

Counseling and inclusive education

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Introduction

The school has an essential role in shaping the human being and by extension the society. Through this they acquire the knowledge, skills, attitudes and behaviors they need to integrate into society. Today the school faces various and multiple challenges, one of them is the removal of any separation or exclusion and the coexistence of all children regardless of their particularities. The basic orientation of such a school is the common school life and learning of all students, with or without special educational needs. This school must be characterized by flexibility in order to help each student to develop and participate actively in the learning process (Soulis, 2002).

Counseling as a communication process that aims to provide assistance in solving the problems that the person encounters in his interpersonal relationships but also in adapting to the environment and dealing with various conflicts (Kosmidou-Hardy & Galanoudaki-Rapti, 1996) has many to offer in the area of special education. This becomes clear if one considers that a variety of interpersonal relationships develop at school. In addition, the perspective of the evolution of the modern school into a school for all, highlights its role in strengthening the acceptance of diversity. Counseling can contribute in this direction as in this context, the person is accepted with respect, appreciation and understanding and is treated with a spirit of equality (Rogers, 1959).

The concept of Counseling

The field of Counseling has seen great growth in our time and includes help for educational, professional and personal development. The need for educational or individual Counseling intervention has now become a general awareness among students and their parents (Triarchi, 2002). Even more, it is necessary for students and their parents, who attend Special Education. Counseling can be defined as the process of supporting individuals to help themselves think and deal more positively with their personal difficulties and problems (Brouzos & Rapti, 2001).

Counseling in special education

The developments in the field of special education, the efforts for the school and social integration of students with disabilities and a set of other factors, such as technological development and the shift of interest in mental health, favored the development of counseling in special education (Syriopoulou -Delli, 2005). In the cases of people with disabilities, the counseling focuses on the person himself and his family, but also on the awareness of the school and the family. It mainly concerns the intervention aimed at activating the individual and providing psychological support.

In Special Education, the purposes of Counseling in general must go hand in hand with the purposes of Special Education, i.e. the "development of the children's personality, the improvement of abilities and skills, so as to enable integration into the common education system and coexistence with the social total. The content of Special Education Counseling concerns monitoring children at school, at home or elsewhere, psychological support, investigating issues that concern the child, planning, planning and evaluation. In addition, it focuses on the facilitation and adaptation of young people for the transition from educational level to level (Syriopoulou-Dellis, 2005).

In addition, special education counseling focuses on cultivating the social skills of people with disabilities, at the level of individual care and interpersonal relationships, in order to achieve active participation in social life, independent living and adaptation to the environment. Thus, the Educator-Consultant contributes to the drawing up of social skills learning programs, to the identification and assessment of the problem, to the formulation of goals and project analysis, to the generalization of knowledge, to the evaluation of the student's progress (Syriopoulou-Dellis, 2005).

In the context of the emotional axis, the person with a disability is supported in counseling, in order to structure or repair his relationship with himself. Thus, the goals set in terms of counseling are the acceptance and replenishment of the 'lost piece' of the self through acceptance and the strengthening of self-esteem. People with disabilities because of their disability have low self-esteem. Acceptance from the group based on participation and giving help to strengthen it. The goal of counseling is self-acceptance, self-awareness of the person with a disability. The Educator-Counselor, through the appropriate context of contact, acceptance, but also rejection, uses empathy and other technical approaches, in order to communicate with the person on an emotional level (Pierre & Cramer, 1992).

Then, in the cognitive axis, the Educator-Counselor investigates and guides the person with a disability or special educational needs, so that he "learns to learn". In particular, the goals of counseling here resemble the goals of all academic subjects. We can classify them according to Bloom 's (1956) stages of learning, according to which the consultee seeks to succeed in climbing to the highest level of knowledge, that is, judgment and evaluation.

Finally, the goals of counseling in the psychosocial axis refer to the outcome of social interactions in relation to the functions concerning the formation of the self. The Educator-Counselor is called upon to help the person with a disability or special educational needs to "diffuse" what he has gained from his efforts in the two previous axes, cognitive and emotional, and to consolidate them as models of behavior and models of interaction. The goals here are related to interpersonal communication of the person with a disability or special educational needs. For this reason, they aim to improve the individual's ability to correctly translate the emotions of the people around him, to have the individual be able to recognize and attribute emotions in terms of communication, and to increase the possibility of positive intervention by the individual with impairment in the other's emotional state (Goleman, 1991).

The role of Counseling in the multicultural learning environment

The recognition of the need to delve into counseling issues and the provision of modern counseling services in today's school, both from the role of the school psychologist and from the highlighting of the counseling role of important others in children's lives, such as teachers, has begun, according to Hatzichristou (2014), to be gradually demonstrated through recorded empirical studies both in the Greek and international literature.

In the international literature and research, as Hatzichristou (2011) argues, in recent years special emphasis has been given to the approach to multiculturalism from the point of view, of course, of school psychology. The data, which derive both from the experience in other countries and from the Greek experience, show that the implementation of intercultural counseling in schools is necessary, since both the needs of culturally different students, immigrants and refugees, as well as the difficulties that arise from these cultural differences, present many points of reference with issues that are examined by Intercultural Counseling (Yotsidis & Stalikas, 2004). The research data are also indicative of the insufficient training of teachers in matters of intercultural counseling, making it necessary to emphasize the psychosocial support and adaptation of students with different cultural and linguistic backgrounds.

A case study, for example, designed to explore teachers' perceptions and experiences of the institution of intercultural counseling in the city of Jyväskylä in a primary school in Central Finland, showed that teachers while positively disposed towards culturally diverse students and are interested in how to provide/ensure equal learning opportunities to all students and be able to help especially immigrant students to adapt smoothly to Finnish school culture (and by extension Finnish society) within their advisory role, at the same time they express disappointment for the lack of theoretical training they present in matters of intercultural education and counseling (Kasurinen, Juutilainen, Mastoraki & Saukkonen, 2005).

In research, too, as the Kasurinen report et al (2005) demonstrates the importance for the interviewed teachers of providing counseling support to the families of culturally diverse students, with whom they interact on a regular basis, forming a relationship of trust in the context of which the teachers know and share many of their daily problems. According to the view of the teacher research participants, their role is not only limited to their teaching-educational task, but expands to a "kind of advisor of everyday life" (Kasurinen et al, 2005).

Similarly, in the Greek school reality, and specifically in the pilot research conducted by Palaiologou (2000) regarding the adaptation of students with bicultural characteristics in the Greek primary school, the requirement for the immediate implementation of the advisory institution emerged in order to provide advisory support to all those involved in the school community, meaning students, parents and teachers. Counseling with an intercultural orientation seems to be promoted in the context of the difficult conditions that emerge in contemporary heterogeneous classrooms.

Also, in the quantitative research carried out by Manu (2013) as part of her doctoral thesis with the aim of studying teachers' views on intercultural counseling in primary education and the role of the teacher as a shaper of the pluralistic school reality, it was found that the teachers in the largest percentage (97.1%), apart from being positive and favoring the necessity of intercultural counseling in primary school, they believe that the teacher should function as the core of this pedagogical process called counseling. They believe, however, that in order for the teacher to respond effectively to his counseling role, he must first be trained and acquire specialized counseling knowledge, which will allow him to manage the problems that arise in the multicultural classroom. With regard to the immediate need for training of teachers in Counseling matters, it is also demonstrated by the findings of the research carried out by Kagalidou (1999) and Sakellaridis (2001) in intercultural schools of the country.

The results, finally, from the quantitative study carried out by Papakonstantinopoulou (2011), regarding teachers' perceptions of the institution of multicultural counseling and the role of teachers as counselors in today's pluralistic schools, are indicative of the positive attitude they promote teachers towards the institution and the role of counseling. In the same survey, the teachers from their answers seem to promote as the most suitable for taking on the task of the consultant, the teacher specialized in counseling under the supervision of the counselor and point out the need for the maximum counseling assistance in the case of foreign students, due to the integration their problems in a culturally different school environment.

Conclusions

Counseling through the multitude of definitions based on the different perspectives of Counseling Schools has experienced great development.

- Despite all the differences in the use of the goals - principles of Counseling by the various Schools of Counseling, the goal of counseling is not to transform the other (whether the person with a disability or special educational needs, or their parents) into something different, but to subtly support him and ensure his inalienable right to maintain his otherness (Caldin, 2010).
- The teacher can have an Advisory role as long as he possesses the elements that the teacher must have to cope with this role as it has a significant effect on the learning process for the students.
- The teacher-counselor is a means that supports the educational process and the management of the diversity of students' needs, especially with the implementation of the goals of Counseling in Special Education and Intercultural education.

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