

## THE “GREY ZONE” OF THE SPECIAL EDUCATION AND TRAINING [SET]. THE CASE OF SCHOOL VIOLENCE

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### ABSTRACT

The issue of school violence is a critical issue in education, especially when educators refuse to take care of students who exhibit violent behaviors, even if they have a diagnosis of a special educational need [SEN], such as dyslexia, limiting themselves to the statement that they "have not specialized" in this issue. This refusal is commented on in this paper and attempts to highlight the "gray zone" in the understanding of otherness because it remains an open issue in the interdisciplinary field of special education and training [SET]. The psychopedagogical view of school violence is approached bibliographically and empirically from the perspective of the socio-ecological prism and the broader environment in which people with or without special educational needs [SEN] live. Therefore, the socio-ecological levels are examined with reference to the individual, the interpersonal, the neighborhood, the cultural and the life course. In the results, the holistic intervention reflects the psychopedagogical approach to understanding otherness, and reduces resistance to the different, "foreign and strange".

**Keywords:** school violence, socio-ecological model, psychopedagogy, holistic approach

### 1.0 INTRODUCTION

The ambition to address youth violence and educational practices that attempt to end it with an “integrated” approach requires a realistic definition in the field of school and academic reality. As (Troger, 2006) states, the denial of understanding the otherness of students with special needs is timeless and gives meaning to the polysemy of school violence and the context of special education services. Furthermore, in a study presented by researchers (Paat, Y.-F., et al. 2025) in the United States of America [U.S.A.] studied youth violence through a socio-ecological lens. The Department of Social Work from the University of Texas, the School of Education from California State University, and the Department of Social Sciences from the University of Florida, USA, participated in this research. At the U.S. Centers for Disease Control and Prevention (Centers for Disease Control and Prevention, 2024 a, b) school violence is described as a public health issue and according to the World Health Organization (World Health Organization, 2024) it is referred to as "the intentional use of physical violence or harm by young people between the ages of 10 and 24, with the intention of causing harm to others, through physical or cyberbullying. Additionally, in our doctoral research, school violence is described as a component in the organization and mechanisms of child delinquency through psychological and social structures and includes verbal and physical aggression, bullying, physical fights, but also gang-related violence, threats with weapons, homicide, school shootings and other threatening behaviors (Drossinou, 1999). These acts of violence have serious consequences for students, their families, their peers and the wider school community.

Also, according to the ecological model (Bronfenbrenner, 1977; 1986; 1994), the long-term consequences of school violence at the micro level are observed to coexist with mental health problems, chronic diseases, poor academic performance, injuries, disability and death for both perpetrators and victims. At the macroeconomic level, persistent school violence by youth can be costly to society, as it reduces academic progress, individual productivity, increases healthcare costs and costs in the criminal justice and care system (Pan, Zhongzhe, Derek, et al., 2024). Furthermore, the violent behavior of students who exhibit it at school may persist into adulthood in cases where it is not addressed pedagogically (Panopoulos, & Drossinou - Korea, 2020, Drossinou, 2004, a).

The consideration of special educational services for children and young people with complex cognitive, emotional, social and behavioural difficulties remains a requirement according to the anthropocentric model (Drossinou-Korea, 2017). This study attempts to highlight the "grey zone" of the SET, in which students who exhibit violent behaviours but "do not arouse the pedagogical interest" of teachers to take care of them are crowded, even if they have a diagnosis of a special educational need [SENs], such as dyslexia. In the integration classes of the secondary SET, teachers are limited to mispronunciation and silence the violent behaviours of their students by stating that they are not included in their duties. For this reason, the psychopedagogical view of school violence approaches the meaning of students' otherness at five socio-ecological levels by searching for persons, characteristic factors and situations in the school field with an emphasis on the individual, the interpersonal, the neighborhood level, the multicultural and the life course level. In order to shed light on educational practices for addressing school violence, the special teaching methodology of self-observations and other-observations in the field was used with students with special learning and behavioral difficulties (Drossinou Korea, M, 2024 b).

Following these initial considerations, the choice of the complex meaning of SET formed the basis for the present bibliographic study regarding the conceptual theory of otherness (Salas, 1998). Also, published applications of the special methodology of teaching interventions for dealing with behavioral problems were sought with a tribute to the writings of the educator Kostas Christakis (2023, pp. 221-260) with the creation and use of appropriate pedagogical material with targeted individual, structured and differentiated inclusive pedagogical (TISDIP-SET) methods that promote peaceful transactions in the school community, in the family and in the school of the 21st century (Panopoulos, 2024). Understanding the causes of the "irregularity" of students and identifying those at risk of unpredictable violence is vital both for strengthening strategic teaching interventions and for informing and developing prevention policies in the school community. Identifying individuals with or without SEN in the "gray zone" of the SET also includes those who are vulnerable to school violence by focusing on the strengths of students (Christakis, 2023, pp. 327-340). The psychopedagogical perspective on school violence behaviors assesses the risks that accompany the denial of otherness even if it is attributed to invisible neurological and neurodevelopmental deficits of students (Benarous, et al., 2024). Educators deny the differences in the individual profile of students who identify with school violence because they do not have a diagnosis of SEN or silence them because they prioritize supporting those with mild specific learning difficulties unless they are explicitly defined as having dyslexia or attention deficit disorder with or without hyperactivity [ADHD] (Young, & Cocallis, 2022).

Additionally, the denial of understanding of otherness is credited under the operational psychopedagogical practices that have been developed in schools and refer to the "guarding" of students with particularities who experience or manifest violent behaviors in the classroom and outside in the yard. In conclusion, it is noted that special teaching methodologies have been replaced with generalized cultural meanings that are formulated "under the veil" of inclusion in the community rather than with the meaning of the relationship between persons, which is created through teaching and active interactions (Troger, 2006, Drossinou Korea, 2025) . Reflective thoughts on the pedagogical concepts of inclusive education run along the linear continuum from the need to integrate diversity in the school community and are projected into the culture of inclusion (Bierman Karen, & Rebecca Slotkin, 2023) .

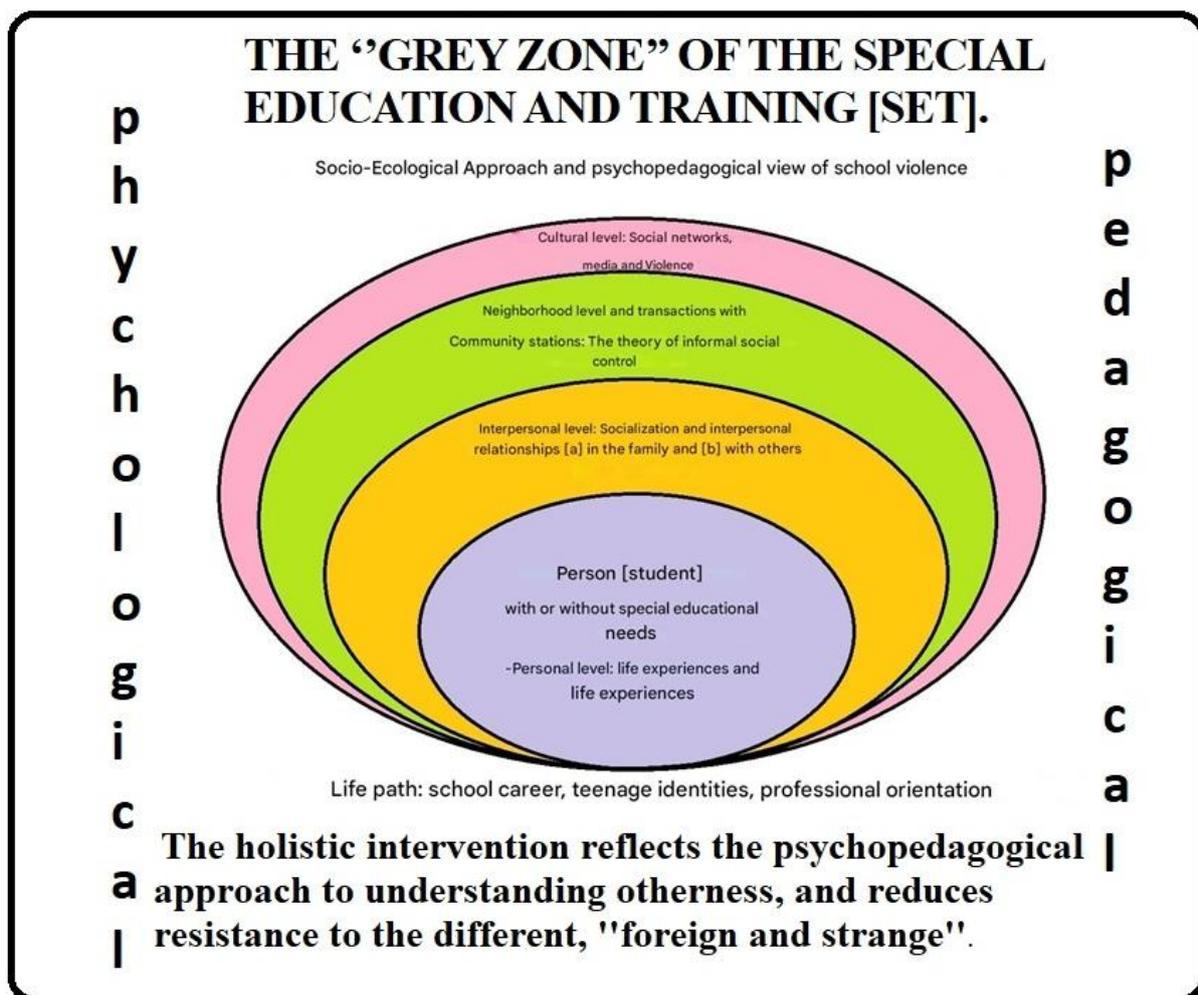
According to the above, the necessity of this work arose from the longitudinal observation of applied educational practices for dealing with school violence for students with and without SEN and the refusal of teachers to include them in psycho-pedagogical interventions in the school environment (Troger, 2006, Drossinou, 1995). The "gray zone" is defined by students who are carriers of diagnosed or undiagnosed primary specific learning difficulties (P.SLDs.) and "hidden" secondary delinquent behaviors (S,DBs.) (Drossinou, 2004, b). The psychopedagogical understanding of otherness emerges as a holistic perspective with a common ground, the field created according to socio -ecological levels, drawing on data from the existing literature (Bronfenbrenner, 1994, Christakis, 2023) and the empirical teaching interventions that we have implemented in pedagogy over time (Drossinou, 2004, a) . The work is not intended to substitute data from a detailed systematic review or meta -analysis, but rather seeks to raise thoughts for future research by bridging fragmented perspectives across various disciplines and practice areas in the interdisciplinary field of SET, where psychologists and social workers often "argue" about "who does what" with delinquency. We hope that this work can inspire interdisciplinary dialogue, support more coordinated approaches with educational action research and instructional intervention strategies incorporating psychopedagogical considerations of SET, and encourage researchers, special education personnel, and educators to adopt a more integrated, multi-level approach to understanding and addressing the issue of school violence.

## 2.0 METHODOLOGY

### 2.1 Social -Ecological-Psychopedagogical Perspective on School Violence

The psychopedagogical view of school violence according to the socio -ecological model is based on the theory of ecological systems developed by the American psychologist Urie. Bronfenbrenner in the 1970s, in order to potentially be used as a meaningful framework for the denial of understanding of otherness. Initially, on the basis of interactions between individuals and their social environment, interconnected systems shape the development of human behavior of students according to Bronfenbrenner (1994, pp. 1643–47) . In this interconnection, school violence is "hidden" and is defined by the microsystem, which includes the experiences of the individual with or without SEN. with the immediate environment that influences it and refers to the meaning of the self through family members, peers and school. Violent behaviors are recorded in the individual narrative about the self. This is followed by the mesosystem, which includes interactions of the individual with or without SEN between the different microsystems where socialization with family members develops, often through "scenes of

domestic violence", parental neglect see graph [1]. These refer to the exosystem, which includes persons and social environments that indirectly affect the individual with or without SEN and refer to experiences of abuse, abandonment, neglect, influences from persons in transactions with community stations in the neighborhood and his interactions with others. Finally, violent behaviors are observed in the macrosystem, which includes conflicts with the broader cultural norms, values, traditions, and laws that influence the structure and interactions of other systems, and the time system, which refers to the transitions and changes that take place during an individual's life (Bronfenbrenner 1977, 1986).



The graph [1] illustrates the socio -ecological psychopedagogical view of school violence and serves as a guide to the conceptual framework by emphasizing that violent behavior does not stem only from personal factors, but also from broader social and environmental influences, including the relationships of the individual with or without SEN with the community and the wider society. The refusal to understand otherness is traced to the unsuccessful interactions of the self with the family and the school community according to the view of informal social control. The school career, the search for identities in adolescence, and professional orientation are reflected in the educational treatment of these complex issues that are concentrated in the "gray zone" and the pedagogical interventions to change violent behavior through targeted individual, structured and didactically differentiated steps (Christakis, 2023, pp. 221-260) . The

treatment of violent behavior in school requires multi-level approaches to the meaning of abuse and parental neglect that affects the course of the life of the individual with or without SEN, urging the treatment of school violence within the context of universal planning as well as international and intercultural education.

## 2.2 Individuality and Psychopedagogical Perspective on School Violence

At the individual level, the psychopedagogical view of school violence is defined based on the individual narrative where individuals with or without SEN recall and commemorate adverse childhood experiences which they represent with handwritten descriptions, with scribbles and scribbles, with electronic messages, which indirectly or directly state that they have experienced abuse, neglect, and/or abandonment (Bierman, Karen & Rebecca A. Slotkin, 2023). In fact, many juvenile offenders involved with the justice system have been psychologically traumatized in childhood and may suffer from significant functional impairments that affect their lives. These include students with complex cognitive, emotional and social difficulties, delinquent behavior, those who have experienced abuse, parental neglect, abandonment or domestic violence, who according to (Law 3699, 2008) belong to individuals with special educational needs. These students present emotional and behavioral difficulties, which perpetuate a cycle of disadvantages that is difficult to address with common and unified pedagogical practices. The "gray zone" extends from physical abuse in childhood, but also other forms of abuse, to the reproduction of experienced violence in people and objects at school. Individual adverse childhood experiences are associated with interpersonal violence and other aggressive behaviors, which in adolescence manifest themselves in delinquent acts including bullying, physical conflicts and carrying weapons (Duron, Jacquelynn and al., 2021). Furthermore, empirical evidence suggests that gender, socialization processes, life experiences, and individual histories of abuse contribute to the factors of school violence, and indicate that abused boys commit violent acts and are involved in the justice system or have witnessed violence. This distinction is essential for the development of individualized interventions, supportive educational practices with certain teaching interventions, and the development of effective policies. Researchers (Hadi, Syeda Tonima, & Meda Chesney-Lind, 2020) report that women in the justice system report having been sexually abused in childhood, have psychological trauma, have been sexually assaulted in adolescence, and have internalized interpersonal victimization.

## 2.3 Special Educational Needs [SENS] and the Refusal to Understand Diversity

Despite the progress that has been made in the field of EAE in recent years, the refusal to understand the otherness of SENs is growing disproportionately, emphasizing the nature of behavioral maladjustment unilaterally like disability if it has been certified and the developmental dysfunctional processes that have been established over time are silenced. As researchers argue (Lippard, Elizabeth & Charles, Nemeroff, 2020) trauma can have a lasting effect on the biological and psychological development of the child and in some cases, it can lead to neuronal damage that interferes with the executive functions of the brain credited with SEN and affects the regulatory processes that are critical for maintaining emotional well-being. In applied pedagogy we have encountered children who have been abused and neglected experiencing negative emotions that are reflected in a certain psychopathology at school accompanied by violent behaviors. In fact, the denial of understanding of otherness is

interconnected with post-traumatic stress disorder and affects the individual level with school violence. Medical and pedagogical opinions, such as conduct disorder, oppositional defiant disorder, antisocial personality disorder, but also neurodevelopmental disorders such as attention deficit disorder with or without hyperactivity, indicate mental illnesses that are reflected in SEN, are associated with increased levels of violence in the school community and are factors in the denial of understanding of otherness (Young & Cocallis, 2022, pp. 303–19). Also, according to the criteria of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) for substance use disorder (American Psychiatric Association, 2013), alcohol use and polydrug use co-occur with other mental health disorders or violent behavior problems. However, it is important to note that many violent acts, including school shootings in the United States, are committed by undiagnosed youth and cannot be attributed solely to mental health, disability, or substance use disorders (Aarten & Marieke Liem, 2022, pp. 445–60).

Furthermore, the refusal to understand otherness stems from the inadequate or underestimated assessment of emotional and behavioral difficulties, which are not identified with SENs, as is the case with students who present school violence and manifest idiosyncratic characteristics such as impulsivity, hyperactivity, and aggression. According to the psychopedagogical perspective, school violence accompanies individuals with low self-control and poor emotion regulation, who prioritize immediate rewards over long-term consequences and engage in impulsive and antisocial behaviors. As researchers (Chen et al, 2021) school-age children face a wide range of behavioral, social, and emotional difficulties with greater challenges in developing interpersonal skills and creating meaningful social contacts. Also, researchers (Benarous et al., 2024) report that individual developmental and cognitive factors such as reduced empathy, low self-control, guilt, increased aggression, impulsivity and sensory sensitivity, childhood autism (Synodinou, 2017) are associated with violent acts at school with chronic and traumatic stress that reinforces maladaptive behaviors.

Additionally, the refusal to understand otherness is attributed to biological factors, genetic influences, hormonal activities of neurotransmitters, prenatal or perinatal complications, which contribute to individual differences in the expression of school violence despite the fact that they rarely operate independently of other social factors such as parental care and family socialization. Her research (Burt, 2022) shows genetic influences in advantaged communities, while in the opposite direction in disadvantaged communities, genetic predispositions are reinforced by “environmental factors, such as limited access to resources, exposure to violence and environmental toxins - which may increase the likelihood of antisocial behavior (Christakis, 2023, pp. 221-260) . The epigenetic research of the group (Peng, Hao, et al., 2018) which has shown that early life experiences can lead to chemical modifications in the genome, which affect later life. Furthermore, longitudinal studies in psychosomatics show that physical or emotional abuse occurring before the age of five can lead to persistent DNA methylation alterations in certain stress-regulating genes.

## **2.4 Interpersonal Relationships and Psychopedagogical Perspective on School Violence**

The first issue at the level of interpersonal relationships regarding the psychopedagogical view of school violence refers to family socialization in psychosocial development and the formation of behavior. As Christakis states for the family, inappropriate parenting practices, including

authoritarian parenting, inadequate supervision, harsh physical discipline and inconsistent monitoring, combined with parental rejection, are related to the early onset of delinquency. On the contrary, certain protective factors, such as consistent discipline, parental disapproval of antisocial behavior and low levels of physical punishment, can control school violence. Furthermore, as researchers (Ferreira, Tiago, et al., 2024) quality parent-child relationships and secure attachment can contribute to healthy emotion regulation and control of aggressive behavioral development. Child neglect is recorded at the level of interpersonal relationships with parents and guardians, if present in the ecosystem, whose behaviors, experiences and attitudes reflect the psychopedagogical view of school violence and determine the developmental perspective of children and adolescents. Despite the increasing social acceptance and frequency of divorce, parental divorce is still associated with an increased risk of delinquency and school violence. The refusal of special educators, mainly in secondary education, to care for adolescents who exhibit school violence is attributed to the subjective view of new forms of parenting and the distorted view of family systems theory, which considers the family as an interconnected unit where its well-being, dynamics, communication patterns and relationships with its members are collectively shaped.

Dysfunction, on the other hand, can occur when these elements are disrupted by neglect because parents influence them with their values, behaviors, and attitudes. In particular, abusive parenting experiences can facilitate the development of psychopathology, impair social development, and increase the risks of mental health problems. Abusive families, and parents who neglect their children, for example, often have difficulty controlling their anger, which can hinder children's emotional development by increasing externalized violent behavior in school and the wider community (Drossinou Korea, 2025. Drossinou,1995). Parental neglect, abandonment, and parental involvement in gangs can also reinforce school violence and delinquent behavior, "normalizing criminal behavior and increasing the likelihood of youth engaging in violent" behaviors in the school community (Drossinou,1999).

Another critical issue at the level of interpersonal relationships regarding the psychopedagogical view of school violence refers to peers who, according to social learning theory, school violence is transferred from the family to the school and is learned through imitation, where individuals exposed to deviant behaviors - particularly from influential individuals such as family members and peers - are more likely to engage in episodes of school violence or deviant behavior through repeated observation and reinforcement. As researchers report (Bautista - Aranda and al., 2023) repeated exposure to violent behavior can lead individuals to perceive aggression as a justified or acceptable means of conflict resolution. The refusal of special educators, mainly in secondary education, to care for adolescents who exhibit school violence is attributed to the unupdated and educational deficit they have on antisocial behavior among adolescents at school. Despite the fact that they know that associating with delinquent peers further increases the risk of antisocial behavior and involvement in gangs, they are "indifferent" to planning and developing systematic psychopedagogical interventions with certain teaching steps to address school violence. Support for the transition from elementary to high school for aggressive children is limited to academic deficits in basic cognitive skills and does not discuss issues that students face, from the rejection they have experienced from peers, difficulties in socialization to their social alienation. Rejection by peers in adolescence leads to extreme violence inside and outside of school, but also to substance use and abuse as well as access to weapons because they believe that in this way they

will be accepted. According to applied pedagogy, teachers can support these students with emotional learning readiness activities (Ministry of Education-Pedagogical Institute, 2009, a). With targeted pedagogical interventions in the development of interpersonal relationships, they create the "circle of friends" (Drossinou Korea, 2020, pp. 721-748) and limit school violence and bullying. Bullying victimization can also lead to violent and aggressive behavior through increased negative emotions and the desire for retaliation. After all, adolescents, as researchers argue (Nguyen, et al., 2024) with a history of bullying victimization are more likely to exhibit violent behavior towards others, creating a cycle where victims of bullying may also become perpetrators, a phenomenon called "bully -victim overlap". Victims of school violence feel anger and frustration, which can lead them to aggressive acts of retaliation, while bullies may use violence to impose "a feeling of power and control". Educators can support these students with emotional learning readiness activities (Ministry of Education-Pedagogical Institute, 2009 a)) with targeted interventions in the use of technology (Drossinou Korea & Alexopoulos, 2024) and the internet by teaching ways of writing and communicating with "text messages, email, chat rooms and social media (Drossinou Korea & Alexopoulos, 2023) . It is emphasized that cyberbullying involves the harassment of others and the infliction of harm through "computers and mobile phones" and carries the same risks as physical "bullying", as the perceived anonymity of the internet allows young people to act with little fear of "immediate retaliation". Applied pedagogy has also identified another critical issue at the level of interpersonal relationships regarding the psychopedagogical view of school violence. This refers to participation in subcultural groups known as microgangs where young people usually start spending time with members of these groups around the age of 10 or 13. According to interaction theory, participation in subcultural groups develops through a continuous process of influence from multiple sources, such as living in disadvantaged neighborhoods, attending schools with limited resources, coping with family difficulties, weakened social ties, and an unsupportive learning environment, creating a cycle that promotes and reinforces school violence and delinquent behavior. Members of these groups tend to be more anti-authoritarian, challenge social norms, and experience a "sense of respect and prestige" through their participation in them. The nature and quality of youth's relationships with schools may influence their commitment to understanding and adhering to social norms. According to control theory, weakened social ties can increase the tendency of individuals to engage in deviant and violent behaviors through the erosion of basic functions that promote conformity, attachment, commitment, participation, and belief in social norms. Academic achievement, strong school commitment, intrinsic motivation, positive school climate, and a structured environment with teacher support and clear rules have been identified as protective factors that inhibit school violence and delinquency behaviors.

In addition, another issue of applied pedagogy at the level of interpersonal relationships regarding the psychopedagogical view of school violence refers to the school climate as it is formed after verbal and physical aggression, bullying, fights and conflicts between students with or without SEN. The school climate is influenced by the support of teachers who take care of their students pedagogically and inspire trust and respect in them. Researchers (Mayer, et al ., 2021) argue that strict but fair disciplinary policies are more effective in improving school climate and reducing school violence than zero-tolerance policies, exclusionary discipline with expulsions, and costly surveillance systems. In addition, positive teacher-student relationships have been shown (Pinchak & Swisher, 2022) to increase student confidence, enhance school climate, and reduce school violence, which is more prevalent in economically disadvantaged

communities and in under-resourced schools that are less equipped with well-trained special educators and other mental health professionals.

### **2.5 Neighborhood Relations and a Psychopedagogical Perspective on School Violence**

Applied pedagogy has shown that inclusion in neighborhood community centers is associated with transactions that host direct or indirect violent or rejecting behaviors. Furthermore, according to researchers (Pinchak & Swisher, 2022) the level of relationships developed in daily transactions with others in the neighborhood reflects experiences of the negative effects of the neighborhood's socioeconomic disadvantage. From an ecological perspective, the psychopedagogical view of school violence examines environmental factors such as mental health, informal social control, social trust, cohesion, and collective efficacy. Disadvantaged neighborhoods are often characterized by the worsening effects of multiple " stressors " - including aggressive policing policies, limited access to structured recreational opportunities, and family instability. Public schools in "stigmatized" neighborhoods are not chosen by teachers, who refuse to accept teaching assignments because they consider them inferior and resign. Also, those who are appointed to them out of necessity avoid designing targeted teaching interventions to address school violence and refuse to understand the diversity of psychopathology of young people with or without SENs. In addition, adolescents who live in "stigmatized neighborhoods" experience higher levels of school violence and juvenile delinquency, live in an environment of domestic violence, grow up in families characterized by persistent and intense fights, and receive emotional and physical violence which they transfer to school as a result of the psychological trauma they have suffered. Social disorganization theory emphasizes how community factors, such as residential instability, lack of social cohesion, weakened social ties, and inadequate informal social control, contribute to school violence. As researchers (Carroll et al., 2023) o Neighborhoods characterized by weak social networks and low levels of cohesion, where informal social controls are weakened, young people become more vulnerable to delinquent and violent behavior. In addition, the impact of neighborhood disadvantage is particularly evident in schools that receive limited resources and have difficulty or are unable to support their students and have developed a zero or minimal psychopedagogical approach to school violence. With teachers refusing to support students who present with conduct disorder, or oppositional defiant disorder, with targeted individual teaching and inclusion interventions in order to learn to negotiate their socio - emotional difficulties.

### **2.6 Multicultural Relations and Psychopedagogical Perspective on School Violence**

The level of multicultural relations is defined through the socio-psychological process where individuals with or without SENs adopt extremist ideologies and beliefs for changes in political, social or religious culture and reflect on the psychopedagogical view of school violence. The diffusion of multicultural changes occurs with digital platforms, which facilitate the expression of violence in the community by offering anonymity, access to violent content, networking opportunities and educational resources, as well as assistance to individuals with or without SENs ( Drossinou Korea, 2023, c , 2020, b). These young people struggle with issues of identity, sense of belonging, especially those who feel displaced or motivated by common resentment and anger, are particularly vulnerable to extremism, as these groups can offer them camaraderie and a sense of belonging. As argued by (Gereluk, Dianne, 2023), students who

adopt extremist views are particularly vulnerable and exhibit antisocial behaviors, mental health problems, such as depression, suicidal thoughts, personality disorders, schizophrenia, and neurodevelopmental disorders such as autism spectrum disorders. Applied pedagogy has highlighted another point that is examined at the level of multicultural relations and the psychopedagogical view of school violence and refers to various aspects of the relationship between the media and violence. According to social learning theory, individuals mentally encode and later reproduce behavioral actions and scenarios if they perceive these actions as advantageous (Bandura, Albert, 1977) and adopt violent behavior at school because they believe that it is rewarded or often goes unpunished. Recent research by (Dou, Yifei & Meng Zhang. 2025) discusses the media-violence relationship and the connection with aggressive behavior.

### **2.7 Ecosystem Level, Life Course, School Career, Adolescent Identities and Professional Orientation**

The psychopedagogical view of school violence, within the framework of applied pedagogy, highlights the importance of social bonds in adult life by reinforcing lived experience graded by age, with the theory of informal social control. Following this, it sets the basic facts at the ecosystem level regarding the life course, school career, adolescent identities and professional orientation of individuals with or without SENs. The refusal to understand the otherness by teachers for individuals with or without SENs who manifest school violence contributes to non-normality because they have an important say as important others who influence them with their opinions and attitudes. Besides, as (Moffitt, 1993) has mentioned for offenders, in the double classification, teachers, among others, may provide a framework of delinquent patterns and trajectories of antisocial behavior. Because school violence occurs due to social and environmental factors caused by peer pressure, rebellion against authority, or the biological maturity gap, adolescent offenders need support with SET services.

### **3.0 DISCUSSION - CONCLUSIONS - SUGGESTIONS**

According to the psychopedagogical perspective, the "gray zone" in the SET is commented on given that school violence is a complex social challenge shaped by multifaceted and interrelated factors, including individual, interpersonal, neighborhood, cultural interactions and the course of life. The refusal to understand otherness refers to the "gray zone" in the SET and is commented on in the broader socio-structural context shaped by factors such as high levels of poverty, residential segregation, inadequate community funding and limited educational and employment opportunities (Christakis, 2023). Thus, any sustainable strategies must intentionally integrate special educational services at the individual level with systemic efforts to address the environmental conditions that cause school violence. In the broader socio-structural school context in which school violence occurs, these didactic efforts risk becoming performative. Service providers, namely special education personnel, social workers, psychologists, special educators, therapists, and justice officials, are required to adopt strategies tailored to multiple ecological levels, starting from individual experiences of trauma. Given the strong connection between childhood adversity and youth delinquency, professionals are called upon to incorporate trauma detection tools into assessments, recognizing the profound impact of trauma on the psychopedagogical perspective of school violence and ensuring, above all, that assessments are conducted with sensitivity to each individual's SENs. Special educators,

together with clinicians, psychologists, and psychotherapists, can consider expanding biopsychosocial assessments to gain insight into individuals' online experiences, digital literacy skills, and the extent of their time and autonomy online. At the individual level, educators who understand the specificities of otherness with school violence content, for students with or without SENs, with targeted individual structured and differentiated instructional and inclusion interventions, help them develop critical thinking as well as media literacy. In the context of the psychopedagogical view of school violence, educators discuss with children, if they wish, their worldview and perceived injustices, uncertainties, anxiety and traumatic events and encourage them not to hesitate to negotiate "what is difficult for them" and to seek advice from their teachers. Early intervention - especially when provided through multiple individualized - SET sessions is essential for the effective reduction of both school violence, substance use and behavioral problems (Christakis, 2023, pp. 221-260). Furthermore, the "gray zone" in the SET is limited to the participation of students in voluntary activities, sports and arts and provides a holistic psycho-pedagogical approach that enhances the feeling of " belonging " within the school community (Gereluk, Dianne, 2023) . The "structural violence" faced by disadvantaged marginalized groups, in the "gray zone" in the SET, and declared with denial by teachers, a comprehensive inclusive curriculum is proposed that highlights the inclusive culture in the inclusive school and challenges narrow ideologies. Accordingly, with targeted individual didactic inclusive and pedagogical interventions of the SET - TISDTIPSET, some of the reasons that lead to school violence can be removed. Furthermore, through pedagogy, a series of issues can be discussed in schools such as bullying prevention, homophobic insults and sexual harassment in early adolescence. Moreover, applied pedagogy has shown that the participation of parents and the wider community is essential for cultivating a supportive and inclusive environment in schools and can be achieved through in- and out-of-school mental health programs. According to (Gereluk, Dianne, 2023), reversing the denial of understanding of otherness can be addressed by schools by creating a culture of belonging, where teachers actively promote inclusion and ensure that the school culture reflects these values, reducing the extent of the "gray zone" in the SET. In this school, teachers, without hiding their role in the early identification of students with or without SENs who exhibit a frequency of violent school behaviors, undertake pedagogical work and facilitate timely interventions. As researchers (Jackson et al., 2023), effective prevention programming to reduce school violence incorporates multi-level support systems and practices that respond to cultural trauma. A public education strategy to prevent school violence includes universal primary prevention efforts that equip students with social and developmental skills to cope with difficult social situations. In our country, according to the Framework for the Analytical Program of Special Education in greek [PAPEA] (Ministry of Education-Pedagogical Institute, 2009, b), the integration of social and emotional learning, communication and problem-solving skills in violence prevention programs at school was implemented, with learning readiness activities in neurodevelopmental areas emphasizing oral language, psychomotor skills , mental abilities, and emotional organization that were included in the book for the Special Education and Training teacher (Ministry of Education-Pedagogical Institute, 2009, a). Applied pedagogy has shown that interdisciplinary cooperation in schools with teachers, counselors and social workers is essential for the psychopedagogical view of school violence with an emphasis on trauma. For this reason, specialized training in mental health issues utilizes the pedagogical tool TISDTIPSET, with strategies for addressing the psychosocial needs of students, strengthens mental resilience and guides parents and caregivers, and tries to limit the dimensions of the "gray zone" in SET.

Summarizing the psychopedagogical perspective on school violence, we conclude that it encompasses a wide range of acts, both physical and virtual, that we have called the “gray zone” in the SET. Conceptually, the predictors of violence in individuals with and without SENs, such as exposure to traumatic events and dysfunctional family dynamics, have remained stable over time. However, changes in the sociocultural environment require providers to implement more comprehensive and adaptable interventions. Integrating approaches based on educational culture gives meaning to the trauma of the psychic organ in youth with and without SENs. Finally, according to applied pedagogy, the school and wider environment offers a strategy of teaching interventions to address the complex issue of education, provided that educators accept the diversity of school violence and undertake teaching projects that support learning readiness activities in emotional organization. For this reason, future research on school violence is proposed that is based on psychopedagogical theory in accordance with a fundamental framework provided by the socio-ecological approach to pedagogical science. Furthermore, the exploration of new theoretical knowledge is proposed to be further explored in innovative teaching strategies, with new pedagogical interventions that enhance their relevance and applicability in the psychopedagogical treatment of school violence. In addition, it is proposed to develop publicly funded programs in deprived neighborhoods to support the “biopsychosocial needs of community members that promote the overall well-being of the community and cover “basic needs” and limit the extent of the “gray zone” in the SET. Finally, a holistic, community-based strategy that encourages collaboration between educators, mental health professionals, law enforcement, spiritual leaders and parent organizations is effective in controlling school violence. For this reason, schools can increase their investments in pedagogical empowerment programs (Christakis, 2024) including recreational or outdoor activities, employment opportunities, vocational training programs. In the conclusions, pedagogical practices are discussed because they contribute to addressing the harmful effects and limit the denial of understanding of the otherness of school violence. Finally, further research is proposed to understand this "gray zone" in the SET and to highlight good practices for dealing with school violence. by educators who state that they "have not specialized in supporting students who exhibit school violence".

#### 4.0 LIST OF ABBREVIATIONS

Special Education and Training (SET)

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

Special Educational Needs (SENs)

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