form of dispute using different techniques.

3. Mentoring

3.1. Traditional Mentoring Theory

In an environment where there are different needs and new data, mentoring can lead people to understanding and properly realizing them. Essentially mentoring is defined as the relationship of partnerships between 2 individuals who exchange views, information, advice for a specific activity. Levinson et al. (1978) described the role of a mentor as a guide and advisor. He transfers his knowledge and wisdom to the guided person, in a form of trust and sincerity. Therefore, mentoring relationships differ from developmental workplaces, as the former include other concepts such as hierarchical distance between mentor and mentee, the emotional intensity of this relationship and much more.

3.2. Differences in Mentoring and Coaching

Many times, the term mentoring is confused with the term coaching as the former encompasses the second. However there are some specific distinctions that clarify how each of the two methods is developed. The first distinction concerns the relationship between the “coach” and the “guided”. In the case of coaching (referring to the workplace), a coach can be a manager, colleague or even an outside coach. In mentoring, the mentor’s relationship with the mentee is non-reporting with a leader from another division. The second difference focuses on focus. Coaching usually focuses on issues and behaviors that have a short-term

need, while mentoring focuses on intuitive behaviors that aim in long-term growth. Even in case of coaching, the coach has a specific experience, depending on the area involved, while the mentors have extensive experience and knowledge as well as a strong network of contacts. Concluding with the direction defined by participants in the process of coaching and mentoring, the coaches are those who set the direction of interaction with the guided, while in mentoring method the guided are the ones who set the agenda with the mentor.

3.3. The contribution of Mentoring to work success (researches and results)

Researches that have been carried out, focus on whether mentoring helps individuals increase their professional success, but also whether this process can also benefit mentors. In addition, there are differences between formal and informal mentoring relationships. Starting with the official mentoring programme, Seibert (1999) found that people who had followed this program for one year, reported greater desire in career development but also higher satisfaction with their work. What should be noted is that according to Seibert, people who participated in mentoring program did not differ in work-related anxiety or how they viewed themselves at work, compared to those who had not participated in any programme.

Regarding to informal mentoring programme, Kram (1985) had supported that this type of programme could be more effective than official. "Official programmes are those implemented by an organization in collaboration with written policy and guidelines" (Burke and Mckeen, 1989). Surveys comparing these two types of mentoring, found that informal is more effective. Allen, Day and Lentz (2002), discovered that people with unofficial mentoring relationships had a more successful career progression and the relationship between mentor and mentee was more qualitative. Other surveys focused on the professional benefits that a mentoring programme might create, to mentors. Some of these benefits are promotion rates and salary. Allen, Lentz and Day (2006) compared those who had mentoring experience with those who did not, and found out that those who had been mentors had higher salary rates and were promoted to higher positions. In short, thanks to mentoring, mentors had greatly increased their professional success.

4. Coaching

4.1. How Coaching differs from other methods

Coaching is a new approach to Counseling, which aims at personal development and achievement of goals. It helps people to develop their skills but also to create behaviors that are appropriate in personal and professional level. It is differentiated from psychotherapy as it does not require the diagnosis, prognosis and repair of malfunctions. The coach detects the difficulties and all emotional states that block individuals' realization/evolution and leads him to a balanced inner state.

4.2. Historical origin of Coaching

Socratic' method is behind most of the guidance and counseling methods. In the case of coaching, it has been seen since ancient times as a way of thinking that leads to self-discovery. This type of thought has influenced the 20th century. Until the 1990s, coaching is used only in corporate environments. The next decade began to be known around the world. This spread got coaching out of corporate frameworks and created the life coaching that is aimed at healthy people and not in patients.

4.3. The contribution of Coaching to Mental Health (researches and results)

Several surveys have focused on the influence of coaching in working life. Increased levels of stress in the working environment were primarily those that led to the use and study of coaching. In a study, Gyllensten and Palmer (2005) using depression, anxiety and stress scale (DASS; Lovibond & Lovibond, 1995), found that coaching helped workers reduce their

anxiety. The same aim had Libri's and Kemp's surveys (2006), who have reported that coaching improves workers' self-esteem and leads them to discover and achieve their goals.

Apart from contributing to the work environment, coaching has also multiple benefits in the field of education, with the main goal of addressing learning difficulties and changing behaviors. The researches carried out, related on different pieces of the educational process (Hamman et al., 2000), (Hasbrouck & Denton, 2007), (Passmore & Brown, 2009). In this process the role of coach was given to teachers who were trained to escape from conventional teaching. The results showed that when teachers were acting as coaches they offered more freedom in the class, as they spoke less, by encouraging interdependence and creating knowledge with students. This made students more involved in teaching but also increased their willingness to participate in the lesson. In addition, teachers taught and the means they used in a conventional teaching, changed. As coaches, they used paraphrases, summaries, open questions, and most importantly, they were acting as active listeners. As for the skills acquired by the students, most of them were based on autonomy and self-awareness. So they were able to transfer their learning experiences and the goals they would like to achieve in the future. Finally, by comparing teaching with coaches with conventional teaching, it seems that in the first case students have increased levels of cooperation and active participation in the discussions. In the second case, where teachers guide and orient the content of lesson's communication, pupils show less interest in learning, with a little dialogue between them.

5. Theoretical approaches and new techniques in counseling, mediation, mentoring and coaching

The diversity in the formulation of theories and approaches is due to the different socio-historical context, in which each developed, to the diversity and complexity of each individual and to the current a theorist belongs. As a society evolves, people's lifestyle and interpersonal relationships change. For example, rural societies, due to their narrow contexts, did not face such developed emotional problems as urban with more complex social roles. But the general change in society and the need to create guidance and counseling methods, was triggered by the industrial revolution. According to the above the theoretical approaches mentioned are distinguished as follows:

Behavioral approach: The behavioral approach emphasizes the person's behavior and how it can evolve and change. Many Behaviorists had tried to understand the reality through the interaction of the individual and his environment with the aim of solving the problems they were experiencing. What they noticed was how individuals sought the balance between the inner and outer world, leading to changes in behavior. Consequently, the methods developed and based on behaviorism, identify the problem, divide it into parts, so they can "read" and resolve it.

Person-centered approach: According to this approach, the counselor is the companion throughout the resolution of the difficulties. Its substance is the true encounter of two persons. Its main purpose is to make use of the individual's experiences to solve his problems and to create a balance. In the person-centered approach as well as in the behavioral, environment plays a key role in changing a person's behavior and thus it contributes to the understanding of this behavior. According to this theory self-awareness helps change the behavior, emphasizing in present situations rather than the past.

System approach: The system approach addresses the concerns and problems at individual and team level. It considers the individual as a member of a system which is distinguished in other subsystems. The most important subsystems are those which influence and determine the way people live. These are family, society, work and school.

Psychoanalytic approach: The guidance and counseling methods developed, are based on Freud's psychoanalytic theories, but are not correlated with psychoanalysis. Freud based his theory on the functioning of the unconscious, which includes instincts of sexuality and

aggression. As the person develops, these instincts come into conflict with social norms and reality and this has the effect of creating personality. The analyst's goal is to identify these tensions which affect individual's life and resolve them.

The methods of Counseling, Mediation, Mentoring and Coaching were based on the theoretical approaches and then each method evolved by subtracting or adding additional data. Nowadays, they are developing even further by using techniques that bring more immediate results. One such example that can be used in all methods is YIM (youth-initiated mentoring). In this new approach, young people choose from their social background those who wish to guide them. More specifically students from high school and universities create a relationship with their mentors beyond the framework of a formal mentoring relationship as they emphasize in their academic and professional goals. These non typical relationships have more advantages than typical ones. And this is because young people have more confidence in adults they choose. In this case, even mentors can benefit from this relationship. Therefore, this mentoring model differs from the formal relationship mentor-mentee and creates a new network of relationships in which young people are totally based on it.

6. Conclusions

The purpose of the methods of Counseling, Mediation, Mentoring and Coaching, is the professional and personal improvement of individuals, as the difficulties and obstacles hinder this development. What is interesting in the use of these techniques, is that more and more areas of life 'use' them, as they are shaped and adapted to the people's needs.

7. References

- Bowers, R., Minichiello, V., Plummer, D. (2007). Qualitative Research in Counseling: A Reflection for Novice Counselor Researchers. Volume 12, Number 1, 131-145.
- Erikson, S. (2014). The psychology of Mediation. A qualitative study on mediation in Ethiopia, (1-8).
- Francis, P. C., Horn, A. S. (2016). Campus-Based Practices For Promoting Student Success: Counseling Services. Midwestern Higher Education Compact.
- Grant, A. M., Curtayne, L., Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: a randomised controlled study. Vol. 4, 396-407.
- Karcher, M. J., Kuperminc, G. P., Portwood, S. G., Sipe, C. L., Taylor, A. S. (2006). Mentoring programs: A framework to inform program, development, research and evaluation. Vol. 34, No.6, 709-725.
- McLean, P. (2012). The completely revised handbook of coaching: A developmental approach. San Francisco, CA: Wiley
- McMahon, G. & Archer, A. (2010). 101 Coaching Strategies and Techniques (Essential Coaching Skills and Knowledge), Routledge.
- Means, D. & Thorne, B. (1988). Person-centered Counseling in Action. 3rd edition. London: Stage
- Papanis, E., Mpalasa, A. (2011). Online counseling and communication. Athens: Adelfon Kiriakidi. (Document in Greek).
- Scandura, T. A. & Pellegrini, E. K. (2007). Workplace mentoring: Theoretical approaches and methodological issues. In T. D. Allen & L. T. Eby (Eds.), Handbook of mentoring: A multiple perspective approach. Malden, MA: Blackwell.
- Theeboom, T., Beersma, B., & van Vianen, A. E. (2013). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*, (ahead-of-print), 1-18.
- Wang, Q., Millward, I. (2014). Developing a unified psychological model of coaching and mentoring in supporting the learning and development of adolescents. Vol. 12, 91-105. <http://www.counseling.org/>
www.mediate.com/articles/baderE2.cfm

“The Tulip & Butterfly School”

Abstract:

Introducing for first time, “the school of the Tulip & the Butterfly”. Considering the alarming data on mental, physical & emotional health, it's time for major & radical changes. Let's not transform children into copy machines. Let us not deprive them their very nature & the discovery of themselves.

In all branches of humanities sciences, we have some principles to follow: to respect, to listen, to watch, to build a relationship that evolves. Most catalytic element, LOVE.

All these for adults. What when we deal with children? We become worse?

Think, why the system has failed so miserably!?

Increasing the rate of substance use in 60% & reaching the primary school the first use, this is a great scream & wound of our society. With 50 years of sacrifice, effort, study, research & practice, I today present "the school of the Tulip & the Butterfly". It is based on creativity, self-growth, enhancing emotional intelligence, neurobiology of perfection, the existential philosophy of pedagogy. A school that also provides countless opportunities for gifted children, as it is ideal for them, but for all as well. It is a microcosm of a healthy society, but as we look forward to form it, as they complete the education. So society, will start to recruit healthy cells to create what we truly deserve.

Key-words: creativity, neurobiology of perfection, existential philosophy of pedagogy, giftedness, EQ

Maria Baxevanou¹

¹ Corresponding Address: Maria Baxevanou Address: V. Olgas 215, 54646, Thessaloniki – Greece. Email: dimiourgo.emena@gmail.com, web: www.dimiourgoemena.com. Founder of “create.me therapy.me”, holistic & creative educational, humanitarian, healing center.

1. Introduction

School has been for the child a deep disappointment. These huge buildings, seems as if they have been built for some mass of adults.. everything, is measured in adults needs, windows, doors, endless corridors, “naked” classrooms & all alike, all the same. In there, generations & generations of so many children dressed in the color of mourning, the black school dress, almost all day long, sat there, till the day they grow up...

...the child, in tears & no hope, with his heart tightened, went through the big door of school, where above the front door, was the Dante sign “ IN HERE THE ROAD GOES TO THE CITY OF PAIN, THE CITY OF DAMNED, THE CITY OF THE FORGOTTEN OF THE GOD”

So, here it is now the kid, at the school table, not moving & crucified like Christ at the cross. And when in this mind, so thirsty for knowledge and the truth, all the ideas of the teacher get in with force, the little head, humiliated from the compliance, will bleed, wearing the thorned crown. (Maria Montessori 1981)

So, here comes my query, my question: what have we done for this statement, for this ascertainment & her vision???

Through so much respect, but hard work, devotion , research & love for the kid, to PEDI, as we name it in Greek, my love for all children of all nations & countries (especially my country nowadays, where we face extreme problems even in education & schools), I bring today my vision “ THE TULIP & BUTTERFLY SCHOOL”!

First, I would like to analyze why I have chosen the tulip & butterfly as the symbols of the ideal school of mine.

Tulip is the symbol of the ultimate love. In the everyday life, maybe rose is the symbol of love. But this is also a way to characterize the delicate difference of such a delicate dream & vision.

The gentle of this flower, tulip, was a the symbol of Byzantine, characterizing the gentle of the city of Konstantinoupolis, that means so much for us Greeks. Tulip was used as a pattern of decorating the headlines of BIBLE of the 12th century.

Now the second symbol, the butterfly, is even more unique as my school dream to be.

Butterfly is the symbol of metamorphosis. ...born throughout the caterpillar, butterflies are symbols of renaissance, happiness, endless dance in spring time, joyful, careless, expressing serenity & a colorful life.

A life of gentle, esthetics, elegance, beauty, freedom, fantasia, pure in the life in nature (butterflies are the first that abandon an ecosystem that dies!!!!)

Butterfly, is the tender touch of the wisdom & creativity in millions of versions, of our creator, GOD, in this tiny but wonderful creature as our children are! So, let us became philosophers today!

Because philosophy is the art of questioning, reasoning, coming to conclusions, philosophy as method of research is meaningful thinking & collective research. It means critical thought. All should become philosophers but especially us, teachers & educators, should be a need of priority.

Because, a teacher should act like a very experienced captain, who uses his compass to set the routing direction, so the teacher should set his educational routing direction. Without a philosophical compass, a teacher will become a feather, here to there, from the wind of each opposite pedagogical or political theories. Especially in my country Greece, the educational system goes under the “red” or “green” flag of politics.

So, I situate the following question: What about the most crucial years of the childhood in our societies? “PUPIL” is nowadays, the most demanding professional occupation of the modern & developed societies! Since the day, the education took a form of generalization & became obligatory, the child, from his early years & stages of growth, has full time occupation, is flooded with musts & duties & obligations, in such a degree, that

reminds the life of an adult full working person. As we take this fact seriously, we must consider & change the whole school system, in order to bring up healthy kids, healthy adults, so healthy societies in spirit- mind-soul & body. Because, as school today, works “against nature”. School, is not a natural system, a nature procedure of human growth, as, let us say, family is. A child would never use the wake up alarm, to get up 7 o clock in the morning, if there was no school! And, we all know how dramatically bad this, for his development & health, is. Mental health & physical health. The school of Tulip & Butterfly, I propose, has his functional system in the principals of:

1. Existential -philosophy of pedagogy
2. Creativity (creative thinking, creative praxis & inspiration)
3. EQ
4. Neurobiology of perfection – flow (neuroscience)
5. LOVE

A school full of accouterments & life with colors, emotions, substantial knowledge.

This school is the ideal environment for the gifted children but suits perfect for the other children as well. Let us analyze the 5 principals.

2. Existential Philosophy of Pedagogy

Considering the purpose of existential philosophy of pedagogy

- (a). We consider human, the only one living creature that seeks the self, as this is the ultimate task of the living person (Sartre).
- (b). The mission of education is to lead the pupil to his-Self. To awaken the pupil, so that he will recognize the self. The more a pupil or anyone knows the self, the better his actions are, to choose & take the responsibility of his future choices & the consequences.
- (c). The knowledge of Self comes above & before all.
- (d). The school has the obligation to give to the pupil the ability to recognize that he & only he is fully responsible for his life.
- (e). The object of the education –pedagogy, is not the lessons, but the pupil & his unfolding in his place & time of his life.
- (f).Every pupil must know what human is (so that he knows the boundaries or limitations of his power) & at the same time to know the environment he lives & the history of humanity.
- (g).The development & growth of the personality of each & every pupil, especially the growth of its emotional side, since the EQ considered as the most important part of us, as this side is the center of all, the outcome of his power to love, to choose, to appreciate. This must be one of the most important tasks of education. (and here is where the modern society has totally failed).
- (h). For the existentials, the only truth that matters is the one that comes out as a result of the subjective experience. Reaching the truth is only through this way.
- (i). The ulterior purpose of exploration of the outside world, is not the adaptation, the fitting of the pupil in the social reality, nor the preparation for the social life, BUT to build his self, what he thinks he has to become, has to be. The ulterior purpose, of the inner exploration is to help him to discover the world, his consciousness, his wholeness & finding at the end who he is, to become free, to release the self. (Panos Polyhronopoulos, 1985, p. 225-226)

How? Discovering himself, a self-discovering journey & a self-connection with his inner wisdom, reaching autogenosy!

3. Creativity

The nowadays educational system is based mostly, even totally, to the use of the left brain hemisphere. This is, an obstacle to creativity, for the children they are right brain hemisphere & this is causing to them huge problems, but also for the left brain hemisphere children is not

helping to develop their creativity. And what is the creative praxis, in any human? Is to work by using the ability of imagination. And imagination is more important than knowledge, as even A. Einstein said.

We, in our everyday work with children; we also see the great importance of imagination. Imagination is the ability of producing new images, new representations, new figures, new ideas, INVENT. We cannot create anything if we cannot think in a creative way.

CREATIVITY & INVENTION, has given to humanity all the achievements. In science, art, in general.

Ancient Greeks, paid a great attention to imagination, fantasia, creativity. This is one of the most important reasons, they were pioneers & give so much in medicine, philosophy, mathematics, arts, and many other fields as all the world knows.

Fantasia, -imagination-, is the fundamental basis of the trial in any human. This basis, with no doubt, is responsible for the survival of humanity. Fantasia, imagination can even give us everything and it is also time to think of the cultivation of the positive & good, based on morality.

L. Eaton, refers to the duty of every teacher & educator, to develop, intelligence and initiative research spirit.

So, the Tulip & Butterfly school, gives many attention to creativity, develops special programs & art is in the main daily program, as it also was at the ancient Greek spirit of pedagogy and education. In the name of "aesthetic" education, that cultivates also all the good dynamics in a child's soul, the spirit of the beauty, harmony, music, rhythm, dance, fine arts, the beauty in nature & more. All these values, are priceless not only for increasing the creative thinking & creativity in general, but also because gives wonderful emotions to children & can be the solution in all modern problems of our educational system.

4. EQ

The EQ (peda-)agogy, is also a very demanding & delicate ART. But is also the oxygen of developing happy & healthy societies.

Teachers can be great mentors, so they should have been through their self-growth path, getting their autogony so that they can bring their pupils to their autogony.

Empathy, intuition, sentimentality, consciousness, are some of the basic training the teachers-pedagogist of school of Tulip & Butterfly will be trained before they get in the class.

Creativity, right brain hemisphere, can be a great link in the procedure of up-come the EQ in our children.

Of course, there are children that are born with some gifts, that is why we call them gifted & these children have a very high EQ. This is the greatest reason, that gifted have so many difficulties in a left brain hemisphere school. This is the reason school of Tulip & Butterfly is an ideal school for gifted & the perfect school for all children, no matter if they are more, left brain hemisphere or right left hemisphere.

School of Tulip & Butterfly, includes a school for his teachers, (this is another full presentation)

5. Flow – Zone (the neurobiology of perfection)

...the praxis itself, to make me put my ideas-work on paper, or knead the yeast, the pastry, as they say, is for me the inseparable from the joy of create. I cannot separate, my spiritual from my psychological or my body-physical try...they are equal opponents...so I do not hierarchy them... (Igor Stravinsky)

Here, Igor Stravinsky, refers to the ability of someone to get into the situation of "flow", his "zone of perfection". This is also the best moment of his EQ. This situation of "FLOW" represents the zenith, the maximum of being aware of our emotions & being able to control them, in the serve of learning & the serve of performance. While we are in the Flow

situation, we are energized in the most positive way & we are so much focused on a specific duty. When, we are out of this FLOW situation, especially children, we/they get depressed, we/they get upset, we/they cannot create. And what a sad ascertainment, a very sad conclusion, the nowadays educational system, is all so based against the flow. Not only school system, the whole society is builded with no FLOW.

We know, that athletes that love what they do, focus on their training while being on their flow. Artists, that love what they do, they are on their flow. Scientists that they love what they do, are on their flow too. Even a mother who is connected with her baby & loves her baby is on her flow.

So, the Tulip & Butterfly School will focus on teachers that they love what they do - & that could be enough. My school, the School of Tulip & Butterfly will for this reason focus, to find out what each & every child loves. How every child is born, to get to be happy & successful. Because, we have to find what we like & we must stay on that" (Howard Gardner). The experience of the FLOW situation, is wonderful & while in it, the sense of spontaneous joy and serenity up comes.

FLOW is the exact opposite situation of being in a permanent doubt, worry or restlessness. Even though when we are at the flow situation, we focus attention, this does not make us not to relax. At all left brain hemisphere educational systems, we are mostly out of the flow, we are mostly not relaxed, we are mostly easily bored, we are mostly out of our nature, in mind & body. Our brain & our thought, works at the B level. We want to move sometimes from B to A to get all the achievements. Arts, nature, teachers –mentors & their patience, empathy & love can be the ideal environment to achieve all these.

6. Love

"Love, -as Pestalozzi said- is the substance, essence of education, of culture". Let us go now, to this superior state of a human's quality, virtue. The power of love. So, we, as teachers, we cannot, not to love. We are not allowed not to know how to love. Not to know, how to give love.

Teachers, that love & accept their pupils, they will find ways to solve anything. Everything, any problem, any difficulty, any obstacle.

Teachers who love can speak right to their pupils hearts, teachers who love can built such a warm relationship, so they can support them emotional too. Without love, we can achieve nothing. Nothing at all. Even if a teacher has much knowledge to offer, to give, without love in his heart he will not achieve to reach his pupils' heart.

How much, do we love our children? So much or even more, we must love all children, our pupils & be happy that we provide this social service & not job. This service, that should make us feel blessed, that we can give, help, grow healthy & happy generations.

Pestalozzi said, "God did not give me children but he gave me my pupils & I am so happy for this"

So, to be said that teachers are full of love, must get with their own effort, faith & virtue, their values in life that give higher meanings & growth.

"to educate others, -Spranger said- you have to educate yourself FIRST.! Your life, must have been big & holly, inside you. So that you can awake the life in others"

Look, at our society now, there is something not going well.

This should be the cause for all us to change. This must be a must, for all us TEACHERS, to change.

Children feel the love. Because children, feel all the emotions of someone, of their teacher too.

The teaching that awakes in pupils mind & spirit, the need for learning, offering not only knowledge but also emotions of acceptance, love, recognition & self-confidence, cooperation, participation, has affects & results to all aspects of their character & behavior.

The more we respect the upcoming personality of our pupils, of our children, & our faith to our pupils' potentials & dynamics, influences so much their mood & behavior in class & in life. But the benefits we get in class, is the best, the ideal we could say, atmosphere.

Love & acceptance, creates honesty, authenticity. Allows for trust. Trust allows to open. Open minds allows to change.

Isn't it what we want? To change, to transform through knowledge, for the best in life.

For humanity.

As a Greek teacher & a Greek mentor, I will also refer to the "pedagogic love" of Socrates. Because Socrates, had such a passionate desire & such a great joy & pleasure to deal everyday with pupils & young people of the society of the city of Athens, so that he discuss & create young "thinkers" & elicit their dynamics & lead them to get to know who they are, what they want. At the end to become what they truly are.

To respond the child or a young man to this call, the law of mutuality & response exists in love & acceptance.

It is totally on our hands, whether the school is a place of agony & tyranny or a place of joy.

And all with honesty throughout my everyday work with my children & young people, I choose Pestalozzi's words: ...my children, should recognize in me, from the very beginning of the day till the end of it, every single moment on my forehead, at my lips, that my heart is dedicate, is given to them & that their happiness is my happiness too & all their joys are my joys too.

6. Conclusions

Let us built a bridge between learning & knowledge.

Let us see with wide open mind & heart.

Let us work in class with another style of education & more passion & enthusiasm. "Nothing great was ever achieved without enthusiasm." (Ralph Waldo Emerson).

Teachers, educators & school, can be prevention for the suffering society.

Let us realize the affect, we teachers have on children's life & future.

If we realize it, we will be then, truly missionaries.

Let us re-consider what Henry Brooks Adams said: "a teacher affects eternity, he can never tell where his influence stop"

and because "Knowing is not enough; we must apply. Willing is not enough; we must do." (Johann Wolfgang von Goethe)

So, "Destitutus ventis, remos adhibe" (Latin proverb)

7. Bibliography

Goleman, D. (2011). *Emotional Intelligence*. Athens: Pedio. (in Greek).

Metohianakis, I. G. (2000). *Introduction in Pedagogy A'*. Iraklio: Ilias G.

Metohianakis. (in Greek).

Polyhronopoulos, P. (1985). *Philosophy of Education-Transactional approach*.

Athens: Grigoris. (in Greek).

Pirgiotakis, J. E. (2000). *Introduction to Pedagogical Science*. Athens: Ellinika

Grammata. (in Greek).

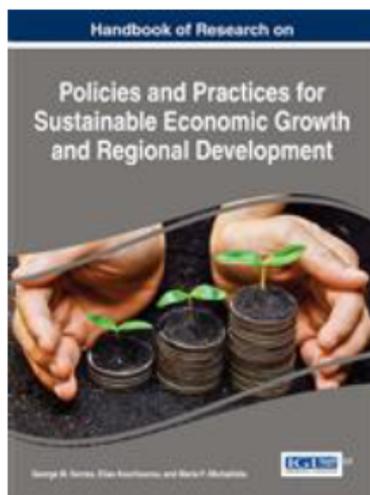
Montessori, M. (1981). *The Discovery of the Child*. Athens: Glaros. (in Greek).

Nachmanovitch, S. (2013). *Creativity in Life and Art-The power of improvisation*.

Athens: Aiora. (in Greek).

Book Reviews

Book Presentations



Handbook of Research on Policies and Practices for Sustainable Economic Growth and Regional Development

by

George M. Korres, Elias Kourliouros

and

Maria P. Michailidis

IGI Global Editions, 2017

The Handbook of Research on Policies and Practices for Sustainable Economic Growth and Regional Development is an essential reference publication for the latest scholarly information on the role of socio-economics in sustainable development initiatives.

Featuring coverage on a variety of topics and perspectives including social economy innovation, cultural management, and social networking, this publication is ideally designed for researchers, policy makers, and academicians seeking current research on different determining factors of social consequences resulting from economic crisis.

The many academic areas covered in this publication include, but are not limited to: Cultural Management, Economic geography, Functional Urban Regions, Local Democracy, Non-Governmental Organizations, Social Economy Innovation, Social Networking, Sociology, and Spatial Planning.

Book review by Associate Professor Dr. Aikaterini Kokkinou,
Hellenic Army Academy, Greece

Journal of Regional & Socio-Economic Issues

Call for Papers

Journal of Regional & Socio -Economic Issues (Print) ISSN 2049 -1395

Journal of Regional & Socio -Economic Issues (Online) ISSN 2049 -1409

The Journal of Regional Socio -Economics Issues (JRSEI, *indexed by Copernicus Index, DOAJ (Director of Open Access Journals) BSCO & Cambell Index*) is scheduled to be published three times a year. Articles are now welcome for the forthcoming issue of this journal (JRSEI). The benefits of publishing in the Journal of Regional Socio -Economics Issues (JRSEI) include:

1. Fast publication times: your paper will appear online as soon as it is ready, in advance of print version
2. Excellent editorial standards
3. Free color electronic version
4. Free on-line access to every issue of the journal
5. Rigorous, fast and constructive peer review process
6. The journal will be indexed in scientific databases.
7. All abstracts and full text are available free on -line to all main universities/institutions worldwide, ensuring promotion to the widest possible audience.

For full paper submission guidelines, please visit the webpage:

www.jrsei.yolasite.com/

For further inquiry, please contact:

Professor Dr. George M. Korres, JRSEI Managing and Chief Editor

Professor, University of the Aegean, Department of Geography, Email:

gkorres@geo.aegean.gr

Journal of Regional & Socio-Economic Issues (JRSEI)

Instructions to Authors

Journal of Regional & Socio-Economic Issues (Print) ISSN 2049-1395

Journal of Regional & Socio-Economic Issues (Online) ISSN 2049-1409

Aims of the Journal:

Journal of Regional Socio-Economic Issues (JRSEI) is an international multidisciplinary refereed journal the purpose of which is to present manuscripts that are linked to all aspects of regional socio-economic and all related issues. The journal indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO & Cabell's Index and welcomes all points of view and perspectives and encourages original research or applied study in any of the areas listed above. The views expressed in this journal are the personal views of the authors and do not necessarily reflect the views of JRSEI journal. The journal invites contributions from both academic and industry scholars. If you have any questions about the journal, please contact the chief editor. Electronic submissions are highly encouraged (mail to: gkorres@geo.aegean.gr).

Review Process:

Each suitable article is blind-reviewed by two members of the editorial review board. A recommendation is then made by the Editor-in-Chief. The final decision is made by the Editor-in-Chief. If a revision is recommended, the revised paper is sent for a final approval to the Chief-Editor.

Instructions to Authors:

In order for a paper to be submitted to the Journal for publication, the following should be taken into consideration:

1. All papers must be in English.
2. Papers for publication should be sent both in electronic format (MS Word and MS Excel for charts) to the Chief Editor (mail to: gkorres@geo.aegean.gr).
3. The Editor takes for granted that:
 - the submitted paper contains original, unpublished work that is not under consideration for publication elsewhere;
 - authors have secured any kind of permission necessary for the publication from all potential co-authors, along with having agreed the order of names for publication;
 - authors hold the copyright, have secured permission for the potential reproduction of original or derived material and are ready to transfer copyright of the submitted paper to the publisher, upon acceptance for publication.
4. The cover page should include the name of the author and coauthors, their affiliations, and the JEL category under which the paper primarily belongs. The cover page is the only page of the manuscript on which the names and affiliations of the authors and coauthors should be listed.
5. Submission of manuscripts in electronic form: Authors must submit electronic manuscripts. The submission should only contain the file(s) of the papers submitted for publication, in MS Word and MS Excel for charts. If more than one file, a compressed file (.zip) should be submitted instead.

6. Formatting requirements: Everything should be double-spaced (main text, footnotes, bibliography, etc.)
7. Footnotes should be as few and as short as possible (preferably devoid of tables or formulae), marked in the manuscript by superscripts in Arabic figures.
8. Formulae should be numbered by consecutive, Arabic figures (such as (1), (2), etc.), placed on the right-hand side of the page.
9. Tables and Figures should be numbered consecutively in Arabic figures and have a heading and a title.
10. References are citations of literature referred to in the text and should not appear as footnotes. Abbreviations are only accepted in the authors' first names. Place all references, alphabetized by author's last name (with last name first), on **separate pages** in a section titled "References" at the end of the paper. Indent the second and subsequent lines of each reference.

Journals

Include all authors, article title, full title of journal, volume number, issue number, month, year, and full page numbers. Example:

Michael Mahmood. "A Multilevel Government Model of Deficits and Inflation," *Economic Journal*, 24, 2, June 2010, pp. 18-30.

Books

Include name of author, full title of book, edition, city and state (or country) of publisher, name of publisher, and year of publication. Example:

Shapiro, John. *Macroeconomics*, 4th ed., New York, NY: Harcourt Brace Jovanovich, 2009.

Use the following style when an author's work appears in a publication edited by another: George Summers, "Public Policy Implications of Declining Old-Age Mortality," in Gary ed., *Health and Income*, Washington, DC: The Brookings Institution, 1987, pp. 19-58.

Public Documents

Include the department or agency responsible for the document, title, any further description such as number in a series, city and state (or country) of publication, publisher, and date of publication. Example:

World Bank. *Educational Attainment of Workers*, Special Labor Force Report 186, Washington, 2010.