

Thorough Research on the Role of Special Education Staff in Special Education Structures

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Abstract: *The role of Special Education Staff (SES) at Special Education Schools (SMEAE) is of crucial importance both for the normal and balanced development and evolution of the students with special needs who study at them. This experiential research was conducted during the school years 2020-21 and 2021-22 in the educational district of Lasithi Prefecture and thirty five(35) special education teachers, who worked in special education structures, took part in it. Research data were collected via semi-structured interview, while the material of the interviews was analyzed and referenced with the qualitative method of context analysis. The outcome of the research shows that the job provided by the special education teachers at special education structures is multidimensional, multileveled and multiaspected as it ensures the harmonic preparation of these students for society inclusion through obtaining emotional and behavioral skills and abilities.*

Keywords: special educational staff, support of people with special education needs, performing psychoemotional projects, cooperation with the people included

1. Introduction

Students with special educational needs, regardless of their difficulties and shortcomings, have the right to join the SMEAE and receive the corresponding education (cognitive, emotional and social) as well as children attending general school. The existence of the SES in the above structures, therefore, is considered extremely necessary, important and forward-looking for the substantial and effective psycho-emotional and psychosocial support and support of these students. Among other things, and without substituting the SES for the special educators of the classes, he ensures that he cooperates well and professionally in the -frame of responsibilities and obligations- assigned to him based on his duties with them, so that according to the type of his needs and weaknesses each student to have the best possible implementation of intervention to address their problems and dysfunctions.

According to the code of ethics of work and their specialization, therefore, they must provide services to students and their families, strictly observing (Law 3032, 2017) the confidentiality of personal data based on the provisions of applicable law and the unwritten law of confidentiality. A part of the properly operational organization of SMEAE, in short, lies largely with the role and the way in which the SPD performs its daily tasks in this structure. The position of the SES on the part of a favorable and just state in the organizational chart of the SMEAE in this case, highlights its culture, as it is a stabilizing factor and regulatory valve to protect and deal with the stormy permanent changes of psyche and mood they feel students of this group, during the educational process in part and in general during their overall presence in the school.

In addition, it is established that the placement and activation of the SES in SMEAE is a bet for the recipients who plan and develop complementary practices for this structure and concern the realization of their fundamental goal, which is the substantial acceptance of these students by

society and their holistic integration into the becoming of the public sphere. The institution of the SES, in other words, is considered particularly necessary for the proper and smooth operation of the SMEAE, the solution of the difficulties, anchors and malfunctions that the students of this particular group bear inherently during the teaching process. The presence of the SES in the structure of SMEAE, in essence, symbolizes an interesting dimension, because they try to alleviate the mental and at the same time the physical burden (as a consequence of the above) that the students of this vulnerable group carry not only in school but throughout their social life.

2. The psycho-emotional scientific education of the SES (Special Education Staff)

In the context of education and social integration and integration of students with special educational needs in the scientific reality, the state established (n.1143, 1981) the structure of SMEAE (Special Primary and Kindergartens as well as Special Vocational Education and Training Laboratories for Secondary Education). In this sense, it is understood and understood that in SMEAE - unlike general schools - students are supported and educated - they are taught not only cognitively-learning by special educators, but also psycho-emotionally and behaviorally by teachers (SES) who have received (Kroustallakis, 2003) special scientific-professional composition and training during their studies at the university and the respective faculties. Through the SES, the state, therefore, provides (Drakos, 2002) to the students of this particular group who attend SMEAE appropriate psycho-emotional and behavioral support and support (Dellasoudas, 2003) with specially designed teaching - either group or group or individual - in spaces/rooms that meet and cover their specific separate and completely different needs, through the elaboration of special additional programs and services (Katerelos, 2001· Future, 2007· Nomikou, Roimba, & Mitalas, 2010).

The SES, in particular, contributes to the emotional maturation, cognitive improvement and stabilization and psychosomatic empowerment of these students (Brooks, Weeks, & Everatt, 2002) in their physical space (SMEAE). The task and task of the SES, therefore, is the multilevel and multifaceted management and support of the diversity and weaknesses (neurophysiological, linguistic, psychological, cultural, etc.) that are inherent in these students (Booth & Ainscow, 2002). Obviously, in order to achieve the above, it must (SES) overstep and remove various (Downing & Eichinger, 2003) other obstacles, such as the lack of use of proper teaching methods, the lack of proper construction of the spaces of SMEAE and the existence of curriculum to suit the needs and capabilities of all students in this particular group (Calculator, 2009· European Agency for Special Education, 2003).

The SES is established on the basis of creating, promoting and implementing rational - in relation to these students - integration practices and teaching and learning environments (Benjamin, 2002). At the same time, the actions and actions of the SES give another meaning to the very philosophy of operation of the structure of SMEAE. The applied models of emotional discharge and behavioral maturation (Caron & McLaughlin, 2002) that the SES measures in its daily work, in this case, contribute in a realistic and effective way to a realistically rational handling of the difficulties and problems faced by these students (Friend & Cook, 2003).

The emotional and behavioral education and management of these students in practice, however, proves to be a particularly difficult (Vislie, 2003) and (Panteliadou, 2005) complex task for the SES. This implies a qualitative shift of the SES regarding the approach and treatment of these students through (Nind, Rix, & Sheehy, 2005) a different view of their individual profile. Among other things, the internal upgrade of the SES is needed and required regarding the change of its established beliefs, attitudes, values and practices, towards the status of the logic of the educational treatment of these students so far (Klinger & Vaughn, 2002· Roth & Tobin, 2004).

According to the reports of Hadjichristos (2004) the role of the teachers of a school extends to the creation of experiences, opportunities and experiences for the support and support especially of the students who have special educational needs. In addition, they should facilitate the promotion of their mental health and contribute in various ways to their development and growth in all areas (Flores, 2001). It is worth supporting, therefore, that the SES in SMEAE has a significant and decisive effect (Duskas, 2007) in creating and shaping a favorable and friendly school atmosphere and climate for these students (Caprara, Barbaranelli, Steca, & Malone, 2006). The behavior, perceptions, attitudes and practices of the SES, in other words, constitute the most essential component (Barnes, 1996) of all the variables that play an important role in the educational process, in the learning process and in the socialization of students of this particular (Parasarum, 2006· Sharma, Loreman, & Forlin, 2012· Triandis, 2002).

In view of these circumstances, it seems that within the framework and logic of the principle of complementarity

and organic solidarity of groups and individuals/students (Ruffina & Kuyini, 2007) who constitute the SMEAE, the SES should be based on the diversity of students raising and promoting - their right to dispute - on the basis of the Charter of Human Rights (Savolainen, Engelbrecht, Nel, & Malinen, 2012). SMEAE students, therefore, have the inalienable constitutional right both globally (Van Hover & Yeager, 2003) and in Greece, to enjoy like their classmates - who do not present with learning deficits and dysfunctions - all educational goods (Tucker, Porter, Reinke, Herman, Ivery, Mack, & Jackson, 2005).

The SES, in short, must have emotional (consciousness, self-knowledge, social flexibility and comfort, self-perception) and practical (handling skills and knowledge) intelligence and ability, so that (Kakouros & Maniadaki, 2004) to approach and deal with neurophysiological/inherent problems and dysfunctions of these students, from a global and multifactorial perspective (Kosmopoulos, 2000). This implies that it should seek and aim at the functional development and evolution of students (Kourkoutas, 2001) who study at SMEAE, which of course includes the social, emotional, practical and behavioral areas and parameters, during their education process (Bakirtzis, 2002). Based on the socio-psychological factors and theories of manipulation of these students (Navridis, 2005) in everyday school life, therefore, the SES attempts to interact with them in order to gain their acceptance and trust (Thomas & Woods, 2008).

The students of SMEAE in each case are active human subjects who perceive school life and the performance of its various phenomena, in terms of their individual family, cultural and social representations, images and experiences. Therefore, their reactions and psychology are influenced and shaped on the basis of the above-mentioned determinants (Baranowski, Buday, Thompson, & Baranowski, 2008) of forward factors and pressures they receive at school during the teaching process. The SES as teachers/educators who are, among others, must have effective functional skills and abilities (Barr, 2000) with which they will be able to deal with the extremely unpredictable emotional-behavioral outbursts and actions of students with special educational needs in schools classes, with a further perspective on the smooth and harmonious social integration and their integration (Avramidis & Norwich, 2002· Burke & Sutherland, 2004· Gena, 1997· Doikou, 2000· Hodgkinson, 2005).

The prevention and mitigation and/or elimination of the school integration and learning failure of these students due to their emotional fluctuations and behavioral difficulties, is the main and basic goal of the SMEAE Special Education Staff. In this sense, the SES creates all those conditions and conditions, which ensure (Diamond & Carpenter, 2000) to all students of this structure (Papadopoulos, 1987) regardless of the weaknesses and inadequacies they have inherently, that they will cultivate the skills. They will develop their personality, develop their character and receive the basic knowledge for their level and potential (Price, Mayfield, McFadden, & Marsh, 2000-2001). All the above constitute the main pillars and axes on which the philosophy of activism and offering of SES is based in this special group of children/students in SMEAE (Dickens, Lamont, &

Stirling, 2018· Rose, 2001·Soulis, 2002· Wong, Pearson, &Kuen Lo, 2004).

3. The contribution of the SES to the integration and integration of students in SMEAE

In the field of SMEAE, the existence of the SES is considered necessary and unconditionally a statutory condition for the smooth and orderly operation of this structure. The structured, organized and successfully realized (Beckung& Hagberg, 2002) integration and integration of students with special educational needs, therefore, passes (Boutot& Bryant, 2005) through the placement of all specialties of SES in SMEAE. It should be noted that this pedagogical organization of the school integration and integration of these students is achieved through the coexistence and holistic interdisciplinary cooperation - at all levels - between the SES and the special educators of SMEAE. Collaboration between (Zhang, Landmark, Reber, Hsu, Kwok, & Benz, 2010) all actors involved in the actual integration and integration of these students - who by the way have different development and dysfunctions from each other - in short, it must be exclusively targeted and oriented both student-centered and community-centered (Wiegerink, Roebroek, Donkervoort, Cohen-Kettenis, & Stam, 2008· Wood, 2006).

Based on the above reports, it is emphasized that the role of the SES is pedagogically-scientific of high quality standards and outcomes, as it provides all those possibilities and opportunities to these students for equal and fair participation in school-educational and teaching processes and procedures as well as in events of social life. In this case, the SES promotes the pedagogical theories, methods, strategies and tactics (Abercrombie, Hill, & Turner, 1991) that refer to the school integration and integration of these students/children (Dimitropoulos, 2011) serves and supports - through tangible practices - the philosophical ideology of philanthropy and altruism and implements the co-education programs (4368, 2016) prepared by K.E.S.Y. (Educational and Counseling Support Centers for people with special educational needs) in collaboration with the school units of general/formal education (Zoniou-Sideris, 2011).

In this case, it seems that the SES operates, acts and acts in SMEAE as a kind of homeostatic/balancing, reforming and implementing factor for these students, in order to adapt to the best conditions and conditions (Spetsiotis& Stathopoulos, 2003) to the requirements and in the events that take place in the spaces of this structure. They themselves as beings of the reality scientist who are active in such an important space that determines (Curtin & Clarke, 2005) essentially the subsequent development and life of the students of this particular group, owe to the context and logic (Fichten, 1986) of charter of human rights and accession practices, to comply holistically with their responsibilities and obligations based on their current duties (Government Gazette/449, 2007).

In particular, the SES should facilitate all students who are/study in this structure/framework - each for his own

reasons based on the opinion of K.E.S.Y. - to be integrated into his logic (framework) and to overcome obstacles (cognitive, cultural, emotional, behavioral, etc.) that are inherently and/or not. The pedagogical (products/ activities/ exercises) that the SES designs and prepares for each student, in short, must meet (Dumtrache, 2014) the level of their needs, interests, abilities and skills (Brown & Shearer, 2004). The whole philosophy and perception of the SES in relation to the application of all the above, in other words, must be based on the principles of (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005) individualization and differentiation of the content of teaching of these students, so that the changes that will occur (Motti-Stefanidis, 2006) both organizationally and didactically serve their potential (students) and are even somewhat beneficial for their learning and behavioral image and performance (Oliver, 2009· Olney & Brockelman, 2003).

Of course, it is self-evident that the SES - regarding the teaching and education of students with special educational needs in SMEAE - should act as a means - to remove and remove - all those discriminations and obstacles (Lindsay, 2004) that they face in part in school life these students and in general in social becoming (Manetti, Schneider, & Siperstein, 2001). The aim of the SES is to provide opportunities and facilities to these students, through thorough and diligent pedagogical-scientific planning, elaboration and implementation of emotional (Bebetso, Derri, Zafeiriadis, & Kyrgiridis, 2013) and behavioral programs. All these changes, of course, have as their primary goal by the SES (Hodapp, 2003) the radical development and improvement, especially of the emotional-behavioral daily image of these students (Euclid, 2005) during the educational processes, with ultimate goal, their holistically active adaptation to the specific context (Biddle & Nigg, 2000· Doikou, 2001·Kastrinaki, 2005).

Given the above, it is considered and deemed imperative and necessary for the SES to have as a guide in the exercise of its work the social (Dyer & McGuinness, 1996) educational dimension and to a lesser extent the academic one. As role players and position holders, the SES is essentially called upon to contribute with all its pedagogical-scientific forces to the quality upgrade and (Beilke&Yssel, 1999) promotion of the social organization of SMEAE. In this way, it contributes to the harmonious and orderly functioning of the specific structure/framework, which is a key gear - as a subsystem of education - of the best and balanced (DeMonchy, Pijl, & Zandberg, 2004) preparation of these students for dealing with issues and situations they will encounter in later life in society (Carlsson, Olsson, Hagberg, & Beckung, 2008).

More specifically, the SES helps these students to acquire an individual identity and become "visible" in society, to be able to form friendly bonds with their classmates (Cambrá& Silvestre, 2003) and other children and, in general, to acquire personal entity in the broadest sense of the term (Tinklin & Hall, 1999). Therefore, the effect exerted by the SES on the articulation and forging of the individual (Vickerman & Blundell, 2010) emotional, behavioral and social identity and character of the students of this particular group is demonstrated, so that there is equal treatment and

acceptance by both members of the school community as well as public life (Brossard-Racine, Hall, Majnemer, Shevell, Law, Poulin, & Rosenbaum, 2012). From this point of view, it is observed that the SES that works in SMEAE tries through its science and the responsibilities that derive from it, to realize and translate it to the extent that is appropriate to it based on its capabilities and legislation - in the teaching practice to these students (Catalano, Chan, Wilson, Chiu, & Muller, 2011) values, attitudes and behaviors such as interaction, mutual acceptance, friendship, parity and respect for all others' views (Duquette, 2000· Finkelstein & French, 1993).

Among other things, it is emphasized that another key dimension of the diverse and multilevel project provided by the SES to SMEAE, is the change for the better of the interaction (Kaltsogia-Tournaviti, 2003) that students with special educational needs experience (Koutsouki, 2008) to deal with everyday issues at school, which concern both their relationships and communication with human resources (special educators and SES) and their classmates who are constantly in conflict under the pressure of non-existent causes (Masten&Coatsworth, 1998). Certainly the visible decisive contribution of the SES to the change of attitudes and (Thomas, Palmer, Coker-Juneau, & Williams, 2003) behaviors of these students - through the qualitative transformation and reversal of handling of their interactions - on the one hand with all the teaching staff of the structure on the other hand with their classmates, is the most stable variable (Wang, 2009) that demonstrates the effective success and/or not of their social participation and adaptation in this context (Sipal, Schuengel, Voorman, Van Eck, & Becher, 2009· Tinklin, Riddell, & Wilson, 2004).

4. The role of the SES in the management of emotions and psychosocial development of students with special educational needs of SMEAE

The children/students who study at SMEAE after the opinion of K.E.S.Y. present most neurobiological inherent abnormalities and experiential traumatic experiences, which in turn cause these students to have disorders in their psychosocial function, dysfunction in their behavior and deviations in the development and evolution of their personality (Georgiadis, 2002). Most of these students, therefore, usually suffer (Feldman, 2011) from hereditary /medical factors that collectively determine their behavior in this structure. In this way, it is shown that all the above deficits/inadequacies/weaknesses of these students are inevitably associated (Calkins & Johnson, 1998) with behavioral problems such as frustration, stress and withdrawal, with relationship disorders. with school conflicts and with serious implications for their personality development (Bakermans-Kranenburg, Steele, Zeanah, Muhamedrahimov, Vorria, Dabrova-Krol, Steele, Van Ijzendoorn, Juffer, & Gunnar, 2011· Dozler, Zeanah, Wallin, &Shauffer, 2012).

All of the above the SES can recognize and manage through the emotional skills it has, a qualification of course, that it has acquired during its university studies and practice. The

management and control (Groark& Mccall, 2011) of emotions, is the secret of the balanced functioning of all people under the pressure of different conditions and situations. However, it is worth mentioning and emphasizing that emotions (Herbert, 2008) play an important balancing role for all individuals, as they are essentially related to internal processes that awaken, awaken, establish and direct most of his thoughts, decisions and activities. Emotions, in essence, contribute (Mccall, Groark, Fish, Harkins, Serano, & Gordon, 2010) to the actions and actions of individuals, to characterize and harmonize with healthy ways and forms of action. In other words, emotions are, especially for students with special educational needs, organized responses to the storm of stimuli they feel and experience during their school life (Amponi-Tsoura, 2005·Matsagouras&Michou, 2007· Mccall, Fish, Groak, Muhamedrahimov, Palomov, & Nikiforova, 2012).

The main concern of a very large part of the SMEAE Special Education Staff is to ensure that these students create and manage (Melissa-Halikiopoulou, 1985) social and emotional skills, thus strengthening and shielding the sense of self and their potential (Motti-Stefanidi, Richardson, &Tsiantis, 1993). This implies a distinct ability to regulate and control their deeds and actions. Students, as developing individuals, live in a society and culture where everything changes as they do. During this process (Tsiantis, 2004) their social and emotional skills change and are reshaped. Taking all this into account, it is found that the SES mediates and at the same time provides on a daily basis during the exercise of its work (Ryan & Deci, 2017) in its field of action, which are the SMEAE, so that these students have a useful and essentially their emotions (Deci & Ryan, 2000). The SES therefore, in a way, facilitates these students to direct their emotions correctly (Denning & Stanton-Chapman, 2014) in the process of self-formation, in order to face the daily crises, frictions and conflicts with the best and most effective method and strategy (Deci & Ryan, 1985· Ryan & Deci, 2000· Veligeas, Mylonas, &Zervas, 2007).

In this case, it is a remarkable fact that the SPC contributes to this special group of students studying at SMEAE, especially in the field of regulation and self-control of their emotions (Georgas, 1990) on a daily basis (Barnes, 2001). In this way, one can see how central and catalytic the role of the SES is in relation to the term "autonomy" that these students should acquire (Bartholomew, Steele, Moustaki, & Galbraith, 2007). This autonomy is evoked, strengthened and manifested through and through their constant needs, values and attitudes, which are essentially determined by their birth (Vorria, Papaligoura, Dunn, Ijzendoorn, Steele, Kontopoulou, &Sarafidou, 2006). According to their knowledge and inherited predispositions, each of these students, therefore, responds to the emerging school conditions and situations, in their own best and/or manipulative - inherently defined and shaped - behavioral way and form (North &Papaligoura, 2000).

Autonomy can be perceived and described for these students, therefore, as an autogenous, approachable, diligent, conscious and complete regulation of their behavior for their abilities and individual abilities (Ryan, Deci, Grolnick, & La Guardia, 2006). Consequently, it depends on and at the same

time is related to the type and form of education, treatment and socialization that the SES applies to these students (Gerber, 2006) during the exercise of his work (Bossaert, Colpin, Pijl, & Petry, 2011· Ryan, 2005). In the context of the education and care of these students, in short, it is shown that the SES plays - to the extent appropriate - a strategic role (Johnmarshall, 2006) in the phase of social development, which in passing is catalytic and important for their personal and emotional development and integration into the logic and function of this structure (Cameron, Rutland, & Brown, 2007·Jousssement, Landry, &Koestner, 2008·Kallo, & Balog, 2005).

In short, it is noted that the pedagogical-scientific and educational work of the SES in SMEAE consists in learning and transmitting to these students a wide and diverse range and set of behaviors and emotional skills, which in fact (Gerber, 2002) significantly determine the development and course of these students, partly their participation (Ward, Bochner, & Furnham, 2001) in the events of this structure and in general their integration and integration in the public and social becoming (Frodi, Bridges, &Grolnick, 1985). The SES, in other words, must support and address during the school period the critical changes that these students experience (Sarafidou, 2000) in terms of perception and self-perception, as well as the conflicts that take place in (Elam, 2006) and, which, of course, are related to their psychosocial development and promotion (Council of Europe, 2005) which in turn includes the main part of the individual initiatives taken (Grinder, 2007· Tien, 2004· Vorria, Papaligoura, Dunn, Ijezendoorn, Steele, Kontopoulou, &Sarafidou, 2003).

It should be noted that after the family, the SES together with the special educators of SMEAE constitutes (Ketelaar, Volman, Gorter, & Vermeer, 2008) a landmark and important cog in the form and development (cognitive, psycho-emotional, behavioral, psychosocial, psychokinetic) will have these students during their studies in this structure. The students of SMEAE in this case, have distorted and wrong impressions and views (Heiman, 2002) for the evolution of their various phenomena, actions and deeds, with the result, on the one hand, to desire self-action through its independence (Taub, 2006) of their individual action and practice, on the other hand, to feel guilt and frustration when most of the time their actions do not succeed (Fish, 2006· Florian, 2014). These inaccurate and overestimated views and perceptions (Tsichlakis&Kourkoutas, 2012) that these students have about their abilities and skills, however, contribute to risk, try and feel (Boer, Pijl, Minnaert, & Post, 2014) freely when they perform the various pedagogical-didactic and psychosocial activities (Chourdaki, 2001). The SES, consequently, exists in the SMEAE in order for these students not to dismiss their individual orientation and to facilitate so that their decisions regarding the shaping of their self-image, are as accurate, correct and correct as possible (Altieri & Von Kluge, 2009· Farmer, Marien, Clark, Sherman, & Selva, 2004· Vacca, 2013).

5. Necessity of Research Work

5.1 General purpose of the research work

With this research and study, a thorough and in-depth investigation, treatment, analysis and interpretation of the opinions, experiences, experiences, perceptions, attitudes and views of the SES that served and still serves in SMEAE is attempted. In particular, his perspective on how he perceives his role is explored, as well as what ways and forms (SES) he uses in the exercise of his work, in order to achieve the purpose and goals he sets for himself for his professional orientation, destination and task. The impetus for this empirical research was therefore the investigation and/or the catalytic strategy and substantial contribution of the SES to the SMEAE and, especially in the sensitive and critical area of psycho-emotional, behavioral and psychosocial empowerment, teaching/learning of children, with special educational needs studying in this structure. This research also seeks to highlight all those positive factors and data that make the position of SES in SMEAE as crucial, basic, important and necessary as that of special educators.

Based on the above, among others, it is of particular interest to investigate on a practical level and outcome, whether the position that is valid in relation to the immediately imposed permanent placement of the SES in all SMEAE of the country can be verified, due to the inefficient operation of the specific structure, there of course, where their placement does not exist from the beginning of the school year and/or the recruitment of all specialties has not been completed (speech therapists, occupational therapists, physiotherapists, psychologists, social workers, school nurses, etc.). In addition, it is known that the SES in SMEAE does not exercise its role - only - as a body to support, support and address the peculiarities/difficulties of these students, but also of their parents. Finally, it is noteworthy that the invisible and often invisible - by those who do not know - offer of SES in this structure, which is inextricably linked to the substantial and specialized preparation of these students, so that tomorrow their social integration in public life to be smooth, balanced, harmonious and effective (autonomy, independence, self-service, etc.).

5.2 Research cases

With the present scientific-empirical research and at the same time study, an attempt is made to highlight the qualitatively strategic importance of the position of SES in SMEAE as well as the decisive value of their work - for students and consequently their parents - who study in this educational subsystem. In this case, it is worth demonstrating the unique contribution of the SES to the extremely difficult and devastating psycho-emotional and social management of these students in this context. In other words, the elaboration, analysis and interpretation of the experiential views and experiences of the SES are sought through a better penetrating gaze - through a magnifying glass. This is accomplished through its multifaceted and multifaceted scientific and emotional involvement in all stages and phases of alleviating, restraining and addressing the emotional and behavioral problems of these students.

The implementation of the above, therefore, is carried out methodologically through the design, elaboration and implementation of ad hoc programs, which in practice are effective, practical and specific to the individual profile of each student individually.

The research hypotheses of this research and study, which are formulated based on the initial objectives are the following:

- To what extent does the placement of SPD in SMEAE affect and change the behavior of students for the better?
- What is the connection between the successful outcomes of his work, with his scientific-pedagogical training?
- To what extent can the coverage and improvement of students' psycho-emotional and behavioral needs and deficits be addressed with the existence of SPD in the premises of SMEAE?
- How can the scientific knowledge of the subject of the SPD have substantial positive results in the daily school image of the students?
- Under what conditions can the SEP cooperate with the special educators of SMEAE for the benefit of the students?

6. Research methodology

6.1 Sample research

The sample of the research consisted of 35 Special Education Personnel who in the school years 2020-21 and 2021-22 served in SMEAE (Special Primary Schools and Laboratories of Special Vocational Education and Training) of the educational district of Lasithi. Among other things, it is noted that the research was conducted through the extraction of quality evidence and data, while all the teachers of the SES who participated in the research, have many years and continuous work experience in this structure. Therefore, it is understood that all the scientific-pedagogical criteria are met from the sample, so that the conclusions of this research are valid, reliable and objective.

6.2 Means of collecting research data and data

The semi-structured interview was selected as the most useful tool for data collection and evidence, for conducting this research and study. Regarding the selection of the semi-structured interview as a method of extracting research (Hassandra & Goudas, 2003) information and data, it is found that it is the most appropriate for use and application in qualitative form and processing of research (Cohen, Manion, & Morrison, 2008). This qualitative research tool, therefore, gives the interviewer/researcher the methodological opportunity on the one hand, to ask the research questions in a flexible way and order, while having a relatively discreet freedom of intervention - sometimes - in the discussion, from on the other hand, it facilitates the respondents to check either correctively or amendingly or additionally the content of their answers and, consequently, their reasoning (Joffe, 2012 · Lydaki, 2001 · Willig, 2013).

The interviewed SES teachers who took part in the research were asked the following questions: a) to what extent do they believe that their university training and competence in

their subject is appropriate, in order for them to cope effectively with their work? b) what are the reasons that consider that it is necessary and necessary to place them in the specific structure? c) in their opinion, what are the most ideal conditions and conditions as possible, in order for their work to be visible and interventionistically effective? d) in which specific areas of the educational process and practice do they believe that they should intervene in the exercise of their work? e) how should their cooperation with the special educators be achieved, in order to benefit the students? f) with what simple improvement changes, do they consider that their daily work can be strengthened and attributed to the specific structure?

6.3 Method of analysis of research hypotheses

The qualitative method of content analysis (Phillips & Hardy, 2002) was used as the most useful tool, so that the analysis, processing, indexing and interpretation of the collected information from the interview material of the research subjects, reflects as much as possible their personal views (Jorgensen & Phillips, 2002). By diligently using this method, the explicit and invisible meaning of the views, attitudes, perceptions and assumptions of the interviewees of the research sample can be processed in the most objective and systematic way (Severinsson, 2003). The use of this method, therefore, guides and directs the researcher / interviewer in drawing safe conclusions and conclusions on the investigated topic, while contributing, in the creation of new information and knowledge (Wood & Kroger, 2000).

After all, because the reorganization and transformation of research hypotheses is observed during the process of collecting, analyzing and processing research information and data, content analysis is considered as the most objective method of clarifying the conclusions and new axioms drawn from the subject/ subject under investigation (Ioşifidis, 2003 · Bonidis, 2004). Among other things, it is found that this method contributes to the emergence of the means of interpersonal communication during the conduct of qualitative research (Hsieh & Shannon, 2005). In this way, the researcher can more easily identify the unit of recording and analysis and, in addition, to determine accurately and clearly the primary sources of quality material (Cavanagh, 1997). In short, with this method, every researcher has the ability to make sense and at the same time to systematize the conceptual categories (Ghergut & Grasu, 2012) that are formed by the quality research material. In this case, each researcher with scientific validity, reliability and objectivity proceeds to codify the research data and information both between the categories and within the category (Avramidis & Kalyva, 2006).

6.4 Research results

Through the analysis, decoding and interpretation of the data and data extracted from the research, the important and at the same time forward-looking contribution of the SES to the psycho-emotional and social teaching and education of students attending SMEAE is demonstrated.

6.4.1 Views of the SES on their scientific training and competence

The answers given by the SES to the research question regarding their scientific competence are continued by dichotomy and ambiguity. More specifically, it is established through their reports that they receive little knowledge about their subject during their university studies. However, they believe that the needs of students in SMEAE where they usually work, need to be addressed and resolved immediately, hence they consider that they must be prepared and specialized in the practical part of substantial offer and assistance in this structure. Nevertheless, they consider the psycho-emotional and psychosocial support of these students on a daily basis, as the main and necessary reason for their existence in SMEAE so that these school units operate properly and efficiently according to their statute of establishment by the state.

"We did not receive all the supplies at the university to cope with our work in this area".

"Obviously regarding the subject of Special Education we received little knowledge and information at the university".

"Everything is judged on the practical part, so we have to give money out of our own pocket to be informed and educated on our subject".

"We have no experience through university practice in the field".

"We teach at the university only theoretical courses in psychopathology, which is a blank slate for us in our later career".

"You do not learn anything at university, but only through your friction with the subject that these children are in SMEAE".

6.4.2 Opinions of the SES on the reasons for its placement in SMEAE

To this question most of the subjects - SES who were the sample of the research, answered and at the same time agreed that their work is of strategic importance and uniqueness for the development and improvement of the behavior of these students, as well as for learning social rules and principles from on their (students') side as well. In addition, all interviewees mentioned that their contribution in this area is invisible/invisible and often incomprehensible and incalculable by the other members of the educational community. As they claim, after all, their scientific-pedagogical contribution to this structure is valuable and invaluable in relation to the rest of the teaching staff, since with patience, vigor and unparalleled empathy they shape and shape personalities, characters and behaviors.

"We respect children and, with understanding, respect and empathy, we try to shape their personalities for the better".

"We do not operate according to the curriculum, which is why our work is not understood by others".

"We definitely approach children with alternative psycho-pedagogical methods and strategies for their differentiated treatment".

"Our work at SMEAE requires individualization and daily change of our plans regarding the solution of students' psycho-emotional and behavioral problems".

"We are obliged to treat each child as a different personality, while on the other hand we have no right to separate them and treat them with contempt".

"We have to study the psychological reports from the opinions of K.E.S.Y. to read the annual reports from their personal file and to develop personalized programs that will aim at strengthening their emotions and improving their behavior".

"Personalization, differentiation and interdisciplinarity govern and determine the design and implementation of our scientific work".

6.4.3 Views of the SES on the factors that have a significant impact on the success of its work

Based on the opinions and reports of the respondents/interviewees of the research, their work at SMEAE is characterized by interdisciplinarity which acts as an umbrella that defines their pedagogical culture and their involvement in this field. Their work, therefore, does not make sense and logic, when there is no good and multilevel cooperation and mutual understanding between all the teachers of this structure. All the above, of course, can be achieved through the refugee school climate proposed and created by the respective administration, shaping in this sense, conditions and conditions that favor the smooth and efficient implementation of their work. The analysis of the research data highlights the calmness and psyche of the SES, as the most important and forward-looking factor that catalyzes the scientific outcomes of their daily work.

"Without honest and effective cooperation with fellow special educators, we can't achieve anything".

"The acceptance and support of the other colleagues in this structure is the alpha and omega of our work, in order to achieve our goals".

"The result of our work depends on the climate that the administration will create among the special educators with us".

"We have learned to work interdisciplinary, which is why cooperation is the secret of the results of our work at SMEAE".

"The acceptance from our colleagues and the sincere support that the administration will show us is the secret and the key to the success of our project".

"When colleagues do not look you in the eye, waiting for you to make the mistake of criticizing you, then you are free and give everything to your work".

"Especially in SMEAE, everything starts from the mutual acceptance and sincere cooperation that exists between the bodies involved in the teaching and education of students".

6.4.4 Opinions of the SES on the areas of intervention of its work in SMEAE

In this part, all the respondents unanimously agreed on the areas that are called to intervene in order to change and improve the behavioral image of students in SMEAE. In other words, they claim that their work aims at the emotional and psychosocial development and change of the students who study in this structure and, they can't control, regulate and manage their behavior (anger, nerves, conflicts, frustration, resignation, frustration, aggression, denial, etc.). More specifically, they consider that their main concern is to try in a pedagogical way through dialogue and individualized sessions with students to change their views and perceptions about themselves and, in addition, to learn to direct their energy to constructive activities and activities. The success of their work, therefore, depends on the form and methods of education that they will apply to students, so that they learn to manage their emotions and, consequently, their behavior towards others (teachers, classmates, parents, etc.).

"In the context of education and training of SMEAE students on our part, a primary role is played by teaching and learning skills and behaviors, which function as a stabilizing factor of their emotions".

"We are the specialists who provide services and education in the field of emotions and behavior".

"The socialization of students in SMEAE depends on the emotional and behavioral skills that we will teach them".

"We make sure that children learn to deal with their personal conflicts, take initiatives and do not feel remorse and guilt when their actions fail".

"We take care in the part of students' self-perception, that is, to know their potential and to act accordingly".

"We help students change their self-perception, so that they feel free, try new things and take risks without fear of punishment and failure".

6.4.5 Opinions of the SES on its cooperation with the special educators of SMEAE for the benefit of students

Through the analysis and processing of data, the "character" component emerges as the most basic and crucial for the positive and beneficial cooperation between the actors involved in the education of students. In particular, they note and emphasize the need for acceptance of their work, especially by fellow special educators. The positive outcome of the sincere and mutual cooperation between the SES and the special educators, therefore, is evaluated in favor of the students in relation to their individual independence, their balanced operation within the school and the recognition of their individual abilities and needs. In this way, the osmosis and harmonious professional coexistence between them in the spaces of this structure becomes distinct and at the same time obligatory. The highlighting of their actions, therefore,

are inextricably linked, interdependent and interrelated by the type, degree and quality that the cooperation between them will receive during the exercise of their work.

"If there is an appetite and willingness for cooperation, all the obstacles that will exist during our cooperation can be overcome".

"The "ego" in this kind of collaborations eliminates you and isolates you from reality; essentially for the reason why you are in SMEAE".

"Especially in these schools we have an obligation and a duty to put aside our "ego" and to cooperate with our colleagues, with the ultimate goal of the good of the students".

"SMEAE means cooperation of all specialties for the teaching and learning of children with special educational needs".

"The first thing we learn in school is that cooperation with colleagues in special education and training is necessary, necessary and mandatory for the education of SMEAE students".

"It does not make sense to go to work in such schools and not know what your role and position is in relation to fellow special educators".

"Basically you are very ignorant if you think that you will be hired at SMEAE and you will do whatever you want; you probably do not know what special treatment means".

6.4.6. Opinions of the SES on the improvement of its work provided to SMEAE

In this research question, it is observed that the answers of the SES are of particular interest and a relative deviation in terms of the content of their meaning. In addition, while at first glance a relative identification and proximity of his views is apparent, in a second reading, the difference that leads to the conclusion of diverse conclusions, which in fact are of little interest, stands out. Nevertheless, the largest percentage of the SES sample that took part in the research, emphasizes and mentions as proposals for improving its work in SMEAE the construction of special spaces/rooms, in order to perform its work scientifically and uninterruptedly, as well as their recruitment by at the beginning of the school year, to be able to successfully plan and implement their plan for each student.

"We need special areas for sessions, where it will be quiet because these children are bothered by stimuli and noise".

"It is definitely necessary to establish convergence and a meeting on a weekly basis of the interdisciplinary team of SMEAE (special educators and SES) for the better coordination of the provided pedagogical work".

"We can't plan, implement and achieve anything, if not all the specialties of SPD are hired in SMEAE from the beginning of the school year".

"Minimal colleagues can't be hired, especially in the special school units that are considered necessary for their proper operation".

"I consider it unacceptable that they are not staffed, especially the SMEAE with organic SES positions".

"The state itself does not fulfill its obligations, since the legislation says that if the SMEAE are not fully staffed from the beginning of the school year, the other structures will not be allowed to be staffed".

"A teacher can't come in the middle of the year and ask him to do miracles".

7. Limitations of the research - Suggestions for future research

The research projects and hypotheses of the present work are subject to certain restrictions. Due to the limited number of the research sample, the scientific findings are not recognized as representative of the research, although they show a scientific-research interest. Among other things, it is not possible to verify the sincerity of the answers of the interviewees/respondents who were the sample of the research. The sample used therefore does not allow valid, reliable and objective conclusions to be drawn. It is possible that the findings of this research would have had a different dynamic, if its conduct had been repeated at regular intervals. The implementation of the above treaty is considered imperative and imperative, since as it is known the specific sector (SES contribution to SMEAE) has been investigated and addressed by researchers little and/or not at all. In this sense, the conduct of qualitative research in relation to the investigation and discussion of data, information, views and opinions, which concern the formation and change of attitudes, perceptions, values and beliefs of the special educators of SMEAE for the SES, presents a special research motivation.

Regardless of the outcomes of this scientific-empirical research, it would also be interesting to prepare a research on the subject of the investigation of the psychosocial health of the SES working in SMEAE. Among other things, it would be useful to investigate the methods and strategies that state that the SES is used for the design and implementation of prevention and intervention of emotional, psychosocial and behavioral programs in students attending SMEAE. Finally, it would be interesting to conduct research on the promotion of SES in SMEAE through its involvement in the design of in-school training programs and decision-making processes regarding the educational policy of the schools in which they provide their services.

8. Conclusions - Suggestions

The extraction of the research conclusions, which came after a thorough and thorough analysis, processing and decoding of the collected empirical research information and data, demonstrates the catalytic importance and at the same time importance of the position and the work of the SES provided in SMEAE. Remarkable, however, remains the fact of the

SES confession that he has not received any knowledge in special education and training and has no practical experience from his university studies, so that he can successfully meet his obligations in this structure. Consequently, the SES admits that his daily routine in these schools is based solely on the conscience of each one and their individual willingness to learn in practice. Nevertheless, it is found that there is an identification and/or perhaps convergence of their views, regarding the field (emotional, psychosocial, behavioral) that they can offer in the premises of SMEAE.

In this sense, all the teachers of SES note that they must approach the students creatively, to be informed about their abilities through the diagnoses of K.E.S.Y., to evaluate at regular intervals their progress or regression and to have their personal file fully updated in relation to their psycho-emotional and behavioral image and profile. In addition, they emphasize that in order for their role in this structure to be distinct, efficient and they need to be hired from the beginning of the school year, to have full equipment and specially designed rooms. According to their reports, they also acknowledge that their treatment by fellow special educators is not equal, but rather derogatory, as they do not consider the contribution of the SES to be valuable, substantial and important in the education of these students, as, of course, they think it's theirs.

In terms of promoting and improving their scientific work and contribution, they believe that they need an administration that will facilitate, guide, motivate and show solidarity in the success of their goals, so that they have freedom of movement and do not feel pressured for their actions. The creation of an interdisciplinary team - based on legislation - within the premises of SMEAE, in addition, implies for them a stable component that will contribute to the coordination of their pedagogical and psychosocial work and will act as a mechanism to avoid misunderstandings between all colleagues (special educators and SES) working in this structure. Their agenda also needs immediate radical change, updating and revision, as it is vague and misleading about its theoretical observance and practical application, which means that they do not know exactly what will follow in their work. In particular, it has no instructions and directions for their responsibilities and obligations, with the result that there is a conflict between human resources during their interaction, feedback and cooperation.

Among other things, they suggest in-school training - in the form of gaining practical experience - between all specialties through the presentation, study and treatment of individual cases, so that they have a co-auxiliary compass during the exercise of their daily work. The creation of an electronic platform with the history of all students studying at SMEAE as well as the implementation interventions towards them would obviously facilitate their work, since they will refer to it and, therefore, will not have to be consumed in the design and elaboration of meaningless pedagogical proposals, activities and practices. Finally, they claim that the design and development of digital software for emotional and behavioral psycho-education of students by the IEP (Institute of Educational Policy) would contribute to the

substantial and effective promotion of their work in this structure.

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