



Students with Neuro Developmental Disorders during the Pandemic: The Case of Higher Education in the Region of Peloponnese

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Abstract: The present work refers to those parameters that determine the individual method of study in the pandemic period in students with neuro developmental disorders. In case studies of the case of higher education in the region. It is investigated whether inclusion in the home improves students' skills in the way they study the cognitive subjects examined at the university. In this empirical research in the field of special education and training (SET), data from the methodology of observation and intervention were utilized with recordings in announcements, lectures. Also used the answers to Google Forms who given to students in the classroom and in the individual counseling sessions with certain protocols of SET. The results showed that most students had embraced inclusion and significantly improved their individual study method behaviors and performances.

Keywords: Neuro developmental disorders, students, pandemic, special education and training (SET)

List of Abbreviations:

1.Target Individual Structured and Inclusion Intervention Programs for students with Special Educational Needs (TISIPfSEN).

2. Special Education and Training (SET); 3.Agricultural University of Athens (AUA).

4. University of Peloponnese (UOP); 5.School of Humanities and Cultural Studies (SHCS).

6.Special Educational Needs (SEN) ; 7.Special Educational Needs and/or disabilities (SEN/Ds).

8. Specific learning difficulties (SpLDs). ; 9.complex COgnitive, EMOtional and SOcial difficulties (COEMOSO); 10.Participatory Observation Methodology (POM).

11.Targeted, Individual, Structured and Inclusion Intervention Programme for Students with Special Education Needs and Mental Disabilities (TISIPfSEN-MDs).

1. INTRODUCTION

Students in the higher education, in Greece with neuro developmental disorders are taught in the universities during the pandemic (1; 2). The pedagogical view according to the student-centered teaching and learning approaches becomes efficient to develop students' creativity, academic, and other skill-based activities. The personal teaching gives a lot of relevant elements, it motivates them to ask and accept support in studying science objects how it happens in the case of in the regional higher education institutions. However, the pandemic there have been sudden changes in education structure and context of students who have been diagnosed with neuro developmental disorders according to the mainstream teachers' concerns about inclusive education for children with special educational needs and disability under pre-pandemic conditions (3).

Mental disorders are increasingly recognized as a new developmental phenomenon that evolves from symptoms to chronic diseases. Among the behaviors mentioned is that of the individual method of study observed in students in universities. According to researchers (4) neuro developmental disorders are found in continuity and discontinuities of phenotypic psychopathology between childhood and

adulthood. affected by the time at which the damage which may occur during pregnancy, during the perinatal period, infancy and childhood was caused. The Society for the Mental Health of Children and Adolescent Publications refers to the extent of developmental deficits that cause very specific effects on both learning and the overall damage to social skills and intelligence (5 pp. 9-24). A wide range of neurological and psychiatric conditions that are very different in clinical picture and etiology such as the Tourette's syndrome. However, in the minds of those dealing with the issues of special education and training (SET), mental disorders are conceived as conditions that have a neurological effect on development and are attributed to a genetic or acquired cause such as fragile X syndrome, or alcoholic. According to the fifth revision of the diagnostic and statistical surgery of the same mental disorders (DSM 5, 2013) have come to the fore the other causes such as consumption of alcohol by the mother and especially in the first trimester of pregnancy(6). In other words, these environmental references focus on situations of very complex etiology where what manifests itself with dyslexia and autism is selectively affected (7) have described social and behavioral effects in adults with autism spectrum disorders in a systematic review of longitudinal studies monitoring neuropsychiatric disorders. The inadequacy of teaching strategies in pandemic period have made science of special education and training more interesting and challenging. In the same time this resulted of awareness with the others sciences when associated with a society which has inadequate teacher training and competency for the distance teaching with emphasis the neuropsychiatric disorders.

Mental dysfunctions are detected in behavior, maturation and manifested by learning readiness(8) . The course of maturation disorder is not characterized by recessions and flare-ups that occur most multi factorial mental disorders. Even in maturation there is a general tendency to reduce over time the dysfunction caused by neuro developmental disorder. While mental disorders in the adulthood and cause some degree of general or specific cognitive impairment such as specific learning difficulties (SpLDs). As regards the individual differences, in maturation, the impact of the environment which on the type for the complex cognitive, emotional and social difficulties (COEMOSO) are also significant. These include the use of alcohol, tobacco and toxic substances by the mother during pregnancy, the low birth weight and exposure of the child to environmental pollution and also the deviant behaviours. Maturation processes and the accommodative environment have been described in psychoanalytical studies on the Theory of Emotional Development (9). At this point individuality is associated with the concept of "alone" without overlooking that many people are indeed able to enjoy loneliness before they leave childhood, perhaps even assessing loneliness as the most valuable asset. The ability to be alone is another either a phenomenon of exceptional subtlety, a phenomenon that can occur during the development of a person after the establishment of triadic relationships (mother-child-father), or a phenomenon of the first period of life that deserves special study because it is the foundation on which solitude is built in a very delicate way. As Winnicott says, (1958) "it is about the experience of being alone, as an infant and a small child, in the presence of the mother. So, the basis for the ability to be alone is a paradox and consists of the experience of being alone while someone else is present"(10).

Viewing this way, the teachers' interpersonal behavior and communication are essential elements in students with neuro developmental disorders during the pandemic in the case of higher education in the region of Peloponnese. In the context of supporting interventions through the studies were found across the relationship between learning disabilities, the communication behavior, and students' science attitudes. This need gives importance in uncovering its relationships between students with mental disorders during the pandemic, situating Kalamata region City as the central locality. This research interest could uncover the determination and significance of support to academic method of reading and learning in the students of School of Humanities and Cultural Studies

Also, in the second hand, the observations on students' with or without special educational needs or even if they are disabled at the Agricultural University of Athens (AUA), behavioural skills as to the individual way faced dictated the necessity of this study. They consciously or unconsciously choose to study under the conditions of confinement at home during the pandemic period and their difficulties. As part of this research, highlight those factors have involved with the individual method of study in students and the University of region Peloponnese (UOP) and the Botanikos (AUA).

Particular emphasis is placed on the behaviours of students with neuro developmental difficulties and diagnosed with mental disorders. Finally, our study involved students who became infected with

coronavirus and approached the individual study in the courses with enormous anxiety, stating the fear of death and the possible loss of their lives.

2. RESEARCH OBJECTIVE

The problem of individual study with emphasis on students with neuro developmental disorders (11; 12) during the pandemic period explored two parameters.

Hypothesis

The following were the hypotheses of the study:

The first as a working hypothesis raised the question of home-schooling and whether it improves skills in student behavior in the way they study the subjects examined at the university (13). The second parameter as a working hypothesis raised the question of compulsory distance teaching and examination and whether it reduces their grade performance in lessons.

The starting point of the survey is at the beginning of March 2020 and its closing date is 31 August 2021. This is empirical research in the interdisciplinary field of special education and training (SET) using the methodology of participatory observation and the methodology of intervention with individual advisory sessions. It involved four hundred and seventy (470) students, 70 of whom attended the Agricultural University of Athens (AUA). These students were classified as those who had Special Educational Needs (SEN) and/or disabilities (SEN/Ds) as a result of neuro developmental disorders and those who had not been disabled by the center of certification the disabilities, in Greek (KEPA), table (1). The students of UOP and the School of Humanities and Cultural Studies (SHCS) had registered with the church in which they had declared all the individual data (name, registration number, home address, telephone, e-mail), which were accessible from the Centres for Educational and Counselling Support and other medical certificates from hospitals that had been hospitalized. Finally, the students of UOP- SHCS by e-mail with the researcher asked for help in their individual method of study and then discussed that they were bodies of SEN/Ds from the centers of certification the disabilities, such as the educational authorities, the mental health center, and the KEPA, in Greek Language.

With the students of the AUA (14) the individual method of study at a distance was discussed with individual special education and training (SET) advisory teleconferences and micro-group teleconferences on issues of mnemonic techniques. With the students UOP- SHCS were discussed in a course with tele-talks with thematic modules on dyslexia, autism, school integration pedagogy and Special Education and training (SET).

Table1. *Survey participants*

university	Number of students	Special Educational Needs- Disabilities	No Certification of Disabilities-KEPA
Peloponnese Kalamata	400	50	350
Agricultural Of Athens	70	60	10
total	470	110	360

Methodology

In this study, used the Participatory Observation Methodology (POM) and the Intervention methodology.

Participatory Observation Methodology

The comments took advantage of the participation of the students of the AUA as well as students who attend the departments of the former Vocational Educational Foundations in Greek TEI of Central Greece. The Participatory Observation Methodology took records of the students in the school of individual study from the School of Applied Economic and Social Sciences, the Department of Plant Production Science, the Department of Biotechnology, the Department of Food Science and Human Nutrition, the Department of Rural Economy and Development, the Department of Forestry and Natural Environment Management. The observations come from the questions they asked on their microphones as to the memory difficulties encountered in the individual method of study in specific courses in theoretical and laboratory learning environments See table (2). These were recorded in

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some protocols in excel tables as well as with the messages they sent to the chat. These were classified according to the level of difficulty stated by the student in understanding the texts and the intensity of the emotional statement for "direct assistance" to what they did not understand and were unable to remember.

Table2. Participatory remarks to AUA students into pandemic-covid period

Discussion with the topics of memory	students	male	female	KEPA
1.Mnemonic functions and efficient study at the University. The coding.	29	7	22	25
2. Special reading difficulties and memory functions.	11	4	7	10
3.The short-term memory. Mnemonic techniques and preparation of the examined courses.	43	11	32	40
4.The long-term memory. Cognitive maps and working memory. Mnemonic mental mapping techniques	32	8	24	30
5.Oblivion and assisted memory recalls Individual course notes (handwritten / electronic).	25	5	20	20
6.Mnemonic study techniques and autobiographical memory.	35	6	29	31
7.The degree of difficulty in studying the course. The psychodynamic view of mnemonic processes.	18	8	10	15
8.The search for the personal study method and the neurobiology of memory.	29	10	19	21
9.The examination program, the computer and the mnemonic techniques. Mapping and analysis of information.	17	9	8	12
10.Mobilization of individual mnemonic processes and cognitive competence in examinations	30	14	16	26

Also, the observations took advantage of the participation of UOP- SHCS students and the questions they asked in their microphones as to the difficulties encountered in the individual method of study in specific modules and exercises in a course from group distance teleconferancies to subjects see Table(3). These were recorded in some protocols in excel tables as well as the messages they sent to the chat. These were classified according to the level of difficulty stated by the student in understanding the objects and the intensity of the emotional statement for "immediate assistance".

Table2. Participatory observations to UOP- SHCS students into pandemic-covid period .

a / a	code	Lesson	semester	Department	Students	boys	girls
1	13K46_8	Teaching of students with special educational needs	W	L	1		1
2	13K43_11	Special education and training	W	L	5	1	4
3	13E75_18	Educational integration and teaching of social skills to students with autism	W	L	42	9	33
4	13E64_15	Teaching students with specific learning difficulties (dyslexia) I	W	L	64	12	42
5	12I / PDG-1_18	Pedagogy of School Integration in students with Special Educational Needs	S	H	90	20	70
6	12I / PDG-1_16	Pedagogy of School Integration (with emphasis on Learning Theories)	S	H	19	10	9
7	12EPI-60_20	Educational integration with teaching social skills to students with autism	W	H	27	10	17
8	12EPI-	Teaching students with	W	H	30	13	17

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	57_20	specific learning difficulties (dyslexia) I					
9	12EPA-60_20	Educational integration with teaching social skills to students with autism	W	A	26	4	22
10	12EPA-57_20	Teaching students with specific learning difficulties (dyslexia) I	W	A	27	5	22
11	12A / PDG-1_18	Pedagogy of School Integration in students with Special Educational Needs	S	A	60	14	46
12	12A / PDG-1_16	Pedagogy of School Integration (with emphasis on Learning Theories)	S	A	9	3	6
Total participants:					400	101	289

Total participants: 400 101 289

Semester:[1] Winter (W), [2] Spring (S)

Departments: [1] Literature (L),

[2] History, Archeology and Cultural Studies (HACS)

Directions of HACS: [2] History (H). [3] Archeology (A)

Intervention Methodology - Data and Research Course

In the intervention methodology for addressing memory difficulties during the individual study method, to students with neuro developmental Difficulties we used the pedagogical tool Targeted, Individual, Structured and Inclusion Intervention Programme for Students with Special Education Needs and Mental Disabilities (TISIPfSEN-MDs) (14). The tools were defined on the basis of the phases of the TISIPfSEN-MDs. Thus, the first tool designed the intervention with a certain objective in accordance with the third phase of the TISIPfSEN-MDs. The second tool differentiated the individual method of study with certain mnemonic techniques that facilitated reading speed and understanding according to the fourth phase of TISIPfSEN-MDs. The third tool assessed interventions of the behaviour of the student/three as to the individual method of study his. The evaluation was carried out by the student who recorded the behavior of their study for the courses he was studying according to the fifth phase of TISIPfSEN-MDs. These evaluations are sent to e-mail after they had been preceded by individual teleconferences. We quote Quotes from interventions to two students with neuro developmental Disorders. The first detachment (1) refers to the protocol where the individual counselling sessions of a student with special learning difficulties (dyslexia) are recorded by the researcher. In the second detachment (2) the evaluation for the individual study method is given and the thoughts of the student himself with disorders in the autistic spectrum (Asperger).

3. DATA ANALYSIS

This part provides the presentation, analysis, and interpretation of the collected data from the evaluations of students of higher education with neuro developmental disorders during the pandemic the case in the region of Peloponnese and the Botanikos (Athens).

These evaluations were collected dure three academic yearsin the frame of the fifteen [15] individual sessions SET by physical presence and by tele-discussions on the metacognitive ways of learning and study the academic lessons.

We quote from interventions to two students with neuro developmental Disorders.

The first detachment (1) refers to the protocol where the individual counselling sessions of a student with special learning difficulties (dyslexia) are recorded by the researcher.

(1) Excerpts from individual sessions. These include the date, time and topics of discussion running from 2018 to 2021.

The portfolio with the data of [Vassilis] was collected with the methodology of observing the special educational needs and was carried out with the systematic empirical observations. The narrative of his learning difficulties is recorded in the individual, family, school history and the diagnosis according to the protocols of the first phase of Targeted Individual Structured Inclusion Interventions Program of Special Education and Training (TISIPfSEN-MDs).

Observations regarding our student's personal history begin with our first meeting.

This first contact is decisive for what is to follow next, ie the student discusses his request and attends the individual session of special education and training. In fact, the student has decided to partially or completely report his problem to a third party whom he did not know until yesterday.

The research educator takes this into account before starting the session in order to orient the discussion to objects related to the student's individual study method. The goal is to be able to understand his study behavior in relation to his obligations to the academic community and the curriculum.

3.1. First Academic Year of Support

1st meeting Acquaintance, owes 50 lessons

2nd individual study organization in the 13 courses of the second semester 8 theories and 5 laboratories that I will examine in June.

3rd individual Did not come to the appointment

4th individual Discussion with the psychologist. Students in the courses that will be examined in June

5th individual discussion with the mother about the courses that will be examined in June

3.2. Second Academic Year of Support

1st meeting. In 12 Courses I will be examined in February

2nd meeting. Individual study method a) theoretically b) with help at home

3rd meeting. Individual method of study in the biochemistry laboratory. *I made 2 solutions myself and used a pipette myself. I'm very happy about that.*

4th meeting. Collaboration with a fellow student who keeps very good notes. Send them to the messenger. *I ask for help. "Because I appreciate the notes very much and they are very helpful, please, you could help me by sending the climatology notes to the messenger. If it's easy for you, remember to send me the previous ones along with them "*

5th meeting. *I find it difficult to get on the platforms. I attend the teachers' lectures. I understand most of it. I get anxious and I lose some small pieces. I was examined in 12 courses of the third semester, 7 theories and 5 laboratories that I will examine in February. I spent 11 in addition to the biochemistry lab.*

I went to be examined in the courses of the first year

a) plant anatomy (theory and laboratory) and I went through both with 10.

b) genetic theory and laboratory). The theory of genetics fell on the same day and at the same time in the laboratory of the third semester. I was cut in theory. Because I was too stressed. I will be tested in the September exam. I spoke strangely to the professor. I did not speak to him properly. Something like a controversy happened. I do not know how to tell you.

Obligation to complete.

a) The Table: Spring semester courses that I will examine in June

b) Table 2: Courses that I will examine in September

6th meeting. Courses of great difficulty in study-Communication with teachers. Individual study method in the courses: -theory and laboratory

Questions: *I have decided to take the genetic theory and biochemistry lab in September. When and how will the September exam be held?*

-Look at the announcements, when the program comes out.

I have changed psychologist. He can contact you.

-Yes.

3.3. Third Academic Year of Support

1st individual session of SET: Topics for discussion:

1. What courses did I take?
2. February Exam
3. Individual method of studying courses of the February exam
4. special reading difficulties and memory functions

2nd individual session of SET: Discussion topics:

1. What courses did I take?
2. February Exam
3. Individual method of studying courses a) physical presence and b) from a distance

During the week I attended classes in a physical presence laboratory

-Vegetables

Phytopathology- My best lesson. I have advanced the material.arboriculture

-I sent the notes (light) to a classmate of mine- This means that you make social and at the same time make friendly relations. I meet and have good relationships with several children from the school.

I attend a lot of theory classes from a distance. Teams make it difficult for me

I am trying to find a solution on my own. But I'm stressed. Compared to the previous period I am less stressed now. I am especially anxious when I go to speak into the microphone. I'm going to speak, but I want to think about it first, edit it and I do not catch it, I turn off the microphone and someone else goes to speak. Another issue is that children do not step on the hand. The hand shows the one who wants to speak.

-I do not mind, as long as we share the screen you can correct me if he reads something from what you tell me and I write and it is not right.

3rd Individual Session of SET: Discussion topics related to the February exam

2. Individual method of studying courses in physical presence and b) from a distance
3. Negotiation with teachers

1st step: I send the email * see dictate)

2nd step. Meeting in person

4th Individual session of SET. Discussion topics:

1. Negotiation with teachers

1st step: I send the email

2nd step. Meeting in person.

2. February Exam

3. Individual method of studying courses a) physical presence and b) from a distance

5th Individual session of SET. Discussion issues with negotiation with teachers

1st step: I send the email.....

In the second detachment (2) the evaluation for the individual study method is given and the thoughts of the student [Tasia] herself with disorders in the autistic spectrum (Asperger). She has discussed to the issue of her self-esteem and the individual's subjective assessment of her method of study and also, her relationships with the parents. Tasia's beliefs about oneself referred with the phrases as "I'm not lovable", "I'm unworthy", as well as emotional states such as triumph, despair, pride or shame. According to the psychological concept self-esteem is an attractive psychological concept (15) because it is able to be a predictor of specific results, such as academic career, [1] happiness, [2] satisfaction for interpersonal relationships, [3]. So, the concept as "self-perception is what we think about ourselves and means the positive or negative evaluations of ourselves, about how we feel about it" (15).

These evaluations were collected during two academic years (2019-2021) in the frame of the twenty [20] individual sessions SET by physical presence (9) sessions and by tele-discussions (11) sessions on the metacognitive ways of learning and studying the academic lessons.

(2) Excerpt from the student's assessment of the individual method of study the academic lessons. This concentrate in the email who send after (12) discussion sessions and included in the topics of SET's supporting from 2019 to 2021.

[[Good evening,

Below are my thoughts today.

Initially I am well fed, I sleep well, I study with a schedule, I take care of myself and I tame the bad thoughts (good time now). I have good communication with my brother, cousins, my friends, my aunt and generally I find my real himself. Today I am happy for 2 reasons.

1 I finished the 2nd module and I started with the 2nd chapter of the 3rd module and the last module in the subject of theory.

2 my aunt came in the morning and we had a great time, we ate breakfast together, we walked in the forest and then as I was waiting for my uncle to come home to pick her up we sat and talked about the time passing. At first, we discussed various things like the strange dishes they have in Asian cuisine that contain insects and then the discussion went to my mom and me about the depression I had in 2018.

How did it start?

Well, we just talked before and I said that he keeps telling me to read or if I read and I do not understand why it has to be repeated every time I call her or my mother calls me and interrogates me. My mom always told me to stay in a calm and to not go wrong. The same time my mom wants me to be happy and achieve what I want because she was a lot of anxious during the first quarantine period. Where for about 6 months from mid-March until the end of August I was constantly in my room with the door closed and the conversation stopped there. Well, if I do not write these too, how will the bad thoughts go away once and for all.

Yes, I am also surprised by myself .. my only occupation was to browse the internet to watch movies and to cry alone .. I did not go out with my girlfriends I only went out for basic human needs. nutrition and sleep badly. With tensions and hatred for myself and with the sole purpose of finding the strength and the way to end my life because I felt I was at a dead end I was forced and trapped in my wrong choices about my professional career. Which if I did not follow my parents I would be thrown out of the house, they would do it to me, they would give it to me, etc.

I chose medical professions in computer science along with what I wanted and basically yes I blindly followed my parents: "that there are not many dental technicians" "and because a friend from the University of the Thessaly suggested it to us telling" "you have talent they grab your hands "etc. manipulation close to the brain.

Generally I felt useless I literally owed 12 lessons and I was 2nd year and I had failed in the Panhellenic (YES I saw black) that generally from then on my life was X and that I had to prove my value. I was stuck and that was where the whole quarrel took place, the idea of me giving back pan-Hellenic ones. I got to the point of threatening them that if they did not let me do what I wanted I would commit suicide because my life would have no meaning and they would arrive.

Yes, it is a terrible exaggeration, yes you have to do what you want in life, but the profession is not the only purpose of life. I saw that I lost my mind especially when they were away from home I was looking for boxes with pills the side effects because I really wanted to end my life but with the 1st or I saw hanging as the safest solution. These thoughts were one of the main reasons I went to a psychologist in July because I still believed that there was always hope to save yourself.

I asked my mom who paid for the sessions only by calling the psychologist and asking her. An attempt was made but it did not succeed in gaining my trust, we had done 10 sessions and I did not see any results .. I was impatient, I did not give myself time and I was not old because I felt deep inside that it was my fault, in short, a step-in front and two steps back ... The only answer was to the question what do you want to do in your life - it is for me that I repeat to psychologist that "I do not know" ...

Anyway even though my mom spoke very badly to me at that time was the one who took the first step .. She found that I was able to do 10% even though I was a 2nd year.

I did it I said: this time only what I want or nothing with the only condition to be in Athens.

Now, three years after, I know that may I fall but I get up again the only sure thing is that I will never return to the situation I was before the first quarantine.

Going back to today I'm not sure I're done with depression but as I said I have to give myself time. I have goals, I have friends, I ask for help and mostly I do not give up.

One last thing about my mother I forgive her for doing it because she was very worried about me I had to treat her better.

To mom: "thank you for making the beginning and I apologize and forgive you"

This was my excerpt today and I would like it to be discussed in the next session.

Good night]

However, it is noticed that the case of Tasia it is only considered a partial mediation, because the supporting of SET sessions it is not done from the all in the university campus and there are not the culture and the climate for the mental disabilities' inclusion. This was the very reason that the student's communication behavior can affect their choices science-related criteria and attitudes.

3.4. Restrictions on Research

During the pandemic the first difficulty that placed basic limitations was the familiarity of all participants students with neuro developmental disorders in distance teaching and consideration of a number of issues that made our communication, sometimes lacking due to poor connection to technologies. Another limitation was detected when several students "entered" the channel of the tele-lecture, declared their details and when you searched them to discuss with them or participate in the texts, or we shared on the screen they did not answer.

Another limitation was identified in the counselling of special education and training (SET) for students with neuro developmental disorders and learning disabilities when they stated that they needed physical presence in order to be able to be functional in the whole process of their individual method of study. Indeed, this restriction inhibited the manifestation of positive behaviours in the individual study method. Despite the fact that we were trying through asynchronous telecommunications but also with e-mails and sometimes by telephone to find the time and how to manage these mnemonic difficulties that we observed in their study, it was difficult for students who had already experienced a depressive crisis or were starting a depressive use of behavior to deal positively with individual study.

4. DISCUSSIONS

The discussion of findings of the study is centered on the major research hypothesis directing the study results we found that aggravating factors in behaviour in the individual method of study students with neuro developmental disorders in the period of pandemic related to the greatest skills they had acquired in the past regarding the use of Technology, Communication and Information in a traditional way. In particular for students with mental disabilities it was confirmed that the improvement in individual study skills largely maintained the study of certain text exercises, with the high school, caring, traditional way of "parroting". The target orientation some students has mixed emotional and perceptual mobilization. The students sought to pass the courses, with a good degree, if possible, without wishing to be evaluated as to the adequacy of the knowledge acquired by their own method. Some of them didn't open a file with the lectures that had been delivered to them in the courses and copied from old notes, which were in most cases outside the subject matter that had been described in the outline of the course.

Some others students who seemed to be watching the teleconferments, they themselves stated that they were looking for e-browsers on the internet in contact subjects without using the literature of the course.

Most of the students with neuro developmental disorders took several individual special education and training sessions see table (1 and 2) in order to use new technologies to meet their specific educational needs in the courses. They significantly improved their individual study behaviour and modified their methods by enriching the reading and learning them with the slides of the e-class, with the answers to the forms, with announcements, with photos and recording and with mobile phone.

In an effort to understand the effects of individual method behaviors we had to reread texts related to the psychodynamic development of the study (16). The method of individual study depends on the habits of adolescence and the after-adolescence age in which the students' study (17).

Structural changes in both the quality and type of objective relationships that occur to students at the university and affect the method of individual study. Of course, attending the University as well as adolescence is a transitional space, a passage that according to (18) is defined as a second process of personalization and includes a new separation from the primary needs of man and mental reorientation:

5. CONCLUSIONS AND RECOMMENDATION

In conclusion, students with neuro developmental disabilities find it difficult to study at home for a long time with the remote learning process. This is an intermediate area of experience between the internal and external worlds if this first scheme concerns the transition from one situation to a fair way of learning. This situation provides differences between the subject and the object, in a similar process as is now the case with the pandemic and requires the recognition, creative ownership of each object after separation as with the new information technologies that has invaded our lives. It also goes with the distance transaction of students with lessons where there is a fear of separation and is related to trust in the credibility of the mother. This is transferred to the educational act because it exists in the students' minds to work to bring them into the world of tertial education and knowledge from the psyche of students in the context of communication with others. The individual method of study reflects ways in which students share the reality of the pandemic as well as of this inner world with others. The creativity and the ability to study individual methods are nothing more than a game of reality like what students do as they mock it - accept it - reject it periodically or distance themselves by welcoming imagination to the power of virtual reality.

This intermediate space, according to Winnicott, is a testing ground for the new subject, where students can invest in home confinement by improving performance. With or without internment with others, dreams of university can develop into a nightmare, causing cold fragmentation and psychopathological conditions. In these cases, the personal fantasy and the flashback to virtual reality is limited to individual learning on the internet, to communication on the internet with a distorting mask.

The researcher recommends that future researchers conduct another study exploring the indicators of inclusion climate on other variables for the students with neuro developmental disorders of higher

education (2). Consequently, further studies may be conducted in other places to explore and other variables on the ways that they students' study and science-related.

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